



## Art Knowledge and Skills Progression Grid

Big Ideas	<b>Exploration:</b> <i>learning to brainstorm, cultivating imagination and creativity. Exploring and inspiring finding out things by accident</i> <b>Freedom of Expression:</b> the <b>freedom</b> to imagine, create and distribute diverse cultural expressions <b>free</b> of governmental censorship, political interference or the pressures of non-state actors. <b>Interpretation and Creativity:</b> Making sense of art, showing how you understand the artwork, Use of imagination and original ideas					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5

<b>Drawing</b>	<p>To draw and colour with pencils and crayons</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To draw more detailed pictures of people and objects</p> <p>To create observational drawings</p> <p>To mark make using different shapes.</p> <p>To use large pens/chalk.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To create drawings with details.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the</p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Beginning to draw shapes correctly</li> <li>• Uses scale to draw correctly e.g. relative sizes in a composition</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can produce a growing range of patterns and textures</li> <li>• Can use a range of tones with a single pencil</li> </ul> <p><b><u>To be able to draw a picture using correct colour, patterns and shapes</u></b></p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can use perspective in their drawings</li> <li>• Can use pastels and charcoal confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can draw whole sketches with details of surrounds including the background</li> <li>• Can use biro</li> </ul> <p><b><u>To draw using a variety of tools and complete a picture including background.</u></b></p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can draw the layout of the face and figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can use perspective in their drawings</li> <li>• Can draw the layout of a figure in motion</li> </ul> <p><b><u>Can draw an accurate picture of people and landscape with detail</u></b></p>
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	<p>tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>						
<b>Vocab</b>	<p>Grips</p> <p>Observations</p> <p>Mediums</p>	<p>Soft, broad ,</p> <p>Narrow, fine,</p> <p>pattern, shape, detail</p>	<p>Accuracy, grades of</p> <p>Pencil, scale</p> <p>refine, alter</p>	<p>Tone, shadow, line,</p> <p>pattern, texture, form,</p> <p>tone, outline</p>	<p>Perspective,</p> <p>surrounds, technique</p>	<p>Texture, pattern,</p> <p>form, tone, shade</p>	<p>Smudge, blend, mural,</p> <p>fresco, portrait,</p> <p>graffiti.</p>

<b>Painting</b>	<p>To experiment with mixing colours</p> <p>To know which primary colours you mix together to make secondary colours</p> <p>To use colours for a particular purpose</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To paint using thinner paintbrushes.</p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Beginning to work from direct observation and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Beginning to use black and white to create tints and tones</li> </ul> <p><b><u>To mix colour and tones of paint correctly</u></b></p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can predict the result and then use the colour wheel to mix different shades of colour</li> <li>• Can use colour washes to build up thicker layers of paint detail</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can competently work with different consistencies of paint</li> </ul> <p><b><u>To mix paints in different ways to paint with different techniques for different parts of a picture</u></b></p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can paint using a limited palette e.g. one colour only</li> <li>• Can confidently work from direct observation</li> </ul>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can use complimentary colours</li> <li>• Can replicate patterns, colours and textures in their work</li> <li>• Can use mixed media experimentation in their work</li> </ul> <p><b><u>To use paint effectively to create a specific effect, to use a knowledge of colour accurately</u></b></p>
<b>Vocab</b>	<p>Primary Secondary artist</p>	<p>Observation Spiral Shape names, smooth</p>	<p>Mixture, colour spectrum, composite colours , wash</p>	<p>Colour scheme, colour spectrum, tint, motif</p>	<p>Tone, hue,</p>	<p>Warm colours, cold colours, pathetic fallacy</p>	<p>Atmosphere, colour blends, accuracy</p>

Printing			<ul style="list-style-type: none"> <li>• Building on learning from EYFS</li> <li>• Can use relief printing</li> <li>• Can develop impressed images with some detail</li> </ul> <p><b><u>Can impress a print with detail to show a clear picture</u></b></p>		<ul style="list-style-type: none"> <li>• Building on Y2's learning</li> <li>• Can use the equipment and media with increasing confidence</li> <li>• Can print two colour overlays</li> </ul> <p><b><u>Can print multiple colours in multiple layers to create one picture</u></b></p>		
Vocab			Reverse, relief/impressed, shapes, cloth, clog, even coverage		score, smooth, accuracy, media, layering		
Collage		<ul style="list-style-type: none"> <li>• Building on learning from EYFS</li> <li>• Can cut a variety of shapes</li> <li>• Can use glue and paste carefully</li> </ul>		<ul style="list-style-type: none"> <li>• Building on Y1's learning</li> <li>• Can use ripping as a technique for collage</li> <li>• Can use different textures of paper e.g. scrunching, screwing, folding</li> </ul> <p><b><u>Can vary texture of picture by intentionally choosing size and technique</u></b></p>		<ul style="list-style-type: none"> <li>• Building on Y3's learning</li> <li>• Can use the technique of overlaying – building up layers on the surface</li> <li>• Can fold repeatedly and overlap paper</li> </ul> <p><b><u>I can create a more detailed picture through collage with more detail and pattern</u></b></p>	<ul style="list-style-type: none"> <li>• Building on Y5's learning</li> <li>• Can produce collages that express mood</li> <li>• Can arrange and rearrange paper for effect before completion</li> </ul> <p><b><u>To create an image through collage showing mood and a clear image through colour and location of collage</u></b></p>
Vocab		Join, natural, man-made, form, placed, recycled		Surface texture, opaque, weave, tapestry, textile		Overlay, upcycle, transparent, translucent, opposing colours	Camouflage, materials, purposeful, contrast

3D	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To know some similarities and differences between materials</p> <p>To share creations, talk about process and evaluate their work</p>	<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Can join using a modelling clay</li> <li>• Can carve into media using tools</li> <li>• Form shapes from observation or imagination</li> </ul>		<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Beginning to produce surface Can shape, form, model and join with confidence</li> <li>• Works directly from observation patterns</li> </ul> <p><b><u>Can re-create a piece by using the same techniques</u></b></p>		<ul style="list-style-type: none"> <li>• Building on previous years' learning</li> <li>• Using media with increasing confidence</li> <li>• Able to produce a piece using shape, form, model, joins with more intricate pattern/textures</li> <li>• Works from imagination with confidence</li> </ul> <p><b><u>I can create a more detailed sculpture</u></b></p>	
Vocab	Natural Materials Artist	Assemble, statue, purpose, carve, recreation, join, slip, knead, form		Malleable, curve, re-create, visual representation		Carving surface, transparent, opaque, manipulate,	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artist Study</p>	<p>Expressive Arts: To explore an artist and their techniques. To explore cultural awareness.</p>		<p>To know about the work of an artist</p> <p>To describe the differences and similarities between different practices and disciplines</p> <p>To make links to their own work</p> <p><b><u>To know and be able to talk about an artist</u></b></p>		<p>Build on previous years' learning</p> <p>To have an increased awareness of different kinds of art, craft and design</p> <p><b><u>To know about great artists, architects and designers in history</u></b></p>		<p>Build on previous years' learning</p> <p><b><u>To know and be able to talk about a range of artists, architects and designers in history</u></b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Architects/Craft Makers/Designers</p>		<p>Build on previous years' learning.</p> <p>To know about the work of craft makers</p> <p>To describe the differences and similarities between different practices and disciplines</p> <p>To make links to their own work</p> <p><b><u>To know about the work of a range of artists, craft makers and designers.</u></b></p>		<p>Build on previous years' learning.</p> <p>To develop an increasing awareness of different kinds of art, craft and design.</p>		<p>Build on previous years' learning.</p> <p><b><u>To know about great artists, architects and designers in history.</u></b></p>	