



Knowledge and Skills Progression for Art

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project Driving questions	<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? How can we care for our world? What makes someone a hero? 	<ol style="list-style-type: none"> How can we be compassionate, caring and loving towards others? How can we look after our planet? What is it like at the seaside? What does it mean to be an explorer? Growing, Changing, Belonging -Why are differences important? Why did London burn and how can we design it safer today? 		<ol style="list-style-type: none"> How can we be more compassionate, caring and loving towards others? How could looking through 'my window' help me to be a better steward of the environment? What can we learn from the Romans about work, innovation, and community? Can rocks show us how to be sustainable? Why is it important to hear everyone's story before we judge what happened in the past? How did the Anglo Saxons build a life they could trust? 		<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? What can we learn about stewardship from the medieval monarchs? Why does Britain have the Benin bronzes and should they be given back? Why is Earth special and how can we protect it? How can learning about past and present lifestyles help us understand why we should not judge others? How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today? 	
Curriculum Topics - History/ Science	Ourselves People that help us Superheroes Journeys and transport	Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole <i>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</i>		Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians <i>Plants , Light, Living things and their habitats, Animals including humans, Sound, Electricity, States of Matter, Forces and magnets</i>		Tudors, Ancient Egypt, Benin, Ancient Greece, WW2 <i>Light, Electricity, Living things and their habitats, Earth and Space, Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</i>	
		<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>			

<p>Investigating and Exploring</p>	<p>Use the senses to explore a range of materials and media</p> <p>Use marks and pictures to express thoughts and feelings.</p> <p>Talk about the differences and similarities of the work of artists, craft makers and designers.</p>	<p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers from different cultures and historical periods.</p>	<p>Make drawings in a sketchbook of artefacts and images adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, memory and imagination.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.</p>	<p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p>	<p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.</p>	<p>Use and combine the visual elements to record observations and to express and communicate ideas and feelings.</p> <p>Make informed and critical comments about own and other peoples' work.</p> <p>Show critical appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.</p>
<p>Drawing</p>	<p><i>Looking at Explorers like Ernest Shackleton and Christopher Columbus create a mixed media drawing.</i> Artists: Various</p>		<p><i>Linked to their learning of The Stone Age. Creating a piece of art that looks like it was created in the Stone Age.</i> Artists: Stone Age Art</p>		<p><i>The Rainforest - mixed media drawing.</i> Artists: Henry Rousseau</p>		
	<p>Use the senses to explore a range of mark-making media.</p> <p>Make marks using a wide range of media.</p>	<p>Talk about a range of mark-making media.</p> <p>Use marks and pictures to describe thoughts and feelings.</p> <p>Make a range of marks using a wide range of tools.</p>	<p>Talk about the drawing tools and techniques used to share ideas.</p> <p>Use a wide range of different lines.</p> <p>Create simple drawings based on things observed in order to create designs.</p> <p>Use a viewfinder to select and record shapes and images.</p>	<p>Talk about the visual and tactile qualities of drawing and painting media.</p> <p>Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.</p> <p>Use line drawings to show the size and relationship of shapes.</p>	<p>Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.</p> <p>Make a range of small</p>	<p>Apply appropriate visual and tactile techniques to suit the intended purpose, including the use of computer packages.</p> <p>Use a framing device to isolate areas of images including the foreground, background and focal point.</p> <p>Use a wide range of techniques to create a</p>	<p>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales.</p> <p>Use simple photographic techniques for recording and creating work.</p> <p>Combine a range of effects to support multi-media projects.</p> <p>Create a composition showing moving figures.</p>

				Use a viewfinder to isolate and record parts of an image. Draw the outline of a simple figure.	studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. Create a composition showing more than one figure.	range of effects. Create a composition showing a moving figure.	
Painting		<i>Plan mixed media paintings on underwater creatures.</i> Artists: Margaret Mee, Louis Masai		<i>Children will create their own painting with fruit and flowers.</i> Artists: William Morris		<i>Children will create WW2 pictures using painting techniques.</i> Artists:L.S. Lowry, Jacqueline Hurley, Anthony Gross	
	Use the senses to explore a range of painting materials Use everyday objects to make marks in paint Explore what happens when colours are mixed together.	Talk about a range of painting materials, Use a wide range of tools to make marks Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together.	Use an increasing range of paints to create different textures. Use an increasing range of painting tools and simple techniques. Identify the primary colours needed to mix all secondary colours. Experiment with the production of light and dark shades of colour.	Use a range of tools to apply paint, and create patterns. Combine paint and other materials effectively to create detail and texture. Mix shades of primary and secondary colours. Identify complementary colours.	Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects Use knowledge of colour families to create contrast. Create light and dark tones.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use paint to represent objects in different ways. Use a range of brushstrokes to indicate changes in shape and form.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales,
3D Modelling		<i>3D mobile of a dinosaur</i> Artists: Gregory S. Paul, Roy Lichtenstein		<i>Make a 3-D model of a whale using a range of techniques</i> Artists: David Edgar		<i>Recyclable materials for model castles Clay Monarchs</i> Artists: William Lamb	
	Use the senses to explore a range of modelling materials. Use everyday objects to make marks in modelling materials.	Talk about a range of modelling materials. Explore the use of a range of modelling materials. Use a range of tools to	Talk about and explore a range of modelling materials. Shape and join clay to make a thumb pot using slip and impress	Create a 3D model using a range of modelling materials. Roll and shape clay to produce a coil pot and relief tiles.	Create free-standing 3D models using different materials. Shape and form clay to produce a slab pot or container based on a	Create increasingly complex 3D forms using a wide range of materials. Use a wide range of techniques to join,	Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay.

		create marks and patterns.	prints. Recreate prints and patterns based on the surface of natural and man-made objects. Use tools to create linear patterns.	Recreate detailed prints and patterns based on the surface of natural and man-made objects. Use tools to create sliding patterns.	basis 3D shape. Volcano papier mache Mix and combine a range of different materials and tools to create surface texture and impressions. Create effective relief and radiating patterns.	combine and shape clay. Apply a range of techniques to the surface of clay. Mix and combine a range of materials to create effective 3D models and collage.	Manipulate and decorate clay using a variety of techniques.
Printing		<i>Fish printing using recycled materials</i> Artists: Louis Masai		<i>Children will use block printing to recreate a colourful print of the Colosseum.</i> Artists: Leonardo Digenio		<i>Children will design a multi-layered print to create West- African inspired art.</i> Artists: Thandiwe Muriu	
	Use the senses to explore a range of printing materials and tools Use everyday objects to make marks.	Talk about a range of printing materials and tools. Use an increasing range of everyday objects to create marks and patterns. Use string to create symmetrical string pulled pictures.	Talk about and recreate patterns in the environment. Make prints and patterns using everyday natural and man-made objects. Cut a simple shape into card to create a stencil. Use string and glue to make a simple printing block.	Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made. Make prints based on surfaces taken from the environment. Make a simple paper stencil. Make a simple printing block.	Create and use shapes and patterns in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Create surface texture using rollers, sponges, engraving and by printing from an inked surface. Make a 2 part paper stencil. Make a 2 colour block print.	Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about and evaluate a wide range of complex patterns, e.g. the work of Esher. Create complex surface textures by mixing and combining techniques. Make a multi-layered stencil. Make a multi-coloured block print.	Use a variety of printing techniques and methods.
Textiles		<i>Using the textile technique of collage children will design and create a self portrait.</i> Artists: Sarah Gwyer, Bisa Butler		<i>Children will recreate a textile using different materials and textures.</i> Artists: Franz Anthony		<i>Research and compare tools used for weaving in ancient Greece and tools used today. Children will create their own weaving pieces to make a collaborative textile piece</i> Artists: Aiko Tezuka, Julia Bland	

	<p>Use the senses to explore a range of textiles and materials,.</p> <p>Use a range of every day fabrics and materials to create pictures.</p>	<p>Talk about a range of textiles and materials.</p> <p>Plan and create multi-media pictures and collages.</p> <p>Use a range of materials to create large- scale models, weavings and collage.</p> <p>Create simple symmetrical patterns.</p> <p>Use a bobbin to create a simple wool chain.</p>	<p>Use and talk about natural and man-made materials.</p> <p>Draw a simple picture to represent a plan.</p> <p>Use a range of materials to create pictures and collage.</p> <p>Create a simple repeating pattern.</p> <p>Use a card loom.</p>	<p>Apply one material to the surface of another a material (appliqué).</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use running stitch.</p> <p>Talk about the work of important crafts and design people.</p> <p>Make a simple loom and use different materials to produce a range of weft threads.</p>	<p>Use an increasing range of decorative techniques.</p> <p>Create a simple paper pattern including a seam allowance.</p> <p>Use overstitch and cross stitch.</p> <p>Talk about and recreate the techniques of important crafts and design people throughout history.</p> <p>Create a range of weft patterns on a range of different sized looms.</p>	<p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Create a simple paper pattern including accurate measurements.</p> <p>Use blanket stitch, herringbone and embroidery.</p> <p>Recreate and use the techniques of important crafts people throughout history.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>	<p>Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage</p>
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Key

Purple - National Curriculum

Red - St Vincent's Curriculum

Black - Skills Progression