



Art – Progression of Knowledge and Skills

		Drawing		
		EYFS: Reception	Year 1	Year 2
		Pupils know how to:		
Methods, techniques, media and materials (Formal elements are shown in brackets)	Mark-making	<ul style="list-style-type: none"> Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape). 	<ul style="list-style-type: none"> Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). Draw and combine geometric shapes (Line, Shape). Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). 	<ul style="list-style-type: none"> Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). Compose more complex drawings by combining shapes (Shape, Space).
	Shading	<ul style="list-style-type: none"> Describe when colouring is lighter or darker (Tone). 	<ul style="list-style-type: none"> Apply more pressure when drawing or colouring to create a darker tone (Tone). Create an area with a single, consistent tone when colouring/shading (Tone). 	<ul style="list-style-type: none"> Use shading to show light and dark areas (Tone). Use the same tool to colour/shade different tones by adjusting pressure (Tone).
	Spatial awareness	<ul style="list-style-type: none"> Make lines and marks on paper, staying within the boundaries of the page (Space). 	<ul style="list-style-type: none"> Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space). 	<ul style="list-style-type: none"> Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).
		So that they can:		
		Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



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		Drawing			
		Year 3	Year 4	Year 5	Year 6
		Pupils know how to:			
Methods, techniques, media and materials (Formal elements are shown in brackets)	Shading	<ul style="list-style-type: none"> Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone). 	<ul style="list-style-type: none"> Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone). 	<ul style="list-style-type: none"> Refine tonal shading to show greater graduations in tone (Tone, Form). Blend to smooth transitions in tone (Tone). Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). 	<ul style="list-style-type: none"> Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern).
	Spatial awareness	<ul style="list-style-type: none"> Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line). 	<ul style="list-style-type: none"> Sketch to plan the placement of their composition elements for visual effect (Space). Draw more accurately in relative size/proportion (Space). Recognise whether something is in the foreground or background of a composition and how size can show distance (Space). 	<ul style="list-style-type: none"> Use sketching to experiment with ideas, layout and shading. (Space) Consider balance and symmetry / asymmetry in compositions (Space). Start using size to develop a foreground, midground and background in compositions (Space). 	<ul style="list-style-type: none"> Find a point in the distance to draw from (one-point perspective) (Space, Line). Scale drawings up or down while aiming to keep proportion (Space).
		So that they can:			
		<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>



Art – Progression of Knowledge and Skills

Painting and mixed media					
EYFS: Reception		Year 1		Year 2	
Methods, techniques, media and materials	Pupils know how to:				
	<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 		
Methods, techniques, media and materials	So that they can:				
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>		



Art – Progression of Knowledge and Skills

		Painting and mixed media	
		Year 4	Year 5
Methods, techniques, media and materials	Pupils know how to:	<ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
	So that they can:	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>



Art – Progression of Knowledge and Skills

Sculpture and 3D					
EYFS: Reception		Year 1		Year 2	
Methods, techniques, media and materials	Pupils know how to:				
	<ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. 	<ul style="list-style-type: none"> Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. 		
	So that they can:				
	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>		



Art – Progression of Knowledge and Skills

Sculpture and 3D				
		Year 3	Year 5	Year 6
Methods, techniques, media and materials	Pupils know			
	How to:	<ul style="list-style-type: none"> Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture. 	How to: <ul style="list-style-type: none"> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display. 	How to: <ul style="list-style-type: none"> Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.
	So that they can:			
		<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>



Art – Progression of Knowledge and Skills

Craft and design

Year 3

Year 4

Year 6

Pupils know

- That layering materials in opposite directions make the handmade paper stronger.

How to:

- Use a sketchbook to research a subject using different techniques and materials to present ideas.
- Construct a new paper material using paper, water and glue
- Use symbols to reflect both literal and figurative ideas.
- Produce and select an effective final design.
- Make a scroll.
- Make a zine.
- Use a zine to present information.

- That a mood board is a visual collection which aims to convey a general feeling or idea.
- That batik is a traditional fabric decoration technique that uses hot wax.

How to:

- Select imagery and use as inspiration for a design project.
- To know how to make a mood board.
- Recognise a theme and develop colour palettes using selected imagery and drawings.
- Draw small sections of one image to docs on colours and texture.
- Develop observational drawings into shapes and pattern for design.
- Transfer a design using a tracing method.
- Make a repeating pattern tile using cut and torn paper shapes.
- Use glue as an alternative batik technique to create patterns on fabric.
- Use materials, like glue, in different ways depending on the desired effect.
- Paint on fabric.
- Wash fabric to remove glue to finish a decorative fabric piece.

- How different materials can be used to produce photorealistic artwork.
- That macro photography is showing a subject as larger than it is in real life.

How to:

- Create a photomontage.
- Create artwork for a design brief.
- Use a camera or tablet for photography.
- Identify the parts of a camera.
- Take a macro photo, choosing an interesting composition.
- Manipulate a photograph using photo editing tools.
- Use drama and props to recreate imagery.
- Take a portrait photograph.
- Use a grid method to copy a photograph into a drawing.

Methods, techniques, media and materials.

So that they can:

Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Use hands and tools confidently to cut, shape and join materials for a purpose.

Use growing knowledge of different materials, combining media for effect.

Use more complex techniques to shape and join materials, such as carving and modelling wire.

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriately to fit with ideas.