



Art and Design Progression of Knowledge and Skills

Progression of Knowledge

	EYFS	Year 1/2	Year 3/4	Year 5/6
Pattern	<ul style="list-style-type: none"> Know when they have made a pattern with objects/colours/drawn marks and be able to describe it. 	<ul style="list-style-type: none"> Know pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> Surface rubbings can be used to add or make patterns. Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a 'motif', and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (Van Gogh for example) or in repeated shapes within a composition.
Texture	<ul style="list-style-type: none"> In simple terms describe what something feels like, e.g. bumpy. 	<ul style="list-style-type: none"> Know that texture means 'what something feels like'. Know different marks can be used to represent the textures of objects. Know different drawing tools make different marks. 	<ul style="list-style-type: none"> Texture in an artwork can be real (what the surface feels like) or a surface can be made to appear textured. Using lighter and darker tints and shades of a colour can create a 3D effect. 	<ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work.
Tone	<ul style="list-style-type: none"> To know that there are different shades of the same colour and identify colours as 'light' or 'dark'. 	<ul style="list-style-type: none"> Know that there are many different shades (hues) of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. 	<ul style="list-style-type: none"> 'Tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Shading could include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> Know that chiaroscuro means 'light and dark' and is a term used to describe high contrast images. Tone can help show the foreground and background in artwork.
Colour	<ul style="list-style-type: none"> Know the names of a wide range of colours. 	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. 	<ul style="list-style-type: none"> Paint colours can be mixed using natural substances and 	<ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to

	<ul style="list-style-type: none"> Know that colours can be mixed to make new colours 	<ul style="list-style-type: none"> Know that primary colours can be mixed to make secondary colours: red + yellow = orange yellow + blue = green blue + red = purple 	<p>prehistoric peoples used this paint.</p> <ul style="list-style-type: none"> Using light and dark colours next to each other creates contrast. 	<p>your culture or background, e.g. red for danger or for celebration.</p> <ul style="list-style-type: none"> A 'monochromatic' artwork uses tints and shades of just one colour. Artists use colour to create an atmosphere or to represent feelings in art work, e.g. by using warm or cool colours.
Form	<ul style="list-style-type: none"> Know that modelling materials can be shaped using hands or tools. 	<ul style="list-style-type: none"> Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing onto it or by joining pieces on. Know that 3D art is called sculpture. 	<ul style="list-style-type: none"> Three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. 	<ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	<ul style="list-style-type: none"> Know the names of simple shapes in art. 	<ul style="list-style-type: none"> Patterns can be made using shapes. Know a range of 2D shapes and confidently draw these. 	<ul style="list-style-type: none"> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. Basic shapes can be used to create more complex shapes and patterns. 	<ul style="list-style-type: none"> An understanding of shape and space can support creating an effective composition.
Line	<ul style="list-style-type: none"> Know that lines can be curved or straight and described in simple terms such as: 'wiggly', 'straight', 'round'. 	<ul style="list-style-type: none"> Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. 	<ul style="list-style-type: none"> Using different tools or using the same tool in different ways can create different types of lines. 	<ul style="list-style-type: none"> Line can be used beyond drawing and applied to other art forms.

Knowledge of Artists			
EYFS	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> • Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long – it is temporary. • Some artists cut and stick photos to make new images. 	<p>Sculpture and 3D:</p> <ul style="list-style-type: none"> • Ranti Bam • Rachel Whiteread ○ Art can be figurative or abstract. ○ Artists can use the same material (felt) to make 2D or 3D artworks 	<p>Sculpture and 3D:</p> <ul style="list-style-type: none"> • Sir Anthony Caro • Ruth Asawa ○ Artists make decisions about how their work will be displayed. 	<p>Sculpture and 3D:</p> <ul style="list-style-type: none"> • Yinka Shonibare • Judith Scott • Nicola Anthony • Louise Nevelson • Joseph Cornell ○ Describe, interpret and evaluate the work, process and ideas used by artists across a variety of disciplines. ○ Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. ○ Art forms, such as photography and sculpture, continually develop over time as artists seek to break new boundaries.
	<p>Painting and Mixed Media:</p> <ul style="list-style-type: none"> • Jasper Johns • Clarice Cliff ○ An artist is someone who creates ○ Art is made in different ways. ○ Art is made by all kinds of people. 	<p>Painting and Mixed Media:</p> <ul style="list-style-type: none"> • The drawings of the Chauvet cave ○ Art from the past can give us clues about what it was like to live at that time. ○ Artists have different materials available to them depending on when they live in history. 	<p>Painting and Mixed Media:</p> <ul style="list-style-type: none"> • Chila Kumari Singh Burman • Vincent Van Gogh • Njideka Akunyili Crosby ○ Artists are influenced by their culture and history. ○ Artists create work with the intention to create an impact on the viewer.

		<ul style="list-style-type: none"> ○ Artists can make their own tools. ○ Artists experiment with different tools and materials to create texture ○ Artists make decisions about how their work will be displayed. 	
	<p>Drawing:</p> <ul style="list-style-type: none"> ● Bridget Riley ● Zaria Forman ● Wassily Kandinsky ● Renata Bernal ● Ily Bolotowsky <ul style="list-style-type: none"> ○ Artists choose materials that suit what they want to make. 	<p>Drawing:</p> <ul style="list-style-type: none"> ● Max Ernst ● Georgia O’Keeffe <ul style="list-style-type: none"> ○ Artists experiment with different tools and materials to create texture. ○ Artists can work in more than one medium. 	<p>Drawing:</p> <ul style="list-style-type: none"> ● Diego Rivera ● Dan Fenelon ● Pablo Picasso <ul style="list-style-type: none"> ○ Artists can use symbols in their artwork to convey meaning. ○ Sometimes artists add extra meaning to their work by creating art in places where they don’t have permission to work. ○ Artists find inspiration in other artists work, adapting and interpreting ideas and techniques to create something new. ○ Art can be a form of protest. ○ Artists use art to tell stories about things that are important to them: looking at artworks from the past can reveal

			<p>thoughts and opinions from that time.</p> <ul style="list-style-type: none"> ○ Art sometimes creates difficult feelings when we look at it.
	<p>Craft and Design:</p> <ul style="list-style-type: none"> ● Judith Scott ● Cecilia Vicuña <ul style="list-style-type: none"> ○ Some artists are influenced by things happening around them. ○ Sometimes artists concentrate on how they are making something rather than what they make. ○ Artists can use everyday materials that have been thrown away to make art. ○ Artists choose materials that suit what they want to make. 	<p>Craft and Design:</p> <ul style="list-style-type: none"> ● Ruth Daniels ● Senaka Senanayake ● William Morris ● Megan Carter <ul style="list-style-type: none"> ○ Designers can make beautiful things to try to improve people’s everyday lives. ○ Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. ○ Artists and designers sometimes choose techniques based on the time and money available to them. ○ Artists use drawing to plan ideas for work in different media. 	<p>Craft and Design:</p> <ul style="list-style-type: none"> ○ Hannah Hoch ○ Chris Plowman ○ Derick O Boateng <ul style="list-style-type: none"> ○ Artists can use symbols in their work to convey meaning. ○ Artists use art to tell stories about things that are important to them: looking at artworks from the past can reveal thoughts and opinions from that time. ○ Artists take risks to try out new ideas; this can lead to new techniques being developed.

Progression of Skills

Drawing			
EYFS	Y1/2	Y3/4	Y5/6
<p>Children will know how to:</p> <ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and pattern when drawing. • Identify similarities and differences between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practice looking carefully when drawing. • Combine materials when drawing. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Produce a continuous line drawing (using one unbroken line). • Describe the properties of different drawing materials, e.g. which ones smudge, which can be erased, which blend. • Hold and use drawing tools in different ways to create different lines and marks. • Create marks when responding to different stimulus, such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Use shapes identified within objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> • Use gestural and expressive ways to make marks. • Use a variety of materials to create different effects. • Create different effects by drawing on different surfaces. • Use symbolism as a way of creating imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Use charcoal to create chiaroscuro effects.

Painting and Mixed Media			
EYFS	Y1/2	Y3/4	Y5/6
<p>Children will know how to:</p> <ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Explore paint textures, e.g. mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Combine primary colours to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable level of paint to the printing surface. • Overlap paint to make new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways, e.g. adding water, adding a lighter colour. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Use simple shapes to scale up a drawing to make it bigger. • Paint on a rough surface. • Make a negative and a positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as line and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for mixed-media artwork. • Take in interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.

Sculpture and 3D			
EYFS	Y1/2	Y3/4	Y5/6
<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials, e.g. playdoh, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay • Roll clay into a cylinder or a ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two pieces of clay using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways, e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card, e.g. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending) • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.

Craft and Design			
EYFS	Y1/2	Y3/4	Y5/6
<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Explore differences when cutting a variety of materials. • Investigate different ways of cutting, e.g. straight lines, wavy lines, zig zags etc... • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card, e.g. stick, clip, tie, tape. • Apply craft skills, e.g. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in 3D. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • How to wrap objects/shapes with wool. • Measure length. • Tie a knot, threat and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Make a mood board. • Select imagery and use it as inspiration for a design project. • Recognise a theme and develop colour palettes using selected images and drawings. • Develop observational drawings into shapes and patterns for design. • Transfer a design using a tracing method. • Make a repeating pattern tile-using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • Use different materials to produce photorealistic art work. • Create macro photography showing an object larger than it is in real life. • Create a photomontage. • Create artwork for a design brief. • Use an iPad for photography. • Manipulate a photograph using photo-editing tools. • Use drama and props to create imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing.