



Art

Art Progression Knowledge/ Skills

Substantive - Practical Knowledge, Substantive - Theoretical Knowledge and Disciplinary Knowledge: How experts have expressed quality and value throughout history

	Nursery	Reception	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Start to make marks intentionally. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Enjoy drawing freely. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<ul style="list-style-type: none"> • Explore mark making. • Select 2D mathematical shapes to draw. • Experiment with line. 	<ul style="list-style-type: none"> • Explore drawing techniques. • Apply tone to create form. • Develop skill and control with art materials including blending pastels.
Painting	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Explore colour and colour-mixing 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Develop skill and control with painting. 	<ul style="list-style-type: none"> • Develop painting skills and control when painting.

Materials	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Develop their own ideas and then decide which materials to use to express them. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Explore a range of materials and printmaking techniques. • Create textured pieces. 	<ul style="list-style-type: none"> • Explore a range of materials to design and make products.
Craft	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Create clay etching. • Create 2D printing. 	<ul style="list-style-type: none"> • Explore craft weaving. • Create 2D printed patterns and sculptural forms using 3D clay.

	<ul style="list-style-type: none"> • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. 		
Sketchbooks	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • Observe and describe teacher led idea modelling through discussion. • Explore sketchbooks voluntarily to record thoughts and ideas and experiment with materials. 	<ul style="list-style-type: none"> • Observe and describe teacher led idea modelling through discussion and sketching. • Explore sketchbooks voluntarily to record thoughts and ideas, develop skills and experiment with materials.
Colours	<ul style="list-style-type: none"> • Explore colour and colour-mixing 	<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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Identify which primary colours to mix to create secondary colours. • Recall the names of the primary colours and that they can be mixed to make secondary colours. • Create and describe different shades of one colour using paint. • Select and summarise why appropriate colours reflect a theme and purpose. 	<ul style="list-style-type: none"> • Recognise how to mix, refine and apply more sophisticated colours. • Develop my knowledge of mixing primary colours to create secondary colours (paint and pastels.) • Describe my use of colour to achieve a specified intention.
Form and Space	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with 	<ul style="list-style-type: none"> • Recognise form and space through 3D sculptures inspired by nature and animals. 	<ul style="list-style-type: none"> • Demonstrate understanding of 3D form and space through practical activities.

		colour, design, texture, form and function.	<ul style="list-style-type: none"> • Develop language and understanding of form and space through whole class sculpture. 	<ul style="list-style-type: none"> • Create 3D drawings.
Line	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Start to make marks intentionally. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<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. 	<ul style="list-style-type: none"> • Explore and express line to represent a landscape and water. • Recognise the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy. • Explore and experiment with line. 	<ul style="list-style-type: none"> • Create portraits by controlling and defining my use of line for expression. • Demonstrate understanding of drawing lines with increased skill, awareness and control.
Patterns	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Notice patterns and arrange things in patterns. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Talk about and identifies the patterns around them. For example: stripes on clothes, 	<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. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Demonstrate understanding of patterns in nature from observation • Make patterns in a range of materials to develop my understanding. • Design and create my own patterns. 	<ul style="list-style-type: none"> • Create a pattern of my choosing. • Identify and relate manmade and natural repeating patterns. • Recall a range of techniques to express my knowledge of repeating and nonrepeating pattern.
Shape	<ul style="list-style-type: none"> • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<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. 	<ul style="list-style-type: none"> • Create abstract compositions use various shapes. • Identify, make and describe my use of shape for print. 	<ul style="list-style-type: none"> • Adapt the work of others to compose geometric designs

Texture	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Explore different materials, using all their senses to investigate them. 	<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. 	<ul style="list-style-type: none"> • Select, describe and explore appropriate materials to create different textures. 	<ul style="list-style-type: none"> • Identify and describe different textures. • Select and use appropriate materials to create textures.
Tone	<ul style="list-style-type: none"> • Explore colour and colour-mixing 	<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. 	<ul style="list-style-type: none"> • Recognise that tone refers to the lightness or darkness of something. • Develop understanding of use of different tints and shades to create simple tone in my work. 	<ul style="list-style-type: none"> • Create more complex tones by experimenting with pencils to learn that different ways of holding a pencil affects the tone created. • Explore tone to create 3D form when drawing.
Knowledge and Evaluation	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Create and adapt original ideas by looking at other artists' work. • Explore ideas through practical activities. • Create original patterns and designs. • Recognise and compare/contrast key features of my own and the work of others. • Describe what I think about the work of others. 	<ul style="list-style-type: none"> • Develop original artwork from other sources. • Compare/ contrast natural forms in the world around us to my own artwork. • Create unique designs when working instinctively with clay. • Demonstrate understanding of how to represent myself through art. • Create art on themes of personal interest. • Express clear preferences and reason

				using some basic language of art when looking at creative work
Artists	L. S. Lowry	L. S. Lowry	1i Andy Warhol 1ii George Seurat	2i John Constable 2ii Alberto Giacometti

	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> • Identify and represent subject matter. • Develop geometry and tonal shading. • Observe and draw from these observations. • Explore and draw with charcoal. 	<ul style="list-style-type: none"> • Create geometric and mathematical drawings. • Create still life drawing with tone. 	<ul style="list-style-type: none"> • Observe and draw from observation. • Demonstrate understanding of the continuous line method to draw. • Select and use 2D drawings to develop ideas for 3D work. • Demonstrate understanding of how to draw from different perspectives. • Create detailed drawings. • Select and use mathematical processes to draw . 	<ul style="list-style-type: none"> • Create detailed portraits chiaroscuro techniques. • Develop the continuous line technique. • Observe and draw for expression. • Select and use sketching methods. • Create still life use charcoal. • Identify areas of light and dark when drawing using a negative medium.
Painting	<ul style="list-style-type: none"> • Develop the ability to control the tonal quality of paint. 	<ul style="list-style-type: none"> • Develop technical mastery of painting skills. • Select and use a range of different strokes and shades. 	<ul style="list-style-type: none"> • Apply and further improve skill and control when painting. 	<ul style="list-style-type: none"> • Apply skill and control when painting. • Create tonal paintings.
Materials	<ul style="list-style-type: none"> • Explore a range of methods and materials to create 	<ul style="list-style-type: none"> • Select recycled materials to make art. 	<ul style="list-style-type: none"> • Select and use recycled materials within mixed media 	<ul style="list-style-type: none"> • Create photomontages, focussing on composition.

	puppets.	<ul style="list-style-type: none"> • Select different materials to print • Demonstrate understanding of how to present and display works of art. 	<p>art.</p> <ul style="list-style-type: none"> • Select materials for a given purpose. 	<ul style="list-style-type: none"> • Create repeating printed patterns using polyprint tiles. • Create digital art using photography to create abstract and self portrait pieces.
Craft	<ul style="list-style-type: none"> • Select paper and other materials to weave . • Explore Tie dying. • Develop sewing skills 	<ul style="list-style-type: none"> • Develop creativity in my choice of materials and composition. • Create sculptures. 		<ul style="list-style-type: none"> • Express an idea or emotion through 3D clay sculpture. • Create 3D sculptural forms from a purpose.
Sketchbooks	<ul style="list-style-type: none"> • Develop sketchbooks to generate ideas and observations. • Recognise and express thoughts and observations in sketchbooks. • Observe and make records of experiments with various materials. 	<ul style="list-style-type: none"> • Develop sketchbooks for planning and refining ideas. • Recognise and record ideas for materials and composition. • Develop skill and technique using various media in sketchbooks. 	<ul style="list-style-type: none"> • Work collaboratively to explore ideas for meeting a design brief. • Develop and explain ideas through sketches. • Demonstrate understanding and enhance skill and technique using various media in sketchbooks. 	<ul style="list-style-type: none"> • Develop and explain ideas through sketches. • Create personal investigations of interests and record observations in sketchbooks. • Record and critique experiments with various media and try out techniques and processes in sketchbooks before applying them.
Colours	<ul style="list-style-type: none"> • Select natural pigments to make my own paint • Create tints and shades. • Describe and experiment with the pigments in natural products to make different coloured paints. • Recognise how manipulating paint can 	<ul style="list-style-type: none"> • Analyse and describe the use of colour within artists' work. • Manipulate colour and pattern to create prints. • Describe how great artists mixed and applied paint. 	<ul style="list-style-type: none"> • Describe and use more complex colours. • Select and mix colours to depict own thoughts, feelings and intentions. 	<ul style="list-style-type: none"> • Develop colour mixing and tonal shading with colour. • Empathise and paint in an impressionist style. • Select colours to accurately reflect objects in a still life composition. • Express feelings, emotions and events through

	<p>achieve more accurate colours and shades.</p> <ul style="list-style-type: none"> • Explain my understanding of application of colour to paint sculptural forms. 			<p>colour mixing.</p> <ul style="list-style-type: none"> • Justify and recreate colours used by impressionist painters
Form and Space	<ul style="list-style-type: none"> • Develop my ability to describe and model form in 3D using a range of materials. 	<ul style="list-style-type: none"> • Analyse and describe the use of form within artists' work. • Further extend my ability to describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> • Describe and model form and space in 3D using a range of materials. 	<ul style="list-style-type: none"> • Convey, express and Articulate a message or emotion through 3D sculpture. • Analyse and evaluate an artists' use of form.
Line	<ul style="list-style-type: none"> • Identify different ways to express geometric and organic forms. 	<ul style="list-style-type: none"> • Analyse and describe the use of line within artists' work. • Demonstrate understanding of lines of symmetry to help raw accurate shapes. 	<ul style="list-style-type: none"> • Demonstrate understanding of line.to extend and express drawings 	<ul style="list-style-type: none"> • Articulate my deepening knowledge of line to create portraits. • Develop continuous line drawing, develop control, expression, shape, form and detail. • Synthesise the techniques of other artists to create abstract drawings.
Patterns	<ul style="list-style-type: none"> • Construct patterns through craft methods to further my knowledge and understanding. 	<ul style="list-style-type: none"> • Analyse and describe the use of pattern within artists' work. • Create original outcomes through the use of colour and pattern, use geometric, repeating and symmetrical patterns. 	<ul style="list-style-type: none"> • Construct images through various methods to further my knowledge and understanding. 	<ul style="list-style-type: none"> • Demonstrate understanding of patterns to represent feelings and emotions. • Extend and articulate my knowledge of pattern from multiple sources to create sophisticated original artwork.

Shape	<ul style="list-style-type: none"> • Identify 2D shapes within images and objects • Identify, draw and label simple shapes found in everyday objects • Create and form shapes from 3D materials. 	<ul style="list-style-type: none"> • Analyse and describe the use of shape within artists' work. • Explain geometric compositions using mathematical shapes. 	<ul style="list-style-type: none"> • Adapt and synthesise the work of others to compose original designs. • Analyse and evaluate an artists' use of shape. 	<ul style="list-style-type: none"> • Select and sketch the key shapes objects from different angles when drawing still life. • Imitate the techniques of other artists, they use simplified shapes and lines to create more abstract drawings.
Texture	<ul style="list-style-type: none"> • Analyse and describe the use of texture within artists' work. 	<ul style="list-style-type: none"> • Select and use a range of materials to express more complex textures. 	<ul style="list-style-type: none"> • Demonstrate understanding of texture through practical making activities. 	<ul style="list-style-type: none"> • Demonstrate understanding of how artists manipulate materials to create texture in a range of artwork.
Tone	<ul style="list-style-type: none"> • Apply and blend charcoal to create more sophisticated areas of tone. • Demonstrate understanding of the four simple rules of shading. • Develop skill and control when using tone. 	<ul style="list-style-type: none"> • Analyse and describe the use of tone within artists' work. • Select and use a variety of tones to achieve different effects. • Demonstrate understanding of tone to create a 3D effect. 	<ul style="list-style-type: none"> • Develop an increasing sophistication in the use of tone to describe objects when drawing from observation. • Analyse and evaluate an artists' use of tone. 	<ul style="list-style-type: none"> • Deliberately manipulate tone to portray emotions—use 'halo' and 'chiaroscuro' techniques • Develop my awareness of how to use tone to describe light and shade, contrast and shadow.
Knowledge and Evaluation	<ul style="list-style-type: none"> • Explain original thoughts and ideas about the art of others. • Demonstrate understanding of how to represent myself and my family through my art. 	<ul style="list-style-type: none"> • Select and use literary sources to convey ideas through art. • Explain thoughts and feelings through tactile creation of our own work. • Manipulate composition 	<ul style="list-style-type: none"> • Critique the work of artists' to explore own ideas. • Explain ideas and feelings about familiar products. • Create new architectural forms to satisfy my own ideas and intentions. 	<ul style="list-style-type: none"> • Develop and learn ways that artists represent my ideas through painting. • Develop personal, imaginative responses to a theme.

	<ul style="list-style-type: none"> Control and manipulate materials to achieve a desired effect. Reflect and reason on preferences about my work in order to improve it. Describe art using an increasingly sophisticated use of language. 	<p>and materials to achieve a desired effect.</p> <ul style="list-style-type: none"> Synthesise ideas from multiple viewpoints and perspectives. Synthesise my own and other's opinions of my work to identify how to improve. Develop a more complex vocabulary when discussing art. 	<ul style="list-style-type: none"> Hypothesise and invent new products. Identify and link artwork to literary sources. Create ideas for inventions for a purpose. Analyse and reflect on my progress taking account of intentions and opinions. Demonstrate understanding of vocabulary when discussing my own and the work of others. 	<ul style="list-style-type: none"> Express and justify ideas about art through messages, graphics, text and images. Justify and produce personal interpretations of cherished objects. Express and justify my own ideas and feelings through pattern. Create imaginative and expressive 3D forms to convey meaning. Evaluate both my own and others' work which takes account of the starting points, intentions and context behind the work. Apply the language of art with greater sophistication to discuss art.
Artists	3i Pablo Picasso 3ii Vincent Van Gogh	4i Claude Monet 4ii David Hockney	5i Paul Cezanne 5ii Henry Moore	6i Banksy 6ii Leonardo Da Vinci