



Art and Design Progression of Knowledge and Skills

Progression of Knowledge

	EYFS	Year 1	Year 2	Year 3
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	- Know lines can create patterns like zig zags and wavy lines. - Know a pattern is a design in which shapes, colours or lines are repeated.		Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
Texture	Simple terms to describe what something feels like (eg. bumpy).	Know different tools, and how they are used, create different types of marks.	Different marks can be used to represent the textures of objects.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	- Know changing pressure when drawing can create light and dark tones. - Know that there are many different shades (or 'hues') of the same colour. - Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.		- Shading helps make drawn objects look realistic by giving them form (dimension). - Shading creates different tones in artwork by changing the applied pressure.
Colour	- The names of a wide range of colours. - Colours can be mixed to make new colours.	- Know that the primary colours are red, yellow and blue. - Know primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple		Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.
Form	Modelling materials can be shaped using hands or tools	Know that three dimensional art is called sculpture.	- Pieces of clay can be joined using the 'scratch and slip' technique. - A clay surface can be decorated by pressing into it or by joining pieces on	

Shape	The names of simple shapes in art.	Know a range of common shapes so they can identify and use them in their artwork.	- Patterns can be made using shapes. - Objects can be recreated by identifying and combining basic shapes.	Negative shapes show the space around and between objects.
Line	Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'	- Know changing pressure when drawing can create light and dark tones. - Know that using different tools or using the same tool in different ways can create different types of lines.	Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.	Combining more complex lines and marks can represent texture, tones and patterns.
Space		Know they can arrange parts of a familiar subject so their artwork looks recognisable.	Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	
Knowledge of Artists		- Some artists are influenced by things happening around them - Artists can use everyday materials that have been thrown away to make art. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists choose materials that suit what they want to make.	- Art can be figurative or abstract. - Artists can use the same material (felt) to make 2D or 3D artworks.	- Art from the past can give us clues about what it was like to live at that time. - Artists can make their own tools. - Artists make decisions about how their work will be displayed. - Artists have different materials available to them depending on when they live in history. - Artists experiment with different tools and materials to create texture.
Evaluating and Analysing		- Art is made in different ways. - An artist is someone who creates.	- People use art to tell stories. - People make art to share their feelings.	Artists make art in more than one way.

		• Art is made by all different kinds of people. • Craft is making something creative and useful.	• People make art about things that are important to them. • People make art to explore an idea in different ways.	• People use art to help explain or teach things. • People use art to tell stories and communicate. • One artwork can have several meanings. • Art can be purely decorative or it can have a purpose. • People make art to explore big ideas, like death or nature. • One artwork can have several meanings.
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Progression of Skills

	EYFS	Year 1	Year 2	Year 3
Drawing	- Explore mark making using a range of drawing materials. - Investigate marks and patterns when drawing - Identify similarities and difference between drawing tools. - Investigate how to make large and small movements with control when drawing. - Practise looking carefully when drawing. - Combine materials when drawing.	- Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc.		
Painting and mixed media	- Explore paint, using hands as a tool. - Describe colours and textures as they paint. - Explore what happens when paint colours mix.	- How to combine primary coloured materials to make secondary colours. - How to clean a paintbrush to change colours. - How to use blowing to create a paint effect.		- How to use simple shapes to scale up a drawing to make it bigger. - How to make a negative and positive image. - How to make natural paints using natural materials. - How to make a cave wall surface.

	• Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example 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 when combining materials in collage.	• How to mix secondary colours in paint. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. • How to choose suitable sized paint brushes. • How to overlap paint to mix new colours. •		• How to create a textured background using charcoal and chalk. • How to create different textures using different parts of a brush. • How to paint on a rough surface. • How to use natural objects to make tools to paint with. • How to use colour mixing to make natural colours.
Sculpture and 3D	• Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, 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.		• How to smooth and flatten clay. • How to make a clay pinch pot. • How to make a relief clay sculpture. • How to roll clay into a cylinder or ball. • How to mix clay slip using clay and water. • How to use hands in different ways as a tool to manipulate clay. • How to make different surface marks in clay. • How to join two clay pieces using slip.	

	• Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.		• How to use clay tools to score clay.	
Craft and design	• Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.	• What materials can be cut, knotted, threaded or plaited. • How to tie a knot, thread and plait. • How to weave with paper on a paper loom. • How to wrap objects/shapes with wool. • How to make a box loom. • How to weave using a combination of materials. • How to measure a length. • How to join using knots.		• Know that layering materials in opposite directions make the handmade paper stronger. • How to construct a new paper material using paper, water and glue • How to produce and select an effective final design. • How to make a scroll. • How to make a zine. • How to use a zine to present information. • How to use symbols to reflect both literal and figurative ideas. • How to use a sketchbook to research a subject using different techniques and materials to present ideas.

Progression of Knowledge

	Year 4	Year 5	Year 6
Pattern	Patterns can be irregular and change in ways you wouldn't expect.		
Texture	- Complex marks can represent the textures and qualities of different surfaces. - Complex marks can represent the textures and qualities of different surfaces.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	
Tone	- Tone can create contrast between light and dark, adding shadows and highlights to an artwork. - Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. - Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. - Tone can create contrast between light and dark, adding shadows and highlights to an artwork. - Know tone can create contrast between light and dark, adding shadows and highlights to an artwork.	Tone can help show the foreground and background in an artwork.	Variations in tone can enhance composition and create spatial illusion.
Colour	- Adding black to a colour creates a shade. - Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	
Form	Using lighter and darker tones of a colour help to create 3D effects and show the form of an object.		

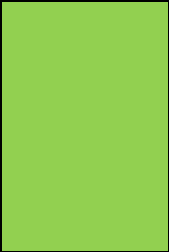
	Know that simple 3D forms can be made by creating layers, by folding and rolling materials.		
Shape	How to use basic shapes to form more complex shapes and patterns.		Elements such as perspective, depth and abstraction can change how shapes appear in a composition.
Line	Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.	Lines and marks can be expressive and show movement or emotion.	
Space	Objects can appear in the foreground or background and size can be used to show distance.		- Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. - Using a vanishing point on a horizon can create a sense of distance in their artwork.
Knowledge of Artists	- Artists use drawing to plan ideas for work in different media. - Art can communicate powerful statements about right and wrong. - Artists can choose particular materials to communicate a message. - Designers can make beautiful things to try and improve people's everyday lives. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.	- Artists are influenced by what is going on around them; for example, culture, politics and technology. - Artists can choose their medium to create a particular effect on the viewer. - Artists use self-portraits to represent important things about themselves. - Artists can combine materials; for example, digital imagery, with paint or print.	- Artists can use symbols in their artwork to convey meaning. - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. - 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 thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it.
Evaluating and Analysing	- Artists make choices about what, how and where they create art. - Art can be displayed inside or outside. - Artists evaluate what they make, and talking about art is one way to do this.	- People make art to portray ideas about identity. - Comparing artworks can help people understand them better.	- Sometimes people make art to express their views and opinions, which can be political or topical. - Sometime people make art to create reactions

	• Art can be all different sizes • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside.	• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	• People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
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Progression of Skills

	Year 4	Year 5	Year 6
Drawing	• Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • Combine lines and marks to create light and dark areas of a drawing. • Sketch to plan the placement of their composition elements for visual effect. • Represent geometric 3D shapes more accurately and begin to include organic forms. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a		• Explore the expressive qualities of line as part of their iterative process. • Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. • Scale drawings up or down while aiming to keep proportion. • Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. • Find a point in the distance to draw from (one-point perspective).

	composition and how size can show distance.		
Painting and mixed media	• How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials.	• How to develop a drawing into a painting. • How to use a photograph as a starting point for a mixed-media artwork. • How to combine materials to create an effect. • How to create a drawing using text as lines and tone. • How to take an interesting portrait photograph, exploring different angles. • How to choose colours to represent an idea or atmosphere. • How to experiment with materials and create different backgrounds to draw onto. • How to adapt an image to create a new one. • How to develop a final composition from sketchbook ideas.	
Sculpture and 3D	• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • How to smooth the surface of soap using water when carving. • How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • How to join wire to make shapes by twisting and looping pieces together. • How to use their arm to draw 3D objects on a large scale. • How to sculpt soap from a drawn design. • How to create a neat line in the wire by cutting and twisting the end onto the main piece. How to try out different ways to display a 3D piece and choose the most effective		
Craft and design	• To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. • How to make a mood board.		

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- How to draw small sections of one image to focus on colours and texture.
 - How to develop observational drawings into shapes and patterns for design.
 - How to transfer a design using a tracing method.
 - How to use glue as an alternative batik technique to create patterns on fabric.
 - How to use materials, like glue, in different ways depending on the desired effect.
 - How to paint on fabric.
 - How to wash fabric to remove glue to finish a decorative fabric piece.

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