



Subject: Art

Skills and Knowledge Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Ask and answer questions about the starting points for their work and the processes they have used.	Say how other artist/craft maker/designer have used colour, pattern and shape Create a piece of work in response to another artist's work (not copy)	Compare the work of different artists Explore work from other cultures Explore work from other periods of time	Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	Make a record about the styles and qualities in their work Say what their work is influenced by
Evaluating and developing work	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Review what they and others have done and say what they think and feel about it.	When looking at creative work express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work.	Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might develop it further.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve	Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.
Drawing <i>Pencil Charcoal Chalks</i>	Use a variety of media to make marks. Observational work: Everyday objects.	Experiment with different traditional and no traditional materials Experiment with mark making	Record clearly observable light and dark areas through shading. Draw lines and shape to represent	Use shape and line and draw with accuracy from observation. Show patterns and textures in my drawing.	Use shape and line and draw with accuracy from observation. Show where overlap objects and create a sense of perspective.	Identify and draw simple objects, and use marks and lines to produce texture	Use sketches to communicate emotions and a sense of self with accuracy and imagination

<i>Pastels</i> <i>Felts</i> <i>Colouring pencils</i> <i>Mud and sticks</i>	Draw from memory and using imagination. Vocabulary of marks. Length, thick, thin, straight, curved, colour, etc Exposure to textures and different techniques for recording patterns, objects and pictures.	Use different sized paper and explore using hands, arms and whole body to draw. Use basic shapes and lines of different thickness to represent observed, imagined and remembered ideas and things. Use 2 different grades of pencil.	observation and ideas. Record some detail using lines, blending and shading. Apply pressure to tools to achieve tone. use charcoal, pencil and pastels Work on a sustained drawing.	use different grades of pencil shade, to show different tones and texture Work on a sustained drawing and review and refine.	begin to show facial expressions and body language in their sketches *identify and draw simple objects, and use marks and lines to produce texture Use tone and show a range of tones including shadows. *explain why they have chosen specific materials to draw with	Show where overlap objects and create a sense of perspective. *use a broad range or tone and shading to create mood and feeling *organise line, tone, shape and colour to represent figures and forms in movement	Use appropriate use of tones and shading for the task. Show a range of texture, shape and line. Use drawing pencils in a range of values. Show perspective and depth in drawing. explain why they have combined different tools to create their drawings *explain why they have chosen specific drawing techniques
Painting <i>Powder paints</i> <i>Poster</i> <i>Water colours</i> <i>Acrylic</i> <i>Fabric</i> <i>Brushes in different shapes and sizes</i> <i>Water pots</i>	Use a wide range of colours. Explore colour and colour mixing. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, cotton buds. Add sand, glue, sawdust for texture.	Hold brush appropriately. Load paint onto bristles and brushes Rinse brush and remove excess water. Select different brush sizes and shapes for different purposes Name primary and secondary colours.	mix paint to create all the secondary colours mix and match colours, predict outcomes Stay within lines when using a thin brush. Create different tones using light and	Set up and clear away painting equipment predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash	Use different brush stroke techniques to make effect. create mood in their paintings use shading to create mood and feeling	Use different brushes in one piece of work to create effect. create a range of moods in their paintings express their emotions accurately through their painting and sketches	explain what their own style is use a wide range of techniques in their work Mix tints and shades to fit the purpose. explain why they have chosen specific painting techniques

		paint a picture of something they can see name the primary and secondary colours	dark by mixing colours. Use colours that represent ideas Change water for clean water when needed. Mix primary colours and use own colours in work. Create different effect using brushes- dots, dashes, blobs, scribbles, sweeping lines, wavy lines and straight lines.	Use and select a range of brushes to create different effects for the task given.			
Collage <i>Coloured paper</i> <i>Newspaper</i> <i>Tissue paper</i> <i>Scraps</i> <i>Fabric</i> <i>Scissors</i> <i>Glue and Glue sticks</i>	Using a variety of materials to make free collage. Natural/ man made textiles. Tearing and cutting paper. Develop visual discrimination.	cut and tear paper and card for their collages gather and sort the materials they will need Draw a simple shape and cut around the edges. Cut around corners of basic shapes Apply glue without waste	create part of a class patchwork create individual and group collages use different kinds of materials on their collage and explain why they have chosen them	Simplify shapes and lines into easily cut shapes - cut very accurately add texture to a piece of work by layering and overlapping materials Begin to use own shapes and lines to	use own shapes and lines to show and create interest - cut very accurately Translate more complex images into shapes suitable for collage. use ceramic mosaic combine visual and tactile qualities	Layer texture and colour to create interest Cut complex shapes in various sizes to represent ideas. combine visual and tactile qualities to express mood and emotion	justify the materials they have chosen combine pattern, tone and shape Layer texture and colour to create interest Cut complex shapes in various sizes to represent ideas.

	Pieces of work for a purpose, e.g. animals, human faces. Using junk fabric, paper, foil, etc to make free patterns or pictures. Using collage techniques with other media.	Begin to cut around shapes without a pre drawn outline	use repeated patterns in their collage	show and create interest experiment using different colours use mosaic use montage			combine visual and tactile qualities to express mood and emotion
3D form <i>Clay pots, tiles and figures</i> <i>Junk modelling</i> <i>Wire modelling</i> <i>Sculptures</i> <i>plasticine</i>	Experimenting with plasticine, clay and dough. 3D junk materials. Clay- rolling, cutting. Large construction using junk, such as boxes and tubes. Using clay to make objects such as a character from a story. Making impressions on materials. Straw constructions	add texture by using tools form simple 3d shapes cut, roll and coil materials such as clay, dough or plasticine	make a clay pot use simple tools to attempt joining join two finger pots together add line and shape to their work	work with life size materials form and join 3d shapes to release a design idea use tools to create texture and decorate designs. create pop-ups	experiment with and combine materials and processes to design and make 3D form sculpt clay and other mouldable materials	Create well designed 3d shapes and successfully join shapes sculpt clay and other mouldable materials	create models on a range of scales create work which is open to interpretation by the audience include both visual and tactile elements in their work

Printing <i>Hands</i> <i>Vegetables</i> <i>Any found object</i> <i>Foam tiles</i> <i>Lino</i>	Using a variety of objects to print.	Apply ink or paint to printing block	create a print using pressing, rolling, rubbing and stamping	make a printing block	print using at least four colours	print using a number of colours	overprint using different colours
	Pattern and sequence.	Stamp printing block evenly and gently		make a 2 colour print	create an accurate print design	create an accurate print design that meets a given criteria	look carefully at the methods they use and make decisions about the effectiveness of their printing methods
	Using body parts to print.	print with sponges, vegetables and fruit	create a print like a designer		print onto different materials	print onto different materials	
	Different shape and sized sponges to print.	print onto paper and textile					
	Using fruit and vegetables.	design their own printing block					
	Mono printing.	create a repeating pattern					
	String blocks and polystyrene.						
	Using 1 and 2 colours.						