Knowledge and Skills Progression Map: Art

<table>
<tr><th colspan="7">Exploring and Developing Ideas</th></tr>
<tr><th>EYFS</th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th>Year 4</th><th colspan="2">Year 5</th><th>Year 6</th></tr>
<tr><td>Exploring and Using Media and Materials
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 materials and media can be combined and changed.</td><td colspan="3">Record and explore ideas from first hand observations.
Ask and answer questions about the starting points for their work.
Develop their ideas- try things out, change their minds.
Explore the work of artists, craftspeople and designers from different times and cultures.
Use a range of materials creatively to design and make products.
Use drawing, sculpture and painting to develop ideas.
Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</td><td colspan="3">Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
Learn about great roles and purposes of artists, architects, designers and crafts people from different times and cultures.
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</td><td colspan="2">Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
Learn about roles and purposes of artists, architects, designers and crafts people from different times and cultures
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</td></tr>
<tr><th colspan="7">Evaluating and developing work</th></tr>
<tr><th></th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th>Year 4</th><th colspan="2">Year 5</th><th>Year 6</th></tr>
<tr><td>Being imaginative
Children talk about the ideas and processes which have led them to make designs, images or products.
Knowledge
They begin to describe what they see and like in the work of another artist/crafts person or designer.
They begin to express their feelings about their own and others art.</td><td colspan="3">Record and explore ideas from first hand observations.
Ask and answer questions about the starting points for their work.
Develop their ideas- try things out, change their minds.
Explore the work of artists, craftspeople and designers from different times and cultures.
Use a range of materials creatively to design and make products.
Use drawing, sculpture and painting to develop ideas.
Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</td><td colspan="3">Share ideas, experiences and imagination.

Explore the work of artists, craftspeople and designers from different times and cultures, making links between work of artists & their own work.

Review what they have done and say what they think and feel about it.

Identify what they might change in their current work or develop in future work.

Annotate work in sketch books.</td><td colspan="2">Create sketch books to record observations and use them to review and revisit ideas.

Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it.

Adapt work according to their views and describe how they might develop it further.

Annotate work in sketch books</td></tr>
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DRAWING						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Can they express their feeling through drawing? Can they create mood in drawing? Can they interpret and object through drawing?	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Use sketchbooks to collect and record visual information from different sources.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Use sketchbooks to collect and record visual information from different sources.	Experiment with ways in which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw from imagination and observation.	Experiment with ways in which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create detailed drawing. Develop close observation skills & use view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in similar ways to their own work	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create detailed drawing. Develop close observational skills. Use view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in similar ways to their own work
Use a variety of tools to mark make – e.g. pencils, paints, sticks, chalk, water etc. Draw into sand, liquids and other surfaces.	**Line and Marks** Explore the types of marks made with a range of media. Invent new lines. Draw on different surfaces with a range of media. Explore drawing from observation**.** Draw from imagination	**Line and Marks** Begin to control the types of marks made with a range of media. Draw on different surfaces with a range of media. Sketch to make records. Draw experiences and feelings.	**Line and Marks** Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Draw with increasing accuracy. Use sketchbook to document and develop ideas.	**Line and Marks** Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc… Experiment with different grades of pencil and other implements to create lines and marks, cross hatching & blending.	**Lines, marks, tone, form and texture** Use dry media to make different marks, lines, patterns and shapes within drawing. Use different techniques for different purposes e.g. shading, hatching within own work. Apply the effect of light on objects from different directions. Start to develop their own style using tonal contrast and mixed media	**Lines, marks, tone, form and texture** Continue to use dry media & experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore different techniques for different purposes e.g. shading, hatching, tonal contrast within own work. Use tone in drawings to achieve depth. Start to develop their own style using tonal contrast and mixed media.
Can they make controlled lines and draw different shapes?	**Shape** Observe and draw shapes from observations. Invent new shapes.	**Shape** Draw shapes in between objects. Invent new shapes.	**Form and shape** Experiment with different grades of pencil and other implements to draw	**Form and shape** 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	different forms and shapes. Begin to show an awareness of objects having a third dimension.		
	Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	**Tone** Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	**Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Discuss shadows, light and dark.	**Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Identify and draw the effect light.	**<u>Perspective and composition</u>** Begin to consider perspective in work using a single focal point and horizon. 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.	**<u>Perspective and composition-</u>** Experiment with perspective, viewpoint and horizons. Continue to explore composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Adapt drawings according to evaluations and discuss further developments.
	Texture Investigate textures by describing, naming, rubbing, copying. Produce a range of patterns and textures	**Texture** Investigate textures by describing, naming, rubbing, copying. Explore texture through experimenting with tools, surfaces.	**Texture** Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in drawing.	**Texture** Create textures with a wide range of drawing implements for a purpose. Apply a more complex use of pattern and texture in drawing.		

PAINTING						
EYFS	Year 1 Lois Mailou Jones	Year 2 Chris Offili	Year 3 Landscapes	Year 4 Portraits/ Take One Picture	Year 5 Frieda Kahlo	Year 6 Still Life
Experiment with painting and colour mixing using poster paints and water colours. Experiment with chalks, crayons and pastels. Can they express their feelings through painting? Can they interpret an object through painting? Can they name the basic colours?	Use a variety of brush sizes and tools e.g., brushes, rollers, fingers etc and techniques. Explore a arrange of paint e.g., water colour, poster paint etc and their properties. <u>Colour</u> Identify primary colours by name. Mix primary colours to create secondary colours. Discuss and use warm and cold colours. Describe favourite colours and why colours may be used for different purposes. <u>Texture-</u> Create textured paint by adding sand, plaster.	Continue to explore a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. <u>Colour</u> Mix a range of primary & secondary shades and tones. Begin to describe a range of colours. Talk about why they have selected colours for their artwork. <u>Texture-</u> Create textured paint by adding sand, plaster.	Work on a range of scales e.g. Thin brushes on small picture etc. Demonstrate increasing control of the types of marks made to create certain effects using paint. Collect, sort & match colours to create an image. <u>Colour</u> Mix colours and know which are primary, secondary and tertiary colours. Lighten a colour by adding white. **(tint)** Mix and use tints and shades. Introduce colour wheel. <u>Texture</u> Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects.	Continue to work on a range of scales. Explore different brush strokes and consider why/when they might be used. Colour mix to match tints tones and shades in existing works. <u>Colour</u> Consolidate use of specific colour language. Begin to alter colour using white (tint), grey black (shade). Select colour to reflect mood. Begin to discuss how they are influenced by the work of other artists. <u>Texture</u> Continue to experiment with different effects and textures.	Confidently control the types of marks made with a variety of brushes. Develop a painting from drawing: Carry out preliminary studies, trying out different media, materials and mixing appropriate colours. <u>Colour</u> Mix and match colours to create atmosphere and light effects. Discuss how colour can be used to express ideas, feeling and mood. Select colour for a purpose explaining choices. <u>Texture</u> Create texture using different effects & tools.	Purposefully control the types of marks, brushstrokes used to create desired effect. Work in a sustained and independent way to develop own style. Create imaginative work from a variety of sources e.g., observational drawing, themes, poetry and music. <u>Colour</u> Identify and work with complementary and contrasting colours. Continue to mix and match colours to create light, thinking about direction of light and its effect on images. Identify how colour can portray emotion and use this in their own work. <u>Texture</u> Confidently create texture using different effects & tools.

PRINTING						
EYFS	Year 1 Fossils	Year 2 Take One Picture	Year 3 Landscapes	Year 4 Greek Myths	Year 5 Architecture/buildings	Year 6 Art of the book Cover
Use sponges and a range of found manmade and natural objects to print with. Print with food items e.g. potatoes, apples etc. Finger painting. Can they recognise different marks through printing with different objects? Can they repeat a print to make a pattern? Can they apply drawing skills to print?	Print with a range of hard and soft materials e.g., corks, sponges etc. Make simple marks on rollers and printing palettes. Create fossil string prints and rubbings. Take rubbings from textured surfaces. Create repeating patterns and recognise patterns in the environment.	Print with a wide range of objects manufactured and natural. Take simple prints e.g., mono-print. Roll printing ink over found objects to create patterns e.g., plastic mesh, stencils. Design more repetitive patterns	Experiment with mono printing Understand the difference between mono printing and relief printing. Create repeating patterns using relief – leaves, string prints.	Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays	Create printing blocks by simplifying a sketch book idea. Use relief or impressed method. Continue to gain experience in overlaying two colours.	Explore, experiment, plan & collect source material for printing. Create prints with three overlays using card, string or lino to create blocks. Work into prints with a range of media e.g., pens or paints.

SCULPTURE 3-D SHAPE AND FORM						
EYFS	1 Fossils/dinosaurs	2 Castles	3 Fish shoals	4 Canopic Jars	5 Iceberg paper sculpture	6 Mayan Art
Children explore a range of malleable materials to make models or pictures e.g. play dough, clay salt dough, plasticine, Use a variety of recycled materials to make 'junk' models. Can they recognise different textures on different surfaces? Can they use different materials to create raised texture? Can they scrunch, roll and shape materials to make a 3D form?	Enjoy handling, feeling & manipulating a range of malleable materials in a variety of ways e.g., rolling and kneading. Manipulate malleable materials for a purpose, e.g., making a clay fossil. Cut shapes using scissors & other modelling tools in a safe way. Construct and join a range of recycled, natural and manmade materials e.g., playdough, plasticine, clay, salt dough, cooking materials. Use patterns to change the surface of a malleable material. Build a construction using a variety of objects. Discuss the different types of building in the local area.	Explore sculpture with a range of malleable media. Understand the safety and basic care of materials and tools. Join recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Apply decorative techniques to a malleable material. Discuss the architecture of a castle.	Plan, shape mould and make constructions & models from observation or imagination. Use papier maché or card to create a simple 3D object. Create surface patterns and textures in a malleable material. Demonstrate an awareness of environmental sculpture.	Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Adapt work when necessary and explain why. Create more intricate surface patterns using a range of processes. Discuss the work of other sculptors and architects & make connections with their own work.	Shape, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures. Recognise that a range of materials can be selected (due to their properties) for different purposes. Independently recognise problems & adapt work when necessary – taking inspiration from other sculptors.	Plan a sculpture through drawing and other preparatory work. Produce intricate structures in malleable & rigid media e.g., wire, junk modelling, card, paper. Recognise sculptural forms in the environment and use these as an inspiration for their work.

COLLAGE						
EYFS	1 African Masks Take One Picture	2 Fire of London Chris Offili	3 Landscape Take One Picture	4 Humans of London	5 Architecture/Buildings	6 Still Life/ Art of the Book Cover
Create collages using paper, tissue, crepe, fabric etc. Can they use scissors safely? Can they cut and tear paper and card for their collages? Can they colour sort materials? Can they build layers of materials to create an image?	Create images from a variety of media e.g., photocopied material, fabric, crepe paper, magazines etc. Cut, tear, arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers. Collect, sort and match colours appropriate for an image. Create and arrange shapes. .	Create images from a variety of materials. Use scissors in a controlled way and cut with accuracy. Develop range of cutting, tearing & fixing techniques for different materials. Overlap and overlay materials. Match colours appropriate for an image Create and arrange shapes appropriate to the image.	Use collage in sketch books as a means of collecting ideas and information and building a visual vocabulary. Use textured papers to form an image.	Explore decorating and embellishing work. Continue to experiment with a range of collage techniques including tearing, layering and overlapping.	Use a range of media to create collages e.g., photomontage. Use different techniques, colours and textures when designing and making pieces of work.	Use collage as a means of extending work from initial sketchbook ideas. Use a range of media to create collages. Use different collage techniques, colours and textures when designing and making pieces of work. Add collage to a painted, printed or drawn background.

TEXTILES						
EYFS	Year 1 Puppets	Year 2 *Take One Picture*	Year 3 *Take One Picture*	Year 4 Greek Myths	Year 5 Roman Purse	Year 6 Mayan Art
Use fabric, wool or thread to make models with recycles items. Use ribbons, string and threads to make patterns. Use fabrics in role play. Can they group fabrics and threads by colour and texture? Can they weave a pattern? Can they identify a pattern in a textile design?	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. Apply shapes with glue or using simple running stitch. Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dipping, fabric crayons. Create and use dyes e.g., onion skins, tea, coffee. Create fabrics by weaving materials e.g., grass through twigs, carrier bags through a bike wheel.	*Some of the following textile techniques may be taught during the take One Picture Project* *Create fabrics using weaving – man made and natural materials e.g., grass through twigs, plastic through netting etc.* *Cut and shape fabric using scissors.* *Apply shapes with glue or using simple running stitch.* *Apply decoration using beads, buttons, feathers etc.* *Apply colour with printing, dipping, fabric crayons.* *Create and use dyes e.g., onion skins, tea, coffee.*	*Some of the following textile techniques may be taught during the Take One Picture Project.* *Use a variety of techniques, e.g., printing, dyeing, weaving and stitching to create different textual effects.* *Match the tool to the material.* *Develop skills in stitching, cutting and joining.* *Experiment with paste resist & dye techniques.*	Use a variety of techniques, e.g., Printing, dyeing, weaving and stitching to create different textual effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Develop applique skills using over stitch, running titch. Embellish and decorate work using a variety of materials.	Use fabric to create 3-d structures. Use different grades of threads and needles. Develop experience in painting/printing/dying fabric. Begin to combine different skills to produce an end piece. Identify how different artist use textiles. Recreate designs from other times and cultures using a variety of materials.	*Some of the following textile techniques may be taught during the Take One Picture Project.* Use fabric to create 3-d structures. Use different grades of threads and needles. Experiment with batik or another resist technique. Design and create a textile piece using different techniques and a range of media to overlap and layer to create interesting colours, textures and effects. *Explore natural dying techniques.*

GREATER DEPTH						
EYFS	**YEAR 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Can they make links to their own artwork and that of other artists? Can they evaluate their own and others artwork and make suggestions for improvements? Can they comment on how an artist/designer has used colour, shape and pattern? Can they plan their artwork using a range of techniques e.g. sketches and discussion?	Can they make comparisons between their own artwork and that of other artists? Can they articulate what they are trying to express in their own artwork? Can they make suggestions for improving their own or others' artwork? Can they transfer skills to a different medium e.g. using drawing skills when painting?	Can they make comparisons between their own artwork and that of other artists? Can they articulate what they are trying to express in their own artwork? Can they make suggestions for improving their own or others' artwork? Can they transfer skills to a different medium e.g. using drawing skills when painting?	Can they evaluate their learning process and make suggestions from improving their own or others' artwork? Can they adapt or improve their original ideas? Can they explain why they have selected specific materials for their artwork? Can they begin to communicate the influences on their artwork e.g. mood boards, artists, nature, objects?	Can they critique their own and others' artwork throughout the learning process to develop and support each other? Can they use a range of sources e.g. books, internet, galleries to influence their ideas? Can they experiment with combining different materials and discuss their effectiveness? Can they discuss how a range of factors influences art from different cultures?	Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone? Can they plan their art carefully, taking into account composition and perspective? Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, history, nature?	Can they demonstrate an understanding of the 'creative process' by managing their time effectively, practicing skills and actively enquiring how to make improvements to their artwork? Are they able to work confidently, independently and take creative risks in their work? Can they explain their own style of art and identify a range of influences E.g. mood, events, geography, history, nature?