



Art Progression of Skills

Substantive Knowledge – Declarative Knowledge (Know what)				
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Artists	➤ To understand what an artist is. ➤ Know that artists have different styles. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings	➤ To explore the work of artists, craft makers or designers from different times and cultures and use this to inform their own work. ➤ To talk about the similarities and difference between different artists, craft makers or designers.	➤ To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	➤ To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Focused Artists- Giuseppe Arcimboldo- Andy Goldsworthy-	Year A -<u>Family Album</u>-Pablo Picasso, Brianna McCarthy and Raphael -<u>Penguins, pigs and possums</u>- Aboriginal art -<u>Growth and green fingers</u>- Botanical art/ modern day prints Year B -<u>Fighting fit</u>- Keith Haring, Edgar Degas and Alberto Giacometti -<u>Wind in the willows</u>-Impressionist Claude Monet. -<u>Buckets and spades</u>- Abigail Mill, Jayne Huskisson and Serena Hall.	Year A -<u>Healthy humans</u>-Impressionist- Renoir, Claes Oldenburg -<u>Rock and roll</u>- Eric Gill and Japanese printmakers -<u>Romans</u>- Roman art and mosaics Year B -<u>The Great Plague</u>- Damien Hirst, Escher, Paul Cezanne, Jean Basquait and Sugar skulls. -<u>Art of food</u>- Renoir and Paul Cezanne -<u>Water, Water</u>- Constable, Hokusai, Claude Monet and Adriana Brinsmead-Stockham	Year A -<u>Space</u>- Jackson Pollock, Kandinsky, Jean Miro, and Mark Rothko -<u>Amazon adventure</u>- Henri Rousseau, Ruth Daniels. -<u>Faster, higher, stronger</u>- Ancient Greek sculptures, Anthony Gormley, Henry Moore and Patricia Coates. Year B -<u>Survival</u>-Roberto Cavalli and Andy Warhol. -<u>Britten's Got Talent</u>-Wassily Kandinsky -<u>Beside the seaside</u>- Alfred Wallis, L.S Lowry, Abigail Mill and Impressionist painter Cezanne
Substantive Knowledge – Procedural Knowledge (Know how)				
Explore and develop ideas	➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Safely use and explore a variety of materials, tools and techniques, experimenting with	➤ To explore and record their own ideas from first hand observations. ➤ To develop their own ideas by trying things out and changing their minds.	➤ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ➤ Question and make thoughtful observations about starting points and select ideas to use in their work.	➤ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ➤ Question and make thoughtful observations about starting points and select ideas to use in their work.



Art Progression of Skills

	colour, design, texture, form and function. ➤ Create collaboratively, sharing ideas, resources and skills.			
Evaluating and developing work	➤ To describe what they like about their work. ➤ Share their creations, explaining the process they have used.	➤ To review what they have done and say what they think and feel about it. ➤ To review what others have done and say what they think and feel about it. ➤ To identify what they might change in their current work or develop in future work.	➤ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ➤ Adapt their work according to their views and describe how they might develop it further. ➤ Annotate work in a journal.	➤ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ➤ Adapt their work according to their views and describe how they might develop it further. ➤ Annotate work in a journal. ➤ Identify artists who have worked in a similar way to their own work.
Disciplinary Knowledge (Think like)				
Drawing	➤ Starts to make marks intentionally. ➤ Enjoy drawing freely. ➤ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ➤ Use drawing to represent ideas like movement or loud noises. ➤ Show different emotions in their drawings, like happiness, sadness, fear, etc. ➤ Begin to show accuracy and care when drawing.	➤ To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ➤ To control the types of marks made with the range of media. ➤ Name, match and draw lines/marks from observations. ➤ Invent new lines. ➤ Draw on different surfaces with a range of media. ➤ Observe and draw shapes from observations. ➤ Draw shapes in between objects ➤ Invent new shapes. ➤ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. ➤ Investigate textures by describing, naming, rubbing, copying.	➤ Experiment with ways in which surface detail can be added to drawings. ➤ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ➤ Use journals to collect and record visual information from different sources. ➤ Experiment with different grades of pencil and other implements to create lines and marks. ➤ Experiment with different grades of pencil and other implements to draw different forms and shapes. ➤ Begin to show an awareness of objects having a third dimension. ➤ Experiment with different grades of pencil and other implements to achieve variations in tone. ➤ Apply tone in a drawing in a simple way.	➤ Work from a variety of sources including observation, photographs and digital images. ➤ Work in a sustained and independent way to create a detailed drawing. ➤ Develop close observation skills using a variety of view finders. ➤ Use dry media to make different marks, lines, patterns and shapes within a drawing. ➤ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ➤ Explore colour mixing and blending techniques with coloured pencils. ➤ Use different techniques for different purposes i.e. shading, hatching within their own work. ➤ Start to develop their own style using tonal contrast and mixed media. ➤ Begin to use simple perspective in their work using a single focal point and horizon.



Art Progression of Skills

			➤ Create textures with a wide range of drawing implements. ➤ Apply a simple use of pattern and texture in a drawing.	➤ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ➤ Show an awareness of how paintings are created ie. Composition.
Painting	➤ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. ➤ Show different emotions in their paintings, like happiness, sadness, fear, etc. ➤ Explore colour and colour mixing. ➤ Use large-muscle movements to paint.	➤ Use a variety of tools and techniques including different brush sizes and types. ➤ Mix and match colours to artefacts and objects ➤ Work on different scales. ➤ Experiment with tools and techniques e.g. layering, mixing media, etc. ➤ Name different types of paint and their properties. ➤ Identify primary and secondary colours by name. ➤ Mix primary shades and tones. ➤ Mix secondary colours. ➤ Create textured paint by adding sand, plaster, etc.	➤ Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ➤ Work on a range of scales e.g. thin brush on small picture etc. ➤ Create different effects and textures with paint according to what they need for the task. ➤ Mix colours and know which primary colours make secondary colours. ➤ Use more specific colour language ➤ Mix and use tints and shades.	➤ Develop a painting from a drawing ➤ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours ➤ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music ➤ Mix and match colours to create atmosphere and light effects ➤ Be able to identify and work with complementary and contrasting colours
Printing	➤ To explore simple printing techniques. ➤ To use a repeating pattern.	➤ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. ➤ Make simple marks on rollers and printing palettes. ➤ Take simple prints i.e. mono -printing ➤ Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils ➤ Build repeating patterns and recognise pattern in the environment. ➤ Create simple printing blocks with press print. ➤ Design more repetitive patterns.	➤ Create printing blocks using a relief or impressed method. ➤ Create repeating patterns. ➤ Print with two colour overlays.	➤ Create printing blocks by simplifying an initial journal idea ➤ Use relief or impressed method ➤ Create prints with three overlays ➤ Work into prints with a range of media e.g. pens, colour pens and paints



Art Progression of Skills

		➤ Experiment with overprinting motifs and colour. ➤ Make rubbings to collect textures and patterns.		
Textiles	➤ To experiment with weaving techniques.	➤ Match and sort fabrics and threads for colour, texture, length, size and shape. ➤ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ➤ Cut and shape fabric using scissors/snips. ➤ Apply shapes with glue or by stitching. ➤ Apply decoration using beads, buttons, feathers etc. ➤ Create cords and plaits for decoration ➤ Apply colour with printing, dipping, fabric crayons. ➤ Create and use dyes i.e. onion skins, tea, coffee ➤ Create fabrics by weaving materials i.e. grass through twigs.	➤ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects ➤ Match the tool to the material. ➤ Develop skills in stitching, cutting and joining. ➤ Experiment with paste resist.	➤ Use fabrics to create 3D structures ➤ Use different grades of threads and needles ➤ Experiment with batik techniques ➤ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
Collage	➤ Join different materials and explore different textures. ➤ Experimenting with colour, design, texture, form and function.	➤ Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. ➤ Arrange and glue materials to different backgrounds. ➤ Sort and group materials for different purposes e.g. colour, texture. ➤ Fold, crumple, tear and overlap papers. ➤ Work on different scales. ➤ Collect, sort, name match colours appropriate for an image. ➤ Create and arrange shapes appropriately. ➤ Create, select and use textured paper for an image.	➤ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ➤ Use collage as a means of collecting ideas and information and building a visual vocabulary.	➤ Add collage to a painted, printed or drawn background ➤ Use a range of media to create collages ➤ Use different techniques, colours and textures etc when designing and making pieces of work ➤ Use collage as a means of extending work from initial ideas



Art Progression of Skills

3D	➤ Make simple models which express their ideas. ➤ Explore different materials, using all of their senses to investigate them. ➤ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ➤ Manipulate and play with different materials. ➤ Develop their own ideas and then decide which materials to use to express them.	➤ Manipulate malleable materials in a variety of ways including rolling and kneading. ➤ Explore sculpture with a range of malleable media. ➤ Manipulate malleable materials for a purpose, e.g. pot, tile. ➤ Understand the safety and basic care of materials and tools. ➤ Experiment with constructing and joining recycled, natural and manmade materials. ➤ Use simple 2-D shapes to create a 3-D form. ➤ Change the surface of a malleable material e.g. build a textured tile.	➤ Plan, design and make models from observation or imagination. ➤ Join clay adequately and construct a simple base for extending and modelling other shapes. ➤ Create surface patterns and textures in a malleable material ➤ Use paper mache to create a simple 3D object.	➤ Shape, form, model and construct from observation or imagination. ➤ Use recycled, natural and man-made materials to create sculptures. ➤ Plan a sculpture through drawing and other preparatory work. ➤ Develop skills in using clay inc. slabs, coils, slips, etc. ➤ Produce intricate patterns and textures in a malleable media.
----	---	--	--	---