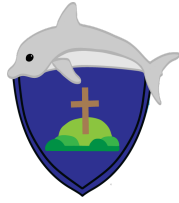


EYFS & KS1 Art Progression of Knowledge and Skills

	Creative work, exploring ideas & recording experiences				Evaluate & analyse creative works		Great artists, craft makers & designers & historical & cultural developments	
EYFS	<ul style="list-style-type: none"> • Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function. • Refine a variety of artistic effects to express their ideas and feelings, including movements & sounds • Create closed shapes with continuous lines, and use shapes to represent objects. • Draw with increasing complexity & detail • Show different emotions in their drawings & paintings. • Explore colour & colour mixing 				<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Create collaboratively sharing ideas, resources & skills • Return to & build on their previous learning, refining ideas & developing their ability to represent them. 		<ul style="list-style-type: none"> • Look carefully at the work of an artist • Describe what they can see in the work of an artist • Talk about what they like in the work of an artist 	
Key Vocabulary	draw, write, make lines, dots, marks big, little, long, short up, down, round, curl	colour names mix dark, light	cut, roll flat, smooth like a ball press, push	press, push shape	cut, put, stick cover	explore, try plan artist same, different		
	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
Y1	<ul style="list-style-type: none"> • Can they use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media? • Can they explore the use of line, shape and colour in their drawings? • Can they create lines of different thicknesses in their drawings? 	<ul style="list-style-type: none"> • Can they mix secondary colours knowing which primary colours make secondary colours? • Can they mix colours to match things they are painting? • Can they experiment with a range of tools for painting including fingers, brushes, spreaders, sticks? • Can they choose to use thick and thin brushes as appropriate? • Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they mould simple shapes in clay/dough/plasticine by squeezing, flattening, poking, rolling? • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they print with a variety of objects including natural & made objects? • Can they design their own printing block? • Can they print onto paper and textile? • Can they create a repeating pattern? 		<ul style="list-style-type: none"> • Can they explore & record...from different starting points? • Can they talk about own ideas linked to the stimulus? • Can they talk about choices of tools, media & materials? 	<ul style="list-style-type: none"> • Can they describe a technique they have used in their work? • Can they talk about the features they like in their own work? • Can they talk about the features they like in the work of others? 	<ul style="list-style-type: none"> • Can they describe what they can see & like in the work of a chosen artist, craft maker or designer? • Can they identify similarities or differences in the works of a chosen artist, craft maker or designer?
Key Vocabulary	thick, thin, large, small straight, zig zag, curved, rounded, shape(names) dashes, broken	primary, secondary mix, match	mould, squeeze, flatten, poke coil	print repeating pattern	N/A	experiment choose change design(er) similar		
Y2	<ul style="list-style-type: none"> • Can they show patterns and texture in their drawings by adding dots & lines? • Can they create different tones by varying the pressure with sensitive materials e.g. pencil, charcoal, pastel? • Can they adjust marks & implements to suit a range of textured & coloured backgrounds of different shapes & sizes? • Can they draw for a sustained period of time, including single and grouped objects? 	<ul style="list-style-type: none"> • Can they begin to mix brown using all 3 primary colours? • Can they begin to mix tints & shades by using white to lighten and the original colour to darken to match things they are painting? • Can they adjust marks & colours to suit a range of painting surfaces of different colours & textures? • Can they experiment with tools and techniques, including layering, mixing media, scraping through? 	<ul style="list-style-type: none"> • Can they add lines, shapes & texture by using tools to clay work? • Can they combine & reform malleable materials to make abstract and/or representational forms e.g. pinch pots 		<ul style="list-style-type: none"> • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they cut and tear paper and card? • Can they gather and sort the materials they will need? • Can they create individual and group collages? • Can they use (repeated) patterns in their collage? 	<ul style="list-style-type: none"> • Can they talk about choices of tools, media & materials? • Can they explore & record...from different starting points? • Can they talk about own ideas linked to the stimulus? 	<ul style="list-style-type: none"> • Can they describe a technique they have used in their work? • Can they talk about the features they like in their own work & the work of others? • Can they talk about what they might change in their own work? 	<ul style="list-style-type: none"> • Can they compare the work of two different artists, craft makers or designers identifying similarities & differences in their work? • Can they describe what they can see & like in the work of a chosen artist, craft maker or designer? E.g. related to colour, pattern, shape
Key Vocabulary	pressure, hard, soft, light, dark, tone, shading pattern, texture, bumpy, rough, smooth lines, dots, criss- cross	tint, shade lighten, darken bright, dull layering, mixing, scraping through	add lines, shapes, texture combine	N/A	tear, gather, sort overlap arrange	investigate show create add improve craftsperson		



LKS2 Art Progression

	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments	
Y3	<ul style="list-style-type: none"> Can they draw simple objects, and use a range of marks & lines (stippled, hatched & cross-hatched to different densities & lengths, curved, broken or roving) for detail, decoration, patterning & texture? Can they use different media to achieve variations in line, texture, tone, colour, shape and pattern? 	<ul style="list-style-type: none"> Can they mix a range of secondary colours from a limited palette, with tints & shades to match what they are painting? Can they mix a range of browns? Can they experiment with different kinds of paint & paint techniques e.g. watercolours, acrylic paint + painting on different surfaces – different papers/fabrics, waxed surfaces Can they experiment with different effects and textures including blocking in colour, washes, thickened paint? 	<ul style="list-style-type: none"> Can they create surface patterns and textures in clay? Can they begin to plan, design and make models from observation or imagination? Can they begin to join clay adequately and construct a simple base for extending and modelling other shapes? 	<ul style="list-style-type: none"> Can they create an accurate print design on a polystyrene sheet? Can they print using up to four colours? 			<ul style="list-style-type: none"> Can they understand & use sketchbook as an ideas book for exploring, experimenting, annotating, planning? Can they choose own starting point from a range of ideas & which idea to develop further? Can they talk about the reasons for their ideas, how their ideas have changed/developed – use annotations using language appropriate to the art form? 	<ul style="list-style-type: none"> Can they compare ideas, methods & approaches in their own & others' work – talk about features they like/dislike in a piece of art work? 	<ul style="list-style-type: none"> Can they discuss the styles of artists, craft makers or designers – use something they do to inform their own work e.g. limited colour palette/use of dots, etc <p><i>Need to look at more than 1 piece from an artist to see their style emerge.</i></p>
Key Vocabulary	stippled, hatched, cross-hatched, broken, delicate, uneven, spiky, furry detail, decoration, patterning, texture	tertiary earthy, natural washes foreground background	join base modelling surface	montage	N/A	range annotate techniques evaluate effects			
Y4	<ul style="list-style-type: none"> Can they create areas of tone – light & dark – by adjusting pressure with sensitive materials e.g. charcoal, oil pastels, chalks, different grades of pencil + wipe areas with eraser? Can they work on drawing a composition – still life, environments? Can they work on drawing objects focusing on shape & proportion to reflect the form? 	<ul style="list-style-type: none"> Can they show an awareness of how paintings are created (composition)? Can they make and match colours with increasing accuracy? Can they choose paints and implements appropriately? Can they plan and create different effects and textures with paint according to what they need for the task? 	<ul style="list-style-type: none"> Can they join clay adequately and construct a simple base for extending and modelling other shapes? Can they plan, design and make models from observation or imagination? Can they create surface patterns and textures in clay? 		<ul style="list-style-type: none"> Can they combine visual and tactile qualities to express colour, pattern, texture? Can they justify the materials they have chosen? Can they create individual and group collages? 	<ul style="list-style-type: none"> Can they use sketchbook to adapt & improve their original ideas? Can they collect images and information independently in a sketchbook? 	<ul style="list-style-type: none"> Can they begin to make annotations in sketchbooks that reflect the talk about features they like and ideas for adapting/change? Can they compare ideas, methods & approaches in their own & others' work – talk about changes they would make to a piece of art work? 	<ul style="list-style-type: none"> Can they talk about an artist's work using appropriate language – say what they like/dislike about the piece & why – express an opinion, ask questions or hypothesise? Can they find out about the historical/cultural significance of the artist/art form with some support from the teacher? 	
Key Vocabulary	smudge, erase, faded, feint, intense, harsh composition, still life shape, proportion, form	watercolour middle-ground point of view	sculpt(ure) malleable	N/A	collect assemble tactile	observation imagination adapt sculptor illustrator			



UKS2 Art Progression

	Drawing	Painting	3D	Printing	Collage	Creative work, exploring ideas & recording experiences	Evaluate & analyse creative works	Great artists, craft makers & designers & historical & cultural developments
Y5	<ul style="list-style-type: none"> Can they manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape? Can they demonstrate a wide variety of ways to make different marks with dry and wet media? 	<ul style="list-style-type: none"> Can they use colour for a specific purpose/effect within a painting e.g. to match the real thing, to evoke an emotion? Can they choose appropriate paint, paper and implements to adapt and extend their work? Can they carry out preliminary studies, test media and materials and mix appropriate colours? Can they work from a variety of sources, including those researched independently? 	<ul style="list-style-type: none"> Can they develop skills in using clay including slabs, coils, slips? Can they shape, form, model and construct from observation or imagination? Can they plan a sculpture through drawing and other preparatory work? 	<ul style="list-style-type: none"> Can they overprint using different colours? Can they create an accurate print design that meets given criteria? Can they create a repeating/rotating pattern? 		<ul style="list-style-type: none"> Can they use creative thinking to begin to adapt an initial idea e.g. experimenting with an alternative colour palette? 	<ul style="list-style-type: none"> Can they compare ideas, methods & approaches in their own & others' work – likes/dislikes/change s? Can they make annotations in sketchbooks that reflect the talk about features they like and ideas for adapting/change? 	<ul style="list-style-type: none"> Can they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? Can they begin to understand how an artist or art form has contributed to the culture and/or history of a specific nation with some support from the teacher?
Key Vocabulary	line, tone, pattern, texture, form, space, colour and shape strong, dominant, abstract, realistic	contrasting complementary cool, warm monochrome subtle, bold	slabs coils slips	overprint rotating	N/A	purpose evoke emotion variation media architect		
Y6	<ul style="list-style-type: none"> Can they use their knowledge of drawing imaginatively to create their own style & talk about it? Can they develop their own style of drawing when working with a wide range of tools & materials for drawing? Can they explain why they have chosen specific drawing tools & techniques? 	<ul style="list-style-type: none"> Can they use their knowledge of painting imaginatively to create their own style & talk about it? Can they develop their own style of painting when working with a wide range of tools & materials for painting? Can they explain why they have chosen specific painting tools & techniques? 	<ul style="list-style-type: none"> Can they use their knowledge of sculpture imaginatively to create their own style? Can they develop their own style of sculpture when working with a wide range of tools & materials for sculpture? 		<ul style="list-style-type: none"> Can they combine visual and tactile qualities to express mood and emotion? Can they justify the materials they have chosen? Can they create individual and group collages? 	<ul style="list-style-type: none"> Can they confidently work creatively, adapting ideas & taking risks when choosing tools, materials & media? Can they independently investigate a range of starting points for their work & confidently develop their ideas further? Can they record their thoughts & experiences in a sketchbook & review/revisit these ideas as their work develops? 	<ul style="list-style-type: none"> Can they use language specific to a range of techniques to identify effective & ineffective features & use this to inform & evaluate their own work? Can they use a sketchbook to adapt & critically evaluate their work as their ideas develop? 	<ul style="list-style-type: none"> Can they critically analyse the styles of a range of artists, architects or designers & use this to inform their own work? Can they explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation? Can they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
Key Vocabulary	Apply all previous + add to descriptive vocabulary used linked to theme							