

## Knowledge, Skills and Understanding Progression maps

### Art

<b>EYFS</b>			
	<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Children in Reception will be learning to:</b>	<b>ELG</b>
<b>EYFS Expressive Art and Design</b>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<b>Understanding the world</b>			<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
<b>Physical Development</b>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Develop their small motor skills so that they can use a range of</p>	<p>Hold a pencil effectively</p> <p>Use a range of small tools</p>

## Knowledge, Skills and Understanding Progression maps

### Art

	<p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>tools competently, safely and confidently.</p>	<p>Begin to show accuracy and care when drawing</p>
--	--	---	---



## Knowledge, Skills and Understanding Progression maps

### Art

KS1				
<b>Year 1</b>	Drawing	Painting/Printing		Textiles
	<p>Explore marks that can be made with a pencil</p> <p>Make observational drawings</p> <p>Look for and make different lines and shapes when doing simple observational drawings</p> <p>Shade using both a pencil and pastels</p>	<p>Print using a range of materials such as: corks, strings, leaves, fruit and vegetables experimenting with creating repeat pattern</p> <p>Mix primary and secondary colours knowing the difference between warm and cool colours</p> <p>Use a range of tools such as pipettes, string, sticks, sponges, rollers, fingers etc to apply paint and create different effects</p>		<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
	3D/Sculpture	Collage	Use of IT	Knowledge
	<p>Use a moldable material to roll, pinch, coil and smooth</p> <p>Experiment with patterns using carving techniques</p> <p>Discuss and evaluate their own work</p>	<p>Begin to identify different forms of textiles</p> <p>Use a combination of materials that are cut, trimmed, torn, crumpled and glued</p> <p>Use language appropriate to skill and technique</p>	<p>Use a simple painting program to create a picture</p> <p>Use tools like fill and brushes in a painting package</p> <p>Be able to go back and change their picture</p>	<p>Study a range of artists, craft makers and designers</p> <p>Describe what can be seen and give an opinion about the work of an artist</p>

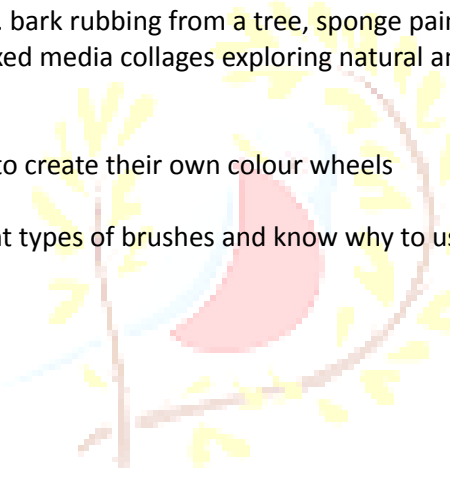
## Knowledge, Skills and Understanding Progression maps

### Art

	Drawing	Painting/ Printing		Textiles
Year 2	<p>Use HB, B and 2B pencils</p> <p>Use HB, B and 2B pencils to experiment with tonal representation</p> <p>Use Charcoal</p>	<p>Create relief rubbings with a variety of tools and surfaces and evaluate the effect/patterns</p> <p>Experiment with paint and the tonal value of colour e.g adding one colour gradually to white</p> <p>Mix and match colours and predict outcomes</p>		<p>Develop skills in stitching, cutting and joining</p> <p>Match the tool to the material</p> <p>Colour fabric using natural dyes such as beetroot, tea, onion skins, berries</p>
	3D/Sculpture	Collage	Use of IT	Knowledge/Sketchbook
	<p>Use clay &amp; other mouldable materials using a coiling method</p> <p>Create a human figure sculpture by: bending wire/pipe cleaners into an appropriate shape and making legs, arms and a body using plasticine</p>	<p>Use different kinds of materials in their collage and explain why they have chosen them</p> <p>Use repeated patterns in their collage</p> <p>Continue to use language appropriate to skill and technique</p>	<p>Learn about animation by using flickbooks</p> <p>Make their own strips and books</p> <p>Use the internet to research artists and artists' work</p> <p>Take photos displaying different moods</p>	<p>Study a range of artists, craft makers and designers, describing the differences and similarities between the artwork</p> <p>Create a piece of work in response to another artists' work</p> <p>Set out their ideas using 'annotation' in their sketchbooks</p>

## Knowledge, Skills and Understanding Progression maps

### Art

KS2				
Year 3	Drawing	Painting Printing		Textile
	<p>Represent tonal scale through light and shadows (link to Science)</p> <p>Experiment with representing texture in manmade and natural patterns (link to rocks)</p> <p>Show facial expressions in their drawings</p> <p>Use oil pastels as a drawing material</p> <p>Use a range of pencils to show different tone/texture</p>			<p>Use a variety of different techniques e.g. printing, weaving and stitching</p> <p>Decorate fabric with tie dye</p> <p>Use patterns from different times, places and cultures as a starting point for design</p>
	3D/Sculpture	Collage	Use of IT	Knowledge/Sketchbook
<p>Create Clay Cartouche - exploring mark making in Egyptian times</p> <p>Construct a simple clay base for extending and modelling other shapes</p> <p>Discuss and evaluate their own work and work of other sculptures</p>	<p>Cut accurately and overlap materials</p> <p>Experiment with different colours</p> <p>Use (paper) mosaic</p> <p>Use montage</p>	<p>Use printed images they take using a digital camera and combine them with other media to produce artwork</p> <p>Use the web to research an artist or style of art</p>	<p>Begin to explore a range of great artists, architects, and designers in history</p> <p>Understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express</p> <p>Explore work from other cultures</p> <p>Suggest improvement to their work by keeping notes in their sketchbooks</p>	

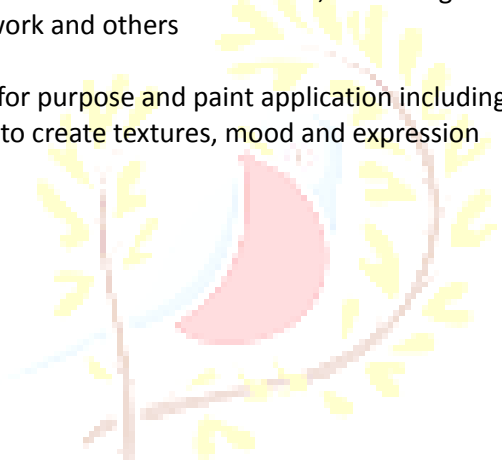
## Knowledge, Skills and Understanding Progression maps

### Art

<b>Year 4</b>	<b>Drawing</b>	<b>Painting/ Printing</b>		<b>Textiles</b>
	<p>Represent scale and proportion in observational drawings</p> <p>Observe and record symmetry in manmade and natural environments</p> <p>Use ink as a drawing material</p>	<p>Create monoprints using carbon paper or acetate and their own collagraph plate by layering cardboard, string and found objects</p> <p>Mix colours by colour matching and learn the difference between hue, saturation and tonal value of colour</p> <p>Print onto different materials</p>		<p>Develop skills in stitching, cutting and joining and show these skills in a project</p> <p>Experiment with paste resist</p>
	<b>3D /Sculpture</b>	<b>Collage</b>	<b>Use of IT</b>	<b>Knowledge/Sketchbook</b>
	<p>Design and make 3D jewellery (Anglo-Saxon link)</p> <p>Plan, design, make and adapt models</p> <p>Use a variety of materials</p>	<p>Use a range of media to create collages</p> <p>Use ceramic mosaic to produce a piece of art</p> <p>Begin to combine visual and tactile qualities</p>	<p>Present a collection of their work on slide shows (Google slides)</p> <p>Create a piece of artwork which includes the integration of digital images they have taken</p> <p>Combine graphics and text based on their research</p>	<p>Study the work of great artists, architects and designers in history</p> <p>Experiment with styles used by other artists</p> <p>Use their sketchbooks to adapt and improve their original ideas</p> <p>Discuss and evaluate their own work and work of other sculptors</p>

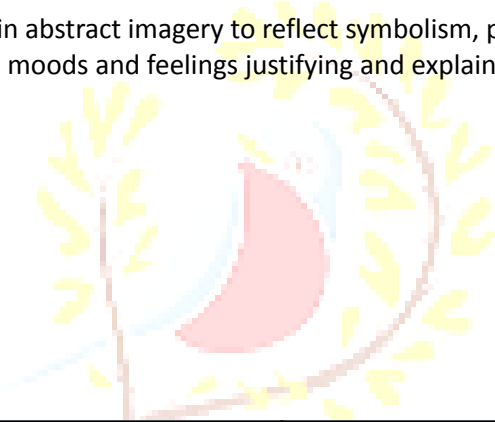
## Knowledge, Skills and Understanding Progression maps

### Art

	Drawing	Painting/ Printing		Textiles
<b>Year 5</b>	<p>Show perspective through observational drawings and observe through drawings, photographs and paintings</p> <p>Apply perspective to their own work</p> <p>Start to select the materials suitable for a task</p> <p>Use a full range of B pencils</p> <p>Create their own abstract imagery using techniques to reflect personal expression</p>			<p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Work back into work and mix media</p>
	3D / Sculpture	Collage	Use of IT	Knowledge/Sketchbook
	<p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Plan a sculpture through drawing and other preparatory work</p>	<p>Use a range of media to create collages</p> <p>Make their own, inspired by the work of Beatriz Milhazes (link to Brazil) focusing on colour, patterns and shape</p>	<p>Present recorded visual images using software e.g. PowerPoint</p> <p>Import an image that they have taken</p> <p>Understand that a digital image is created by layering. (Chrome Canvas)</p>	<p>Experiment with different styles which artists have used</p> <p>Research the work of an artist and use their work to replicate a style</p> <p>Use their sketch books to compare and discuss ideas with others</p> <p>Evaluate and compare their work to others</p>

## Knowledge, Skills and Understanding Progression maps

### Art

	Drawing	Painting/ Printing		Textiles
<b>Year 6</b>	<p>Draw using a range of different techniques (tone, texture, form, structure, proportion and scale) and create accurate drawings from observation</p> <p>Self select materials which are suitable for a task</p> <p>Develop techniques for representing perspective in drawings</p> <p>Create abstract imagery to reflect symbolism, personal expression and experience</p>	<p>Explore printing techniques used by various artists</p> <p>Design a specific print for purpose using an artist for inspiration</p> <p>Use colour in abstract imagery to reflect symbolism, personal experience, moods and feelings justifying and explaining their choices.</p> 		<p>Develop a range of stitches</p> <p>Use the computer to create designs and print onto fabric using transfer paper</p>
	3D / Sculpture	Collage	Use of IT	Knowledge/Sketchbook
	<p>Select the materials and techniques which are suitable for a task</p> <p>Use recycled, natural and manmade materials to create sculpture</p> <p>Create sculpture and constructions with increasing independence</p> <p>Create models on a range of scales</p>	<p>Justify the materials they have chosen</p> <p>Combine pattern, tone and shape</p> <p>Make a collaborative collage</p>	<p>Independently present visual images using software e.g. PowerPoint</p> <p>Use software packages to create pieces of digital art to design</p> <p>Create a piece of art that can be used as part of a wider presentation</p>	<p>Study the great artists, architects and designers in history</p> <p>Explain the style of art used and how it has been influenced by an artist</p> <p>Understand why art can be very abstract and what message the artist is trying to convey</p> <p>Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks</p>