

Art Progression of Knowledge, Skills and Vocabulary

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>0-3 years</p> <p>Start to make marks intentionally</p> <p>Learn to draw in different ways to create different effects</p> <p>Learn to draw things they like</p> <p>3-4 years</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Learn to draw for pleasure and relaxation</p> <p>draw with increased complexity such as representing a face with circle including</p> <p>Shade areas and shapes as neatly and carefully as they can including details</p> <p>Learn the link between drawing shapes and writing</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Pupils develop their ability to draw things from simple geometric shapes.</p> <p>Work from observation.</p> <p>Pupils draw for pleasure, developing an interest in things in the world around them.</p> <p>Pupils try out new ways of making lines and marks to describe a wide range of surfaces, textures and forms.</p> <p>Pupils explore the concept of light and dark, learning how to create both values and controlling them to make tones.</p> <p>Pupils practice shading tones with few gaps and that is neat to the edges.</p>	<p>Drawings are becoming more competent, greater detail is shown, techniques are improving and there is evidence of greater control.</p> <p>Pupils develop their confidence in ways of making lines and marks to describe a wide range of surfaces, textures and forms.</p> <p>Pupils investigate the drawings of great artists.</p> <p>Use a range of tones from a single pencil.</p> <p>Begin to experiment with oil pastels.</p> <p>Use appropriate language and vocabulary.</p>	<p>Describe, copy and imagine how things might have looked in the past or in another place or culture.</p> <p>Draw things they can see (from nature, their environment, still life or from photos they have taken)</p> <p>To control the pressure when using drawing implements to create lighter or darker marks.</p> <p>To be increasingly able to shade areas neatly without spaces and gaps.</p> <p>To draw detail, texture, pattern.</p> <p>Look at the drawings of famous artists, study and discuss them</p>	<p>Recall and visualise things from memory such as a familiar building or room.</p> <p>Confidently work from imagination.</p> <p>Draw things they can see and (from nature, their environment, still life or from photos they have taken) alter the viewpoint of objects.</p> <p>Investigating the drawings of an artist chosen by them to copy.</p> <p>Introduce them to different styles of drawing.</p> <p>Use of appropriate language and vocabulary.</p>	<p>Use pencils hard and soft.</p> <p>Begin to create depth in a composition through the use of perspective.</p> <p>Can create drawings from simple 2D shapes.</p> <p>Can draw three dimensions, such as cylinders and cubes.</p> <p>Can shade basic shapes neatly and evenly.</p> <p>Use language appropriate to skill and techniques.</p>	<p>Can draw and shade 3D shapes with some success and have a basic understanding of how shading changes with light sources.</p> <p>Know and apply a very basic perspective.</p> <p>Find and know artists' drawings they like, appreciate and admire.</p> <p>Confidently use language appropriate to skill and techniques.</p> <p>Draw using tonal contrast.</p> <p>Consider scale and proportion in compositions ie. Figures and faces, landscapes etc</p> <p>Use mixed media in completed work.</p> <p>Draw the layout of the face and figure.</p>

Computers	
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want.</p> <p>They can use simple painting software to edit and manipulate photos.</p> <p>They use basic painting software to suit their ideas,</p>	<p>They know how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping, brightness, filters etc.</p> <p>They use painting software to edit and manipulate photos to create more complex images.</p>	<p>Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p>	<p>Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing photo manipulation for example.</p>	<p>Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation for example.</p>	<p>Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation for example</p>

Craft Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>0-3 years</p> <p>Explore different materials using all their senses to investigate them</p> <p>Use their imagination as they consider what they can do with different materials</p> <p>3-4 years</p> <p>Join different materials and explore different textures</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Objects and pictures are made by cutting,</p>	<p>Images are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Art is made in a range of experimental craft forms such as; scratching paint from a surface, simple etchings - tapestries.</p>	<p>Pupils could gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, printmaking etc.</p>	<p>Pupils could gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, printmaking etc.</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p>	<p>Pupils could gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, print making etc.</p>	<p>Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, print making etc.</p>

<p>sewing, glueing and forming fabrics</p> <p>Textiles are decorated with simple applique techniques such as beads, sequins, coloured threads, lace or reclaimed materials</p> <p>Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purpose</p>						
Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>0-3 years</p> <p>Notice patterns with strong contrast</p> <p>Be attracted by patterns resembling the human face</p> <p>3-4 years</p> <p>Create collaboratively sharing ideas, skills and knowledge</p> <p>Study famous works of art and try to explain how the artwork makes you feel.</p> <p>Use artistic effects to express their knowledge and ideas.</p> <p>Build on their previous learning refining ideas</p>	<p>Study famous works of art to identify what the content of it is.</p> <p>Try to explain orally how the artwork makes you feel using key subject vocabulary (descriptions of formal elements such as colour line, tone etc. and how artist has created mood and feeling).</p>	<p>Study famous works of art and try to explain how the artwork makes you feel. How has the artist produced this work?</p> <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p>	<p>Study famous works of art and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made it? Where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p>	<p>Study famous works of art and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Produce original work and employ some of what they have learned from their artist's studies.</p>	<p>Study famous works of art and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made it, where were they from? Why was it made?</p> <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Produce original work and employ some of what they have learned from their artist's studies.</p>	<p>Study famous works of art and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made?</p> <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Produce original work and employ some of what they have learned from their artist's studies. Investigate how artists create mood and feeling in their work.</p>

and developing their ability to represent them.						
Evaluation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should orally describe their work and the work of others.</p> <p>Describe the formal elements of colour, line, shape, texture and patterns of artwork.</p> <p>They should be able to develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.</p> <p>They offer advice, confidence and praise to others.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p> <p>They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>They offer advice, confidence and praise to others.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p> <p>They should develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>They offer advice, confidence and praise to others.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.</p> <p>Be able to develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>They offer advice, confidence and praise to others.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Be able to develop skills in orally describing their thoughts, ideas and intentions.</p>	<p>Makes careful and considerate judgments about their own and others work without comparing their own work to that of others.</p> <p>Uses evaluation to understand what they need to do to improve and that all artists do this.</p> <p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.</p>	<p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense.</p> <p>They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.</p> <p>They should know that most artists struggle with this and that it is a vital part of the art process.</p>
Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>0-3 year</p> <p>Explore paint using fingers and other parts of</p>	<p>Mix primary colours.</p> <p>Begin to use black and white to create tints and tones.</p>	<p>Learn how to measure and mix the paint they need and apply paint</p>	<p>Use paint and equipment correctly and with increasing confidence.</p>	<p>Use paint and equipment correctly and with increasing confidence.</p>	<p>Use paint and equipment correctly and with increasing confidence.</p>	<p>Use paint and equipment correctly and with increasing confidence.</p>

<p>their bodies as well as brushes and other tools.</p> <p>3-4 years</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their paintings like happiness, sadness, fear, etc</p>	<p>Create a range of marks with a paintbrush and a variety of tools, eg. Fingers, card, twigs.</p> <p>Create texture using colour and different thickness of paint. Begin to look at the work of different artists.</p> <p>Learn fundamental colour mixing using primary colours.</p> <p>Learn how to hold and control a paintbrush.</p> <p>Learn how to blend colours on the paper whilst paint is wet.</p> <p>Add items to paint to make textures such as sand, grit, salt, rice, cous-cous and other foodstuffs.</p> <p>They combine papers, fabrics, materials and surfaces to make collages, cutting, ripping and forming materials to suit their idea.</p>	<p>sensitively and with control. Begin to explore the relationship between colours and moods/feelings Red – angry – fire Blue – calm – seaside.</p> <p>Paint on a range of 2d surfaces such as cartridge paper, card, brown paper, coloured papers and fabrics.</p> <p>How to use different techniques to create effects such as spattering, stippling, dripping, pouring etc.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use colour washes to build up thicker layers and paint detail. Predict colour mixing results with increasing accuracy – colour wheel.</p> <p>Study how other artists' paint, applying this to their work.</p> <p>Uses different shades and tint of colours to create light and dark areas.</p> <p>Investigate great works of art, design, craft and architecture.</p> <p>Use language appropriate to skill and technique.</p>	<p>Understand how to use tints and tones – to lighten and darken with the use of black and white.</p> <p>Competently work with different consistencies of paint.</p> <p>Paints from observation; natural forms, their environment and photographs.</p> <p>Be able to use colours to express their purpose, mood and feelings.</p> <p>Learn the work of different artists' and painting styles.</p>	<p>Begin to use tints in their work.</p> <p>Use of colours and their relationships eg. hot and cold colours.</p> <p>Confidently work from direct observation.</p> <p>Develops ability to control the amount of paint and water when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use complementary colours.</p> <p>Confidently work from imagination.</p> <p>Replicate patterns, colours and textures in their work.</p> <p>Begin to use different kind of paints (acrylics, watercolours etc). Confidently use language appropriate to skill and technique.</p>
3D Sculpture						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>0-3 years</p> <p>Junk modelling</p>	<p>To manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>To manipulate clay for a variety of purposes, including. thumb pots,</p>	<p>Clay sculpture - making Nefertiti's eye.</p>	<p>Using mixed media to create a sculpture.</p>	<p>To design a cardboard headdress with detailing.</p>	<p>To develop skills in modelling materials and clay including slabs, coils, slips, etc.</p>

<p>3-4 years</p> <p>Junk modelling</p> <p>Sculptures are made by cutting, forming and joining familiar 3d shapes such as packaging, cartons or boxes into desired effects.</p> <p>Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example</p>	<p>To experiment (shape and form) with, construct and join recycled, natural and manmade materials.</p>	<p>simple coil pots, textured tiles and models.</p> <p>To experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>To begin to join clay adequately by using slip and blending.</p> <p>To understand the safety and basic care of materials and tools. To make a simple Papier Mache object.</p>			<p>Independently select sculpture as a method of producing work, if this fits the criteria of the task.</p> <p>Using appropriate techniques such as scoring, wetting and smoothing.</p>
Vocabulary Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>paint, pencils, paper, shape, colour, ideas, lines</p>	<p>Portrait, Landscape, Imagination, Idea, Artist, Craftsperson, Designer</p>	<p>similarity, difference, times, art, design, museum, gallery, investigate, culture</p>	<p>observe, experience, investigate, historical periods, collaborate, scale</p>	<p>experience, purpose, starting point, great artists, artistic styles, technique, art history, classical, memory, ICT, art movement</p>	<p>depth, distance, shadow, genre, functionality, method, approach, opinion, aesthetic, art elements, balance,</p>	<p>starting point, marks, lines, perspective, edit, effect, filter, adapt, views, manipulate, experiment, light, shade, vanishing point,</p>
End Points						
Key Stage 1			Key Stage 2			
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			