

Art Progression of knowledge and skills

EYFS: building the foundations for Art		
Nursery		
Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art plays a huge part in everyday life and provision in Nursery and Reception as well as being taught through focused activities. Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead. They are developing their drawing and painting skills through using drawing and painting for a purpose. They are aware that different media causes a different effect and they are beginning to learn how to use it.		
Expressive Arts and Design: Freely explore materials. Develop ideas by deciding which materials to use, how to use them and what to make. Join different materials and explore textures. Physical Development: Use one-handed equipment and tools e.g. scissors to make snips in paper. Use large muscle movements e.g. paint, make marks, wave streamers. Use a comfortable grip, with good control e.g. when holding pens and pencils. Choose appropriate resources to carry out a task. Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.		
Drawing and painting	Collage	Printing
- Knows how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Knows how to draw using some detail. This may include adding emotions such as a happy face or a sad face in their work. - Spots that mixing colours changes them.	- Knows that different materials can be used for different things and explores them freely through areas of provision. - Develop their own ideas and then choose which materials to use to express them thinking about texture and shape. - Knows some ways of joining materials together.	Knows how to use printing equipment such as vegetables or stamps with support.
		3D
		- Make small world set ups for play by arranging and selecting some resources. - Knows how to explore junk modelling and knows some ways of joining materials together .

Starts to colour in the lines.	Knows how to use scissors to make snips.		
Analysing		Evaluating	
- Can talk about ideas. - Use interests (books etc) to inspire their ideas.		Make a comment about a piece of artwork (own artwork or other peoples artwork).	

Reception			
Children build on the knowledge that they have learnt in Nursery and prepare for Year 1 through re-visiting and furthering their Art and Design skills and knowledge. They can paint and draw with increasing accuracy and they know how to hold a pencil and handle tools with care. They know that some colours can be changed by mixing. They set goals and discuss what they want to achieve and confidently choose means to create/make what they want to.			
Expressive Arts and Design: Return to and build on previous learning by refining ideas and developing the ability to represent ideas. Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively by sharing ideas, resources and skills Physical Development: Develop small motor skills to enable tools to be used competently, safely and confidently. Use core muscle strength to achieve a good posture when sitting at a table or on the floor, Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.			
Drawing and painting	Collage	Printing	3D
- Draws pictures to represent their own lives or feelings and emotions and be able to talk about them. - Knows how to add increasing detail to drawings and paintings such as petals on a flower or fingers on hands. - Knows that colours can be mixed to change them to a desired effect and can make a/some colours. - Holds pencils with the correct tripod grip to colour/paint accurately.	- Knows how to safely use and select a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Knows many ways to achieve a desired effect such as using tape or glue to attach or scrunching and twisting. - Knows how to use scissors with increasing precision.	- Knows how to use printing equipment such as vegetables or stamps with support. - Knows to apply pressure when printing	- Knows how to return to and build on their previous learning, refining ideas and developing their ability to represent them. - Uses a range of building materials including smaller pieces such as Lego to create a desired effect. - Sets a goal to make something and chooses resources appropriate to do so
Analysing		Evaluating	

- Develop their own ideas and then choose which materials to use.

- Express their likes and dislikes about a piece of artwork (own artwork or other peoples artwork).
- Recall the name of an artist, designer or architect they have learnt about.
- Express their like and dislikes about artists, designers or architects work.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Draw from imagination, observation and secondary sources. • Draw a recognisable object or shape using a pencil or crayon. • Draw lines of different thicknesses. • Begin to shade areas neatly. • Control pressure of drawing materials. • Show mood in a drawing such as happy, sad or angry. • Layer different media (pencil, pastels, wax crayon, felt tip) • Use three different grades of drawing pencil. (B, 2B, 6B) • Create different tones to show light and dark. • Use pencil, wax crayon and pastel. • Create texture and pattern	Draw things, taking inspiration from nature, still life or photos. • Use different grades of pencil and a range of techniques to show shade, tone and texture in a drawing. • Use effective shading to show light and shadow. • Show an awareness of space and depth when drawing (background, foreground). • Show facial expressions in a drawing. • Investigate a variety of lines, shapes, colours and texture to produce work on a theme. • Use a sketchbook to explore an idea and explain why you have done it. • Use greater detail and proportion when drawing objects and figures. • Create mood and feeling by	Explore different styles of drawing including graphic, realistic, abstract and technical. • Know when to sketch and when to create more confident, deliberate lines. • Use one point perspective. • Create a figure in motion using simple drawing techniques. • Investigate a variety of lines, shapes, colours and textures to produce work on a theme. • Experiment with and annotate different materials to find the best one for the purpose of the work. • Create sketches to communicate emotion or sense of self with accuracy and imagination. • Use shade and texture to create a 3D scene with perspective.			

	in a drawing	adding facial expressions and body language. • Explain, through annotation in your sketchbook, why you have chosen a specific material to work with. • Create an image that shows reflection.	• Explain why you have chosen a variety of lines, shapes, colours and texture to produce your final piece of work. • Work confidently in a range of drawing media; making choices to work to own strengths and personal style.
Painting	• Name and use the primary and secondary colours. • Paint a picture of something that has been seen (a scene or people). • Choose and control different thicknesses of brushes. • Create mood and feeling in a painting using colour. • Explore tints by using white. • Explore tones by using black.	• Accurately predict the outcome of mixing colours. • Explain what contrasting and complementary colours are. • Know how to make colours lighter and darker. • Use tints and tones to show background and foreground. • Create a background wash. • Use a variety of paintbrushes to create effects and textures. • Create mood using colour and texture. • Create a colour palette, demonstrating mixing techniques. • Begin to use shading in a painting.	• Add a light source into a painting using tint and tone. • Create colour ladders to show tonal range. • Create distance using tonal ranges. • Control colour when painting. • Develop own style of painting. • Use a wide range of techniques, explaining why this has been chosen.

Printing	• Create relief prints using natural materials (leaves, flowers). • Create a simple printing block using sponges or vegetables. • Print on paper and textiles. • Create a repeating pattern. • Use rolling, pressing, stamping and rubbings.	• Make a printing block. • Make a two-colour print. • Organise designs using pattern, repetition, symmetry or random printing styles.	• Create an accurate print design that lines up. • Print using a number of colours. • Print onto different materials successfully. • Make decisions about the methods used for printing.
3D modelling	• Build a simple model using more than two materials (paper, card, natural materials). • Cut, roll and coil materials such as dough or plasticine. • Add texture using tools. • Explore sculpture through shape and form, using malleable media.	• Create a 3D structure using clay (e.g. pinch pot). • Create texture and specific effects using tools. • Use clay to practise joining techniques (slip and scoring).	• Experiment with and combine different materials and methods in designing 3D objects. • Sculpt clay and malleable materials into a design for a project. • Add texture and detail onto a model. • Explain why materials and methods have been chosen. • Include visual and tactile elements
Collage	• Cut, tear and glue materials for a collage. • Work out and gather materials to make a collage. • Make a picture and talk about it. • Develop skills including	• Create a simple mosaic including patterns. • Experiment with creating mood, feeling and movement. • Select colours and materials to create effect, giving	• Experiment with a range of media when layering, overlapping and tessellating. • Add collage to a painted or printed background. • Use different techniques, colour and textures when

	overlapping and layering. • Develop an awareness in contrasts of texture and colour.	reasons for choices.	designing and making pieces of work.
Analysing	• Describe what a piece of artwork looks like. • Say what I like and dislike about work of artists, designers and architects. • Ask sensible questions about a piece of artwork. • Explore works from different cultures. • Discuss how an artist has used colour. • Begin to explain how work is influenced by artists. • See links of use of colour to create natural and man-made objects.	• Compare work of different artists/designers or architects. • Understand how an artist is trying to express feelings and emotions or a message. • Explore works from different periods of time. • Experiment with different styles artists have used. • Recognise and explain art from different periods of time.	• Experiment with styles used by artists within my own work. • Investigate and learn about artists, designers and architects through varied research. • Explain my own style of artwork and the quality of my own work. • Explain the influences of my work.
Artists	Esther Mahlangu Matisse Mondrian John Dyer Stephen Wiltshire Keith Haring Orla Kiely Gill Parker Antoine-Louis Barye	JMW. Turner Henri Rousseau Traditional artwork (Egyptian hieroglyphs and cave art) Clarice Cliff Isidora Paz López Lilian Broca	Traditional Inuit art Beatriz Milhazes Henry Moore Peter Thorpe

Evaluating

- Show interest in and describe what they think about the work of others.
 - Evaluate my own work using simple symbols.
 - **Express clear preferences and give reasons for these (I like that because...)**
- Take time to reflect upon what they like and dislike about their work in order to improve it.
 - **Regularly reflect upon their own work and use comparisons with the work of others to describe how to improve.**
- Regularly analyse and reflect on their progress, taking account of what they hoped to achieve.
 - **Give a reasoned evaluation of their own and professionals' work which takes account of the starting points, intentions and context behind the work.**