

Art – Knowledge Progression Document

Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiment with a range of drawing tools and name them, pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons</p> <p>Draw from observation, memory and imagination</p> <p>Draw on a large and small scale and use different shapes and colours of paper</p> <p>Draw upright and flat</p> <p>Draw controlled lines and use the skill to make different shapes.</p>	<p>Communicate something about themselves in their drawing.</p> <p>Create moods in their drawings</p> <p>Use pencil crayons create coloured drawings</p> <p>Draw faces putting features in the correct places</p> <p>Draw lines of different shapes and thickness, using different grades of pencil.</p> <p>Interpret an object through drawing observed detail.</p> <p>Use viewfinders to focus on a particular area</p> <p>Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc.</p> <p>Make drawings as a starting point for work in other areas such as textiles, mask making etc.</p>	<p>Understand where they might use different grades of pencil in their drawing.</p> <p>Create different tones using light and dark.</p> <p>Use different shading techniques to create different tones.</p> <p>Show patterns and texture in their drawings.</p> <p>Use a viewfinder focus on a specific part of an artefact before drawing it.</p> <p>Make drawings that focus on pattern or texture</p> <p>Draw with wax crayon, charcoal and pastel using different pressures</p> <p>Draw with charcoal and pastel, blending and smudging</p> <p>Can use ball point pen make fine marks</p> <p>Begin show pattern and texture in their drawing</p>	<p>Use drawing techniques to record their observations of basic details.</p> <p>Create a sense of proportion in a drawing.</p> <p>Use experimental drawing techniques to create atmosphere or mood in a drawing.</p> <p>Explain why they have chosen specific materials to draw with to achieve different effects.</p> <p>Understand the different grades of pencil and use them scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Use different pressures to create hard and soft lines</p> <p>Show facial expression in their drawing</p> <p>Use small sketches to produce a final piece</p> <p>Write an explanation of their sketch</p> <p>Use shading to create tone</p>	<p>Use drawing techniques to record their observations of all the main details of a subject.</p> <p>Create a sense of distances and proportion in a drawing.</p> <p>Explain why they have chosen specific materials draw with and what effects have been created .</p> <p>Draw demonstrating an understanding of line, ne, scale, texture and depth</p> <p>Use mirrors, viewfinders, magnifying glasses to make more detailed observations</p> <p>Begin to show facial expression and body language in their drawings</p> <p>Show reflections</p> <p>Explain.</p>	<p>Create a sense of perspective in a drawing.</p> <p>Develop a collection of drawings that explore a theme.</p> <p>Explain how they have created different effects using different materials and techniques.</p> <p>Use new media such as pen and ink</p> <p>Use hard and soft lines show the detail in the distance, foreground and avoid using a rubber</p> <p>Prepare a drawing surface</p> <p>Draw with pastel and charcoal to create effects</p> <p>Draw simple objects including texture</p> <p>Shade show mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>Use drawing to communicate ideas and convey a sense of individual style.</p> <p>Use shading techniques create depth and ne.</p> <p>Explain how they have combined different materials and explain why they have chosen specific drawing techniques. Pastel and charcoal</p> <p>Create accurate and experimental drawings that lead the development of a final polished outcome.</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination</p> <p>Explain why they have chosen specific drawing techniques</p>

Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore different types of paint – ready mixed, powder, finger, water colour etc</p> <p>Paint controlled lines and use the skill to make different shapes.</p> <p>Mix colours and describe how they look</p> <p>Mix sawdust, sand, washing up liquid, paste in paint to change its consistency or texture</p> <p>Paint flat and upright paint on a small and large scale using appropriate tools and applicators</p> <p>Paint on different sizes, shapes and colours of paper</p> <p>Name and recognise colours</p> <p>Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)</p>	<p>Paint a picture of something they can see.</p> <p>Communicate something about themselves and moods in their paintings.</p> <p>Understand basic colour theory of primary colours.</p> <p>Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds</p> <p>Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours.</p> <p>Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad</p>	<p>Make paintings and draw on to add to detail using different media</p> <p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Look at the work of other artists and experiment with their approaches</p>	<p>Use a range of brushes to create</p> <p>Select an appropriate brush type, size and style depending on the task</p> <p>Can mix colours with accuracy</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Create a background using a wash</p> <p>Use different brushes for different effects</p> <p>Explore links between colours and feelings and explain which colours work well together</p> <p>Use artists' work as a starting point and create work in the style of different artists</p>	<p>Understand the different properties of different paints: watercolour, oil, ready mixed</p> <p>Create mood in a painting using colour.</p> <p>Use shade to create depth in a painting.</p> <p>work in monochrome (shades of one colour)</p> <p>Look at and make paintings with background, foreground and middle ground and use perspective</p> <p>Mix and match colours for purposes (e.g. skin colours)</p> <p>Mix different consistencies of paints</p>	<p>Understand the different properties of different paints,. acrylic and glass paint</p> <p>Create a range of shades using different kinds of paint.</p> <p>Identify different painting styles and how these have artists are influenced by these styles</p> <p>Use layers of paint to add detail background colours</p> <p>Create mixed media work</p> <p>Create mood and feelings in their paintings</p> <p>Express their own emotions accurately through their painting.</p>	<p>Use a wide range of techniques in their work and explain why they have chosen these techniques.</p> <p>Explain and establish their own style</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p> <p>Can add texture in paint by adding PVA, sawdust, sand etc.</p> <p>Use brushes in different ways with thickened paint</p> <p>Create mixed media work using a range of techniques effectively</p>

Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use different tools through printing to create marks.</p> <p>Create a simple pattern.</p> <p>Select everyday objects print with</p>	<p>Repeat a print to make a pattern.</p> <p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks</p> <p>Print sequential patterns</p> <p>Make mono-prints (drawing in printing ink with different tools and making a print)</p>	<p>Design own printing blocks with card and print with sponge rollers</p> <p>Use Press print</p> <p>Develop mono printing by mixing colours</p> <p>Develop printing using stencils and found objects by creating more complex patterns</p> <p>Print on paper and textile</p>	<p>Begin to create screen prints</p> <p>Continue to develop mono printing by mixing colours</p> <p>Create prints by pressing, rolling, rubbing and stamping</p> <p>Make and print card blocks in 2 colours</p>	<p>Make and print card blocks in 4 colours</p> <p>Make texture blocks and print (sponge rollers)</p> <p>Print on paper and fabric</p> <p>Can create accurate print designs</p> <p>Print on different materials.</p>	<p>Print using a number of colours</p> <p>Create a print that meets a given criteria</p> <p>Develop screen printing by cutting masks</p> <p>Embellish prints with stitching, collage, drawing etc.</p>	<p>Look carefully at the methods that they use and make decisions about the effectiveness of their printing method</p> <p>Print for a specific purpose such as Christmas cards, wrapping paper etc.</p> <p>Link printmaking with Numeracy by making a block and rotating it different degrees to make a design</p> <p>Look at the work of other printmakers such as Andy Warhol, Paul Hipkiss</p>

Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sort threads and fabric and talk about colour and texture</p> <p>Identify and talk about textiles in the environment</p> <p>Make pictures using fabrics</p> <p>Thread and weave in orange netting, garden netting, fencing, sequin mesh</p> <p>Print on fabric</p>	<p>Use simple stitching in fabric pictures and designs</p> <p>Weave in netting and using weaving boards</p> <p>Use fabric paints and crayons</p> <p>Draw designs before making</p> <p>Sort and discuss fabrics and their properties</p>	<p>Colour fabric using natural dyes such as beetroot, tea, onion skins, berries</p> <p>Begin to add shape to their work</p> <p>Join fabric using glue</p> <p>Begin to sew fabrics together</p>	<p>Work back in prints with stitching, sequins, buttons etc</p> <p>Use patterns from different times, places and cultures as a starting point for design</p> <p>Make silk paintings (use gold and silver pens and silk paint)</p> <p>Decorate fabric with tie dye</p> <p>Begin to use more than one type of stitch</p>	<p>Work back in prints with stitching, collage, drawing etc</p> <p>Change fabric structures by pulling threads out of hessian and replacing with coloured threads</p> <p>Look at artists work e.g. The Bayeaux Tapestry and use it to create a piece</p>	<p>Use Acrobatik or flour and water mix to create batik</p> <p>Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, applique and/ or embroidery</p> <p>Embellish work with mix media</p>	<p>Add detailed embellishment through bonding and sewing beads etc.. a design.</p> <p>Develop range of stitches.</p> <p>Use stitches taught and extend through children's choices for a particular purpose.</p> <p>Use the computer to create designs and print on fabric using transfer paper.</p>

Three Dimensional						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy</p> <p>Talk about the properties of materials.</p> <p>Use glues, masking tape split pins and other fastenings</p> <p>Talk about sculpture in the environment, what it can be made of and what it is about</p> <p>Talk about displays of three-dimensional objects e.g. a display of clay objects, objects made from wood or metal etc</p> <p>Draw in clay with a range of tools</p> <p>Make clay thumb pots</p> <p>Press objects in clay</p>	<p>Recognise different textures in different surfaces.</p> <p>Use different materials to create raised texture.</p> <p>Scrunch, roll, shape materials to make a 3D form.</p> <p>Make models from balls of paper, tubes of paper and masking tape.</p> <p>Cover with tissue paper and glue</p> <p>Make sculpture by slotting card together</p> <p>Cut shapes from clay</p> <p>Name the tools used and describe how the clay feels using an appropriate vocabulary</p>	<p>Mould, form and shape and bond materials to create a 3D form.</p> <p>Add texture to a piece of work.</p> <p>Use bonding techniques to add parts on their sculpture.</p> <p>Talk about sculpture, what it is made of, what it is for etc</p> <p>Make junk models and know how to strengthen them.</p> <p>Make a clay pot</p> <p>Join clay finger pots together</p> <p>Add line and shape their clay work</p>	<p>Add detail a piece of 3D work create texture.</p> <p>Apply a smooth surface to a sculptural form.</p> <p>Shape using a variety of mouldable materials.</p> <p>Use nets to make cubes, cuboids etc and use in models</p>	<p>Research the work of different sculptors</p> <p>Build up from a flat surface to make masks and panels.</p> <p>Cover forms with tissue paper and glue</p> <p>Can make a sculpture using a range of materials</p> <p>Make a simple clay slab pot</p> <p>Begin to sculpt clay in other shapes</p>	<p>Shape using a variety of mouldable materials</p> <p>Include both visual and tactile elements in their work.</p> <p>Make Marquette's (small prototype sculptures) and display in front of a photograph of a particular location</p> <p>Experiment and combine materials and process to design and make 3D art</p>	<p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p> <p>Know the properties of a wide range of different sculptural materials and how to use them.</p>

Collage						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use prepared paper and card to make collage</p> <p>Colour sort materials.</p> <p>Build layers of materials to create an image with support.</p> <p>Understands that different materials can be combined create new effects.</p> <p>Selects tools and techniques needed shape, assemble and join materials they are using.</p> <p>Chooses particular colours and textures for a purpose</p>	<p>Cut and tear paper and card for their collages</p> <p>Gather and sort the materials that they will need</p>	<p>Use different types of materials on their collage and explain why.</p> <p>Use repeated pattern in a collage</p>	<p>Overlap materials in a collage.</p> <p>Use different kinds of media to embellish and add details on their collage and explain what effect this has.</p> <p>Cut accurately Experiment with different final looks, rearranging materials.</p> <p>Experiment using different colours</p> <p>Use mosaic and montage</p>	<p>Use collage to create a mood</p> <p>Use ceramic mosaic</p> <p>Combine visual and tactile qualities boards of ideas.</p>	<p>Use collage to create detailed mood boards of ideas for a project.</p> <p>Combine pattern, tone and shape in collage.</p> <p>Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities</p>	<p>Justify the materials they have chosen in their work.</p> <p>Use collage as part of a mixed media project.</p> <p>Express their ideas through collage.</p>

IT						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a simple painting program to create a picture. Talk about work using the appropriate vocabulary. Explore lines, circles, stars, particular colour schemes etc</p> <p>Experiment using different tools in an application</p> <p>Use a digital camera</p> <p>.</p>	<p>Recognise the different tools and how to use them when using a simple painting programme.</p> <p>Go back and change their picture.</p> <p>Use a digital camera and manipulate the pictures using a simple programme such as 2photo.</p> <p>Explore the symmetry effect. Know how to save and reopen work and change their picture.</p>	<p>Create a picture independently using simple IT mark-making tools, e.g. brush and pen tools and edit their own work.</p> <p>Make a simple drawn animation</p>	<p>Combine digital images with other media.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p>Use the web to research an artist or style of art.</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Use a scanner to get art work on the screen, manipulate and print out</p> <p>Use the tile and drop tool to create repeated patterns and flipping and turning motifs</p>	<p>Scan images and take digital photos, and use software to alter them, adapt them.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p> <p>Combine graphics and text based on their research</p>	<p>Use software packages to create pieces of digital art design.</p> <p>Create a piece of art which can be used as part of a wider presentation</p> <p>.</p>

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe what they can see and like in artists work</p> <p>Talk about what they like and dislike about a piece of art</p> <p>Replicate a piece of appropriate artists work e.g. Jackson Pollack</p>	<p>Ask sensible questions about a piece of art</p> <p>Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers</p>	<p>Say how other artists have used shape colour and pattern (can be evidenced in sketch book)</p> <p>Create a piece of work in response to another artists work</p> <p>Describe how their work is similar and different to the work of a well-known artist and designer</p> <p>Link colour to natural and man-made objects</p>	<p>Discuss the work of different artists and cultures and use a range of ideas in their work.</p> <p>Communicate what they are trying to express in their own work.</p> <p>Compare different artists of the same style</p> <p>Explore work from different cultures and time periods</p>	<p>Compare and describe well known artists work</p> <p>Explain how their work is similar and different to that of artists</p> <p>Explain their reasons behind their choices</p> <p>Talk about art from other periods of history</p> <p>Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling</p>	<p>Learn about the work of others by looking at books, the internet and galleries.</p> <p>Use observational skills replicate artists work</p> <p>Explore the impact of well-known artists' work on the society at the time</p>	<p>Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design)</p> <p>Use features of researched artists in their own work</p> <p>Explore the impact of the artists' work on society at the time.</p>

Sketchbooks						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Use their sketch book to express likes and dislikes about a subject.</p> <p>Use annotations to write an explanation of their sketch</p> <p>Use sketchbooks to record initial ideas and observations</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Suggest improvements to their work that is in the sketch book</p>	<p>Keep notes about the purpose of their work in their sketch books including links to art history and other works.</p> <p>Evaluate their learning and record in sketchbooks.</p> <p>Use their sketch book to express personal feelings about various subjects</p> <p>Outline likes and dislikes of a piece of artwork</p> <p>Adapt and improve their original ideas</p>	<p>Use sketchbooks to explore and practice a range of materials, record ideas, and experiment.</p> <p>use their sketchbooks to build and record their knowledge and learning journey.</p> <p>Compare sketchbook ideas and give supportive and constructive feedback on their development</p> <p>Use their sketchbook to show how ideas have developed and improved</p> <p>Use annotations in the sketch book to show what further changes they would make</p> <p>Use their sketch book to show how children have compared and discussed ideas with others</p>	<p>Adapt and refine their work reflect its meaning and purpose, keeping notes and annotations in their sketch</p> <p>Make detailed notes about items and pieces of work</p> <p>Make explicit reference to methods and skills used in art work they have created or artwork of Others</p> <p>Include research on artists and links how this has impacted upon the work created</p> <p>Use their sketch book reflect on their work (and other children's work) and its meaning and purpose</p> <p>Use use their sketch book show knowledge and art history that they have learnt</p>