

Progression of Knowledge and Skills in Art

Art National Curriculum: Key Stage 1 and 2

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical Development ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; 	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to use a range of materials creatively to design and make products 2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. 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. 		<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. 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. 2. to create sketch books to record their observations and use them to review and revisit ideas 3. 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] 4. 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. 			
	Key learning	Key Learning	Key learning	Key Learning	Key learning	Key Learning
	Generating ideas: skills of designing and developing ideas					
	<p>Know that ideas can be expressed in pictures and objects in art</p> <p>Know how to experiment with an open mind; e.g. trying out and using unfamiliar materials and methods.</p>	<p>Know how to try out a range of activities and make suitable choices about what to do next</p> <p>Use drawing to make a record of ideas</p>	<p>Know how to collect and think about images, objects and other information to support the development of ideas.</p> <p>To make a record of things seen and use this to plan work and to experiment and improve ideas.</p>	<p>Know how to make good choices and references to support the development of ideas.</p> <p>Learn how to use a sketchbook thoughtfully to develop ideas and plan pieces of artwork.</p>	<p>Know how to research and explore an idea.</p> <p>Learn how to use a sketchbook confidently for different purposes; e.g. testing materials, planning art work and recording information.</p>	<p>Know how to work independently to develop a range of ideas that show curiosity and originality.</p> <p>Learn to work systematically to investigate, research and test ideas and plans using sketchbook and other suitable approaches; e.g. sketchbook provides evidence of careful planning and research.</p>

Making: Skills of Making Art & Craft Planning and Resources					
<p>Drawing Skills & Media A range of pencils – HB, B, 2B, 4B, oil pastels</p>	<p>Drawing Skills & Media A range of pencils – HB, B, 2B, 4B, chalk,</p>	<p>Drawing Skills & Media A range of pencils – HB, B, 2B, 4B, charcoal, chalk, oil pastels</p>	<p>Drawing Skills & Media A range of pencils – HB, B, 2B, 4B</p>	<p>Drawing Skills & Media HB, B, 2B and 4B pencils, ink, calligraphy pens</p>	<p>Drawing Skills & Media B, 2B and 4B pencils, oil pastels,</p>
<p>Painting Skills & Media Small and medium bristle brushes, water colour and ready mix paint</p>	<p>Painting Skills & Media Printing using ready mix paint</p>	<p>Painting Skills & Media Small, medium and long bristle brushes, ready mixed paint, different paint textures e.g. acrylic</p>	<p>Painting Skills & Media Watercolour paints, watercolour pencils and watercolour brushes, ready mix pain, printing materials, fabric dye</p>	<p>Painting Skills & Media Silk paints, ready mix paints</p>	<p>Painting Skills & Media Fabric paint</p>
<p>3D Skills, Collage Skills & Media Clay, clay boards, damp cloths, clay tools</p>	<p>3D Skills, Collage Skills & Media Cutting silhouettes, digital photographs of local area, computers, digital camera</p>	<p>3D Skills, Collage Skills & Media Recyclable items to collage</p>	<p>3D Skills, Collage Skills & Media Mosaic resources (card / paper / tissue), fabric</p>	<p>3D Skills, Collage Skills & Media Silk, clay, clay boards, clay tools, damp cloths</p>	<p>3D Skills, Collage Skills & Media Fabric, lino, lino tools, cutting silhouettes, digital photographs of Salts Mill, computers, digital camera</p>
Evaluating: Skills of Judgement and Evaluation					
<p>I show that I like looking at other people’s artwork by asking sensible questions about it and I can describe what I think about it.</p>	<p>I can say what I like and don’t like when I am looking at art work and give some reasons for my ideas; e.g. be able to say “I like that because...”</p>	<p>I take the time to think carefully about what I like and dislike about my own work in order to improve it.: e.g. I think carefully before explaining to my teacher what I like and what I will do next.</p>	<p>I regularly think carefully about my own work and compare it with other’s work (children’s work and artists’); I can talk about similarities and differences between my work and other people’s. This helps me find ways to make my art work better.</p>	<p>I regularly think about the progress of my work in detail, taking account of what I hoped to achieve. I can describe how my work has developed; I can modify my work to produce my art so that it turns out how I wanted it to and I can even include some improvements. I can describe how I have done this.</p>	<p>I can give a reasoned evaluation of both my own and professionals’ work which takes account of the starting points, the intentions and the context behind the work. I can take part in self-evaluative discussion.</p>
Knowledge and understanding: Acquiring and applying knowledge to inform progress					
<p>Gain knowledge of line, shape and pattern in nature and the environment</p> <p>Gain knowledge of shape, pattern and colour through examining some of the work of Paul Klee, Vincent Van Gogh and Steven Brown</p> <p>Know the names of the tools, techniques and the</p>	<p>Gain knowledge of how to use colour and pattern in an aesthetic way</p> <p>Gain knowledge of digital art through examining some of the work of David Hockney</p> <p>I can talk about the materials, techniques and art processes I have used; I use the right words when I do this; e.g. I know the</p>	<p>Gain knowledge of how drawing something accurately lies in observational skills</p> <p>Gain knowledge of abstract art through examining some of the work of Jackson Pollock</p> <p>I can describe what I have done. I can explain how to use some of the tools and techniques I</p>	<p>Gain knowledge of how line, tone and texture creates perspective in a drawing or image</p> <p>Gain knowledge of impressionism through examining some of the work of Claude Monet</p> <p>I can name and talk about tools: e.g. different types of paint brush; I have worked with and can show others</p>	<p>Gain knowledge of how depth and texture of a drawing can create movement (water / rivers)</p> <p>Gain knowledge of patterns and architecture through examining some of the work of Zarah Hussain</p> <p>I can describe the art processes I am using and how I</p>	<p>Gain knowledge of how colour and shading can create perspective and tone</p> <p>Gain knowledge of colour and landscape through examining some of the work of John Dyer and David Hockney</p> <p>Gain knowledge of digital art through examining some of</p>

	elements of art (colours, shapes, pattern.) that I use	names of the tools and colours I use.	have chosen to work with.	how they should be used properly and safely.	hope to achieve a high-quality outcome.	the work of David Hockney
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	collage, rough, smooth, shiny, dull, shape, straight, curved, light, dark, tone, pattern, sculpture, mould, design	collage, silhouette, outline, effect, blend, light, dark, print, pattern, stamp, shape, curved, straight, photograph, effect, digital, tone, landscape, portrait	abstract art, blend, appearance, texture, flick painting, line, shade, blend, light, dark, bold, mark, sketch, tone, natural, manmade, recycled art, junk	mosaic, shape, tessellate, geometric, symmetrical, spiral, impressionism, depth, perspective, contrast, faded, highlight, decorative, irregular, spiral, bright, faded, vibrant	design, calligraphy, geometry, arabesques, Quranic Art, symmetry, architecture, depth, perspective, illusion, movement, fade, highlight, hieroglyphics, calligraphy, ornament, carved, decorative, visual	bright, contrasting, vibrant, rich, strong, perspective, tone, curved, straight, diagonal, symbolic, horizontal, vertical, decorative motif, effect, close up, filter, monochrome, brilliance, highlight, shadow, contrast
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children will be able to produce creative works of art linked to line, shape, pattern, nature and the environment Children will be able to create and paint a clay sculpture in the style of Steven Brown Children will be able to paint landscape in the style of Van Gogh	Children will be able to produce creative works of art linked to landscapes; using a silhouette effect Children will be able to create a Hockney style piece of digital art Children will use pattern and colour to produce a creative textile	Children will be able to produce creative works of art linked to their observations of line, tone and texture in natural objects Children will be able to produce an abstract work of art in the style of Jackson Pollock Children will use line, shade and blend to create a cave drawing in the style of Lascaux	Children will be able to produce creative works of art linked to perspective and landscapes in the style of Monet Children will be able to create pattern that demonstrates Roman art Children will use their own interpretation of design during Ancient Greek times to design a toga	Children will be able to produce a clay sculpture painted in an Ancient Egyptian style Children will be able to create a surreal piece of art that shows movement. Children will produce an Islamic design in the style of Zarah Hssain	Children will be able to produce a creative work of art in the style of John Dyer Children will be able to create a Viking sail sing knowledge of Viking life and battles they took part in Children will use digital images to create a Hockney style piece of digital art
	End point	End point	End point	End point	End point	End point
	Re-create Paul Klee's Castles and Sun as a collage (pastel background) In the style of Vincent Van Gogh- Sketch and use water colours to create pictures of transport To create and paint 3D sculptures of animals in the style of Steven Brown	Create a firework picture using chalk with a collage silhouette of London Using printing, create a design for a seaside beach towel To create a piece of digital art of our Victorian School building in the style of David Hockney	Create a volcano picture including oil pastels, abstract art using textures of paints for the lava in the style of Jackson Pollock Create a cave painting using chalk and charcoal Use observational drawings as a base for a collage with recyclable items, wrappers, paper etc	Create a Roman shield with a mosaic pattern Recreate Claude Monet's The Esterel Mountains using sketching and water colours Be a fashion designer who uses tie dye to create a Toga	Using Zarah Hussain as inspiration create an Islamic patterns using ink – Give examples of at where these Islamic patterns feature in Islamic architecture Use an observational drawing of moving water to create a silk painting Using clay make a canopic jars using paints to create Ancient Egyptian decoration	In the style of John Dyer create a picture of a rainforest art using sketching and oil pastels Draw a design and transfer this to a lino print to create a textile mast for the Viking long boat Create a digital art Landscape including Salts Mill in the style of David Hockney (ensure progression from Year 2)