



PROGRESSION IN ART

DRAWING

	Knowledge by the end of the year	Skills by the end of the year
EYFS	<ul style="list-style-type: none">	<ul style="list-style-type: none">• To hold a pencil properly to draw.• Use lines to enclose a space and then use these shapes to represent• objects with varying degrees of accuracy.• -Explore with a variety of tools• including pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk.
Year 1	<ul style="list-style-type: none">• Know that drawing is used not just for pleasure, but also to record observations eg in science.• Know how to use a ruler to draw a straight line.	<ul style="list-style-type: none">• Draw lines of different shapes and thicknesses• Draw experiment with a variety of tools including pencils, rubbers, pastels, charcoal, chalk and other dry media• To begin to see shapes in objects and use these to help create drawings with greater proportion.• To begin to add more detail.• To use a ruler to draw straight lines.
Year 2	<ul style="list-style-type: none">• Know what a change in tone is.•	<ul style="list-style-type: none">• Experiment with different types of lines• Produce a growing range of patterns and textures with a single pencil• Use a range of drawing media in different ways to create movement and interest.• To begin to hold a pencil differently when shading compared to drawing.• Create different tones using light, dark and different textures
Year 3	<ul style="list-style-type: none">• Know that there are different hardness grades of pencil that can make lighter and darker marks.• Know that a light source influences where light and dark areas are on a drawing	<ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone• To effectively alter their grip and pencil pressure when shading to allow smoother pencil marks and gradual tone transitions.• To create an even pencil tone by shading in one direction• Use shading to show light and shadow and texture• To draw with confidence using pen• To use pen marks to show texture or darker areas.
Year 4	<ul style="list-style-type: none">• Know that a light source influences where light and dark areas are on a drawing and where a shadow falls.	<ul style="list-style-type: none">• Sketch lightly (no need to use a rubber to correct mistakes)• Use with greater accuracy a variety of tools including pencils, rubbers, pastels, charcoal, chalk and other dry media• Add a shadow• Add light and dark areas to make drawing look 3d and lifelike.• Use a choice of techniques to depict movement, perspective, shadows and reflection.



PAINTING

	Knowledge by the end of the year	Skills by the end of the year
EYFS	<ul style="list-style-type: none"> Name the primary colours 	<ul style="list-style-type: none"> Use different brush sizes to create different types of lines. Use a brush with some accuracy to paint a pre drawn picture. Use paint imaginatively to create a picture for a chosen theme or idea. Add colour to a picture by cutting, tearing and sticking on coloured or textured materials. Print with everyday objects to create interesting patterns. Choose materials for collage based on colour. Shape materials using tearing and cutting.
Year 1	<ul style="list-style-type: none"> Know which primary colours can be mixed to create secondary colours. Know what printing is. To recognise how printing is used in the world. To know what collage is. 	<ul style="list-style-type: none"> To hold a paintbrush to enable accurate painting. To load the brush with an appropriate amount of paint. To apply paint accurately without crossing drawn lines. Experiment by applying paint with different objects To use primary colours to mix secondary colours. To print simple repeating patterns Choose materials for collage based on colour. Shape materials using tearing and cutting.
Year 2	<ul style="list-style-type: none"> Know what primary , secondary and tertiary colours are Know the properties of different types of paints. To recognise examples of printing in different forms eg books, pictures, wallpaper, fabrics 	<ul style="list-style-type: none"> To use smooth one directional brush strokes to avoid unwanted texture. To know that when mixing coloured paint we add small amounts of the darker colour to the lighter colour. To use primary and secondary colours to mix tertiary colours. To create a range of textures for effect with a brush. To use a variety of techniques to print (carbon printing, relief printing) To design patterns with increasing complexity and repetition. Choose materials for collage based on desired colour or texture. Shape materials for collage with some accuracy.
Year 3	<ul style="list-style-type: none"> Know that adding white creates tints, adding black creates shades and adding grey creates tones Know where each of the primary and secondary colours sit on the colour wheel 	<ul style="list-style-type: none"> To create a range of textures for effect using a brush and other materials. To choose brushed depending on the area to be covered and texture to be created. To mix different tints shades and tones To use primary colours to mix secondary and tertiary colours. To use complimentary colours to help regions of a picture stand out. Use watercolour paint to produce washes for backgrounds then add detail Consider a light source when painting objects and apply colours accordingly.



Year 4

- Know what happens to the intensity of colour as you move into the distance and use this to create 3D effects and depth. (aerial perspective)
- To mix paint carefully to create smooth gradual changes in colour tints and shades.
- To create smooth flat areas of paint with little or no texture.
- To choose colours to evoke emotion or depth in a picture.
- To add colour and texture with accuracy and purpose within given boundaries.



COLLAGE & PRINTING

	Knowledge by the end of the year	Skills by the end of the year
EYFS	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Add colour to a picture by cutting, tearing and sticking on coloured or textured materials.• Print with everyday objects to create interesting patterns.
Year 1	<ul style="list-style-type: none">• Know what printing is.• To recognise how printing is used in the world.• To know what collage is.	<ul style="list-style-type: none">• To print simple repeating patterns• Choose materials for collage based on colour.• Shape materials using tearing and cutting.
Year 2	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• To design patterns with increasing complexity and repetition.• Choose materials for collage based on desired colour or texture.• Shape materials for collage with some accuracy.• To use tessellation
Year 3	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Year 4	<ul style="list-style-type: none">• To recognise examples of printing in different forms eg books, pictures, wallpaper, fabrics• To explain 2 different ways of creating a printing block• To add colour and texture with accuracy and purpose within given boundaries.	<ul style="list-style-type: none">• To print using a variety of techniques (carbon printing, reduction block printing, relief printing, rubbings, fabric printing)



SCULPTURE

	Knowledge by the end of the year	Skills by the end of the year
EYFS	<ul style="list-style-type: none"> Experiment to find out how different materials can be shaped and joined together 	<ul style="list-style-type: none"> Confidently experiment with shaping a range of materials including paper, card, plastercine and salt dough to represent different shapes, objects and emotions.
Year 1	<ul style="list-style-type: none"> Know what sculpture means. Know about a famous sculptor and the type of sculpture they created. List some techniques that could be used to shape clay (Rolling a ball, Squeezing, Pinching, pressing, scraping) 	<ul style="list-style-type: none"> Shape a piece of clay with their hands to resemble a desired form. Add detail by pinching and pressing. Add small elements of pattern or detail using a pointed tool (plastic clay tool / pencil / cocktail stick) How to decorate clay with paint.
Year 2	<ul style="list-style-type: none"> Know about a famous sculptor and recognise that many artists produced artwork in more than one form / discipline. List some techniques that could be used to shape clay (Rolling a ball, Squeezing, Pinching, pressing, scraping, scoring, coiling) Start to recognise that clay needs to stay moist while it is being shaped. Start to recognise that thin detailed clay-work can be easily broken when dry. Know that sculptures need a base to stand up. 	<ul style="list-style-type: none"> Shape clay with their hands with increased speed and accuracy. How to roll clay into long even strips. How to use the coil method to make a pot. Add detail using a greater range of tools. Add an aesthetically pleasing painted design that compliments the shape of sculpture. Use the patting technique to smooth and shape clay.
Year 3	<ul style="list-style-type: none"> Know of several famous sculptors and recognise that many artists produced artwork in more than one form / discipline. List a wide range of techniques for shaping and adding texture to clay and give examples of when each might be used. Know that thin detailed clay-work can be easily broken when dry and adapt designs accordingly. That materials can be combined in a sculpture Know that sculptures need a base to stand up. 	<ul style="list-style-type: none"> Shape clay with their hands with increased speed and accuracy. Use cutting tools to accurately shape clay slabs. How to roll clay into a slab of even depth using guides Knead clay so that it becomes workable while keeping it moist while it is being shaped. How to use a slip to join clay Add detail using a greater range of tools. Add an accurately painted design that compliments the sculpture. How to join materials using a hot glue gun and / or tape.
Year 4	<ul style="list-style-type: none"> Name and compare the work of several famous sculptors recognising that sculptors use a wide range of materials. Know that sculptures need a base or several points of contact in order to stand up. That materials can be combined in a sculpture to add strength, detail or interest. Explain and understand the risks of using Modroc. 	<ul style="list-style-type: none"> Shape wire in different ways using their hands and / or pliers and other tools. (twist, spiral, overlap, coil) Join materials accurately and securely with tape and glue – including hot glue gun. Use Modroc strips accurately to build up a 3D form. Use paint to add detail in an accurate and aesthetically pleasing way.



ART APPRECIATION

	Knowledge by the end of the year	Skills by the end of the year
EYFS	<ul style="list-style-type: none"> • Recognise some famous pieces of artwork. • Know the name of a famous artist 	<ul style="list-style-type: none"> • Identify something about a piece of artwork that they like. • Identify something in their own artwork that they think they have done successfully
Year 1	<ul style="list-style-type: none"> • Know the name of at least one famous artist and their artwork. • Recognise and describe at least one artistic style or movement 	<ul style="list-style-type: none"> • Identify the main subject of a piece of art • Identify colours and shapes used in art. • Share an opinion about a piece of art with simple justification. • Share something that worked well in their own artwork and something they could do better.
Year 2	<ul style="list-style-type: none"> • Know and recognise at least 2 famous artists and their artwork. • Name and recognise some characteristics of several artistic styles and movements. • 	<ul style="list-style-type: none"> • Identify different elements that make up the composition of a piece of artwork. • Identify and discuss how the artist has used colour, shape and line in their artwork. • Notice similarities and difference between artwork by different artists • Record simple observations in a sketchbook. • Identify what works well in a piece of work and explain why. • Identify at least one way to improve their own artwork.
Year 3	<ul style="list-style-type: none"> • Know and recognise a growing range of famous artists and their artwork • Know what made particular famous artists stand out. • Start to appreciate some factors that influenced the art of some famous artists. • Recognise a growing number of artistic styles and art movements. 	<ul style="list-style-type: none"> • Identify the main components of a piece of artwork and comment on the artists choices. • Record observations about how colour, shape, line, contrast and texture have been used and comment on the effect they have on the audience. • Use thumbnail sketches to identify elements of a famous artist's work that they could replicate in their own artwork. • Identify several reasons why a piece of artwork would / would not appeal to an audience. • Evaluate artwork identifying and justifying choices for areas to improve.
Year 4	<ul style="list-style-type: none"> • Know and recognise a growing range of famous artists and their artwork that cover a larger period in history. • Know what made particular famous artists stand out. • List some factors that influenced the art of some famous artists and comment on how this is seen in their work. • Recognise a growing number of artistic styles and art movements. 	<ul style="list-style-type: none"> • Identify the main components of a piece of artwork and comment on the artists choices. • Record observations about how colour, shape, line, contrast, texture, negative space and pattern have been used and comment on the effect they have on the audience. • Use annotated thumbnail sketches to identify elements of a famous artist's work that they could replicate in their own artwork. • Identify several reasons why a piece of artwork would / would not appeal to an audience. • Evaluate artwork identifying and justifying choices for areas to improve in greater detail.