

Art: Skills & Knowledge Progression

Area	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Skill and control: I can develop their control and confidence when drawing using a range of materials. I draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. I learn to tonally shade areas and shapes as neatly and carefully as they can. Medium: I can learn to draw in different ways to create different effects. Purpose: I can draw things they like and learn to draw for pleasure and relaxation. I draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons.	Skill and control: I can develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, and create both to make tones. They practice shading tones neatly & accurately. I learn how to control the pressure of their drawing materials Medium: I are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils and learn/explore the differences and similarities between them. I try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. Purpose: I can draw from imagination & observation.	Skill and control: I can learn to use increased skill & control when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. I can use greater control of pressure when using drawing implements to create lighter or darker tones and marks, I am increasingly able to shade areas neatly without spaces & gaps and can identify & draw detail, texture, pattern. Medium: I can use pencils hard and soft, crayons, felt-tips, charcoal and chalk, inks and other materials such as, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings. Purpose: I can have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources	Skill and control: I can identify and draw the 2D & 3D geometric shapes in nature and the world around them. I can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. I develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. Medium: I can work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. Purpose: I can record experiences such as trips and experiences. They can describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)	Skill and control: I can develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) Medium: I can make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. Purpose: I can visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)	Skill and control: I can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. Medium: I can independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. Purpose: I can draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.	I can draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. Medium: I can work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. Purpose: I can learn styles of drawing & how it is used; 1. graphic (cartoon, graffiti, fashion etc.) 2. realistic (portrait, still life etc.) 3. technical (architecture, product design, plans, diagrams) 4. Illustration (books, magazines) 5. Abstract 6. Sculptural (3D, wire, card, architectural models) 7. Digital (using computers, tablets, film) other materials.

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Painting and Mixed Media	Skills and control: I can learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. Techniques: I can use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Use wax resit using crayon and watercolour to create pictures. Formal elements: Colour: I learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. Tone/Form: I learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: I paint patterns & add things to paint to make textures such as sand, grit, salt. Line/Shape: I concentrate hard to paint shapes, lines and edges neatly.	Skill and control: I know different types of paint and the properties of each such as poster paint, powdered paint, block paint. I begin to develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint more skilfully. Paint on different surfaces and textures using taking care to ensure a good standard of finish. Techniques: I know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task. Formal elements: Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. Tone/Form: I further develop their ability to make colours darker and lighter and understanding of how this affects form. Pattern & Texture: I paint patterns & add things to paint to make textures such as sand, grit, salt. Shape/Line: I paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Skill and control: Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. I learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control. Technique: Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. Formal elements: Colour: Develop colour mixing to make finer variations in secondary colours. Tone/Form: I learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Pattern & Texture: I create original patterns & make textures. Shape/Line: I understand the importance of outlines & paint more sophisticated shapes.	Skill and control: I are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. I study how other artists' paint, applying elements of this to their work. Technique: I learn how to paint with expression by combining traditional painting methods with more unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) Formal elements: Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: I learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.	Skill and control: I use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. They use different types of paint such as poster paint, powder, watercolour, or acrylic for example and know when to use these paints & name some of their properties. Technique: I experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting. Formal elements: Colour: I learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. Tone/Form: I paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. Line/Shape: Use line with greater confidence to highlight form and shape. Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	Skill and control: I know and care for painting equipment. They develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details. Technique: I know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. Formal elements: Colour: I develop an ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. They knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. Tone/ Form: I learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Line/Shape: I use line or shape to create original compositions. Pattern Texture: I use pattern & texture for purposeful effect.	Skill and control: I have the skill to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They know different types of paint media and when to use them, and are familiar with different papers and surfaces to paint on and be able to name them. Technique: I paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. I are introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them. Formal elements: Colour: I mix colours with care and sensitivity to show feeling and ideas. They confidently mix secondary and tertiary colours, and are able to control these to suit their own purpose. They understand colour relationships such as complimentary & harmonious colours. Tone/Form: I can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, I are aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. Line/Shape: I use line with confidence to represent own ideas and compositions. Pattern/Texture: I understand how to apply pattern and texture with confidence to decorate or embellish paintings.

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Printing	I make simple printing blocks from objects in and around their environment such as pine cones, leaves, forks, cotton wool as well as soft materials they have cut, shaped, or moulded.	I learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, plasticine etc.	I use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes	I use printing to create artwork that might be related to bigger topics and themes or to explore patterns/symmetry. They use simple printing blocks to create and print more complex patterns with mathematical and visual precision, layering up to 2 colours on their design.	I use printing to create both individual images and repeat patterns. They use simple printing blocks to create and print complex patterns with mathematical and visual precision, layering up to three colours on their design.	I develop mono type printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks/stencils with mathematical and visual precision.	I develop more complex printing techniques such as mono types, mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks/stencils with mathematical and visual precision.
Sculpture	I learn to create Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.	I cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.	I cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen. I can modify & correct things with greater skill. They can make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.	I design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials. They understand how to finish and present their work to a good standard.	I design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.	I design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.
Collage	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.	I gain experience in using collage as an art form	I gain experience in using collage as an art form,	I gain experience in using collage as an art form,	I could gain experience in using collage as an art form
Design	I should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.	I should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	I design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.

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Creativity	Develop and share ideas: Learn how ideas change, grow and develop as work is produced. Experiences and imagination: Create art from personal experiences and imagination.	Develop ideas and share: This may be coming up with an idea linked to a theme or topic they are studying. Experiences and imagination: Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.	Develop and share ideas: Work should be continued over longer periods of time. I should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. Experience and imagination: Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know..	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.	I experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.
Knowledge	Artist study: Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. Formal elements: Children should talk about their work in terms of colour, pattern and shape.	Artist study: Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. Formal elements: Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.	Artist study: Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. Formal elements: I learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.	Artist study: Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). Formal elements:	Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	Study significant works of art using the following method: - Content – Describe the art. Social, historical factors affect the work. - Process – When & how made? What materials & techniques are used? - Formal elements – line, tone, colour, shape, form, comp, pattern, texture. - Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.	Study significant works of art using the following method: - Content – Describe the art. What social, historical factors affect the work? - Process – When & how was the work made? What materials & techniques are used? - Formal elements – line, tone, colour, shape, form, composition, pattern, texture. - Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.

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Reflection	I have opportunities to make creative decisions about their work, select appropriate media. I compare their art to significant works of art recognising what is the same and what is different.	I have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. They develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it. I compare their art to appropriate works of art recognising what is the same and what is different.	I develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise. I describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	I verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. I use evaluation to understand what they need to do to improve and that all artists do this. I talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. I evaluation to understand what they need to do to improve and that all artists do this.	I orally describe their work and the work of others, describing the formal elements of colour, line, I u evaluation to understand what they need to do to improve and that all artists do this. I talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.	I try to fairly appraise their own work and understand how to improve it, accepting criticism of other I. They know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. I make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	I develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. I understand that the making process is very difficult and so I should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other I. They should know that most artists struggle with this and that it is a vital part of the art process.