

# Art Knowledge & Skills Progression



## Statutory Framework for the Early Years Foundation Stage

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### Early Learning Goal - Exploring and using media and materials:

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Early Learning Goal - Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## The National Curriculum for Art

### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

### Subject content at Key stage 1

Key stage 1 Pupils should be taught:

- 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.

	<b>Content</b>
<b>EYFS</b>	Developing Ideas Experimentation with: Painting Sculpture Textiles Digital Media Drawing Collage Print Looking at and responding to Artists work. Kandinsky, Animals in Art e.g. Stubbs & Matisse

<b>Year 1</b>	Sculpture collage painting textiles digital media drawing, printing Developing Ideas Responding to the work of Artists.- Kandinsky, Stubbs, Matisse (collage)
<b>Year 2</b>	Sculpture Collage painting textiles digital media drawing printing Responding to the work of Artists- Andy Warhol Pop Art, Jackson Pollock,

### Subject content at Key stage 2

- Key stage 2 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.

Pupils should be taught:

- 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.

	<b>Content</b>
<b>Year 3</b>	Develop Ideas Painting- watercolour, Sculpture Print Textiles Take inspiration from the Greats- Monet, Egyptian Sculpture, William Morris
<b>Year 4</b>	Develop Ideas Painting- acrylic, brush techniques and colour mixing. Collage Drawing Digital Media Take inspiration from the Greats- George Braque (collage), Seurat, Frida Khalo, David Hockney
<b>Year 5</b>	Develop Ideas Take inspiration from the Greats- Peter Thorpe, Van Gogh, L.S Lowry, Acrylic Painting Collage Drawing Digital Media

<b>Year 6</b>	Develop Ideas Take inspiration from the Greats- Turner (Romanticism), Picasso (prints & painting), Banksy Watercolour Painting Sculpture Printing Textiles
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## EYFS to Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Develop ideas This concept involves understanding how ideas develop through an artistic process	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	work, work of art, idea, starting point, observe, focus, design, improve.
Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need. For example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. (Understanding of the World)	Digital Media	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul>	line, tone, texture, colour, digital colouring, composition, digital drawing/ painting/

Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	Textiles	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques</li> </ul>	colour, fabric, weave, pattern.
	Sculpture	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> </ul>	statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
	Print	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	colour, shape, printing, printmaking, woodcut, relief printing, objects.

	<p>Drawing</p>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> 
	<p>Painting</p>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels</li> </ul>	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>
	<p>Collage</p>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture</li> </ul>	<p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p>

## Art Knowledge & Skills Progression Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	Develop ideas This concept involves understanding how ideas develop through an artistic process	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	line, pattern, texture, form, record, detail, question, observe, refine.
<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels</li> </ul>	Painting	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour</li> </ul>	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	Collage	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage</li> </ul>	texture, shape, form, pattern, mosaic.
<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	Sculpture	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	rectangular, concrete, , architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light,
<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils</li> </ul>	Drawing	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	Print	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul>	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques</li> </ul>	Textiles	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric</li> </ul>	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul>	Digital media	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<p><b>Take inspiration from the greats</b></p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	

# Art Knowledge & Skills Progression

## Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language</li> </ul>	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language</li> </ul>	<p>sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour</li> </ul>	Painting	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists</li> </ul>	<p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	Collage	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	shape, form, arrange, fix. mosaic, ceramic
<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	Sculpture	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>	form, structure, texture, shape, mark, soft, join, , cast., proportions
<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• • Use hatching and cross hatching to show tone and texture</li> </ul>	Drawing	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement</li> </ul>	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul>	Print	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	hammering, pattern, shape, tile, colour, arrange, mosaic
<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	Textiles	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>	colour, fabric, weave, pattern, stitch, combine
<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created</li> </ul>	Digital media	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others</li> </ul>	<p><b>Take inspiration from the greats</b></p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>	<p>Vocabulary related to the Artist studied.</p>