

# Progress in Knowledge and Skills: Art

Updated October 2022



	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Exploring and Developing Ideas (Sketch Books)		<p>Teacher-led idea modelling through discussion.</p> <p>Sketchbooks to be used to record thoughts and ideas.</p>	<p>Teacher led idea modelling through discussion.</p> <p>Sketchbooks to be used to record thoughts and ideas.</p> <p>Develop skills and experiment with materials.</p>	<p>Using sketchbooks to generate ideas and observations.</p> <p>Expressing thoughts and observations.</p> <p>Making records of experiments with various materials.</p>	<p>Using sketchbooks for planning and refining ideas.</p> <p>Recording ideas for materials and composition.</p> <p>Developing skill and technique using various media in sketchbooks.</p>	<p>Working collaboratively to explore ideas for meeting a design brief.</p> <p>Developing and discuss ideas through sketches.</p> <p>Enhancing knowledge of skill and technique using various media in sketchbooks.</p>	<p>Developing and discuss ideas through sketches.</p> <p>Make personal investigations of interests and record observations in sketch books.</p> <p>Record experiments with various media and try out techniques and process in sketchbooks before applying them.</p>
Drawing	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story Investigate different lines</p> <p>Explore different textures Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns observe anatomy (faces, limbs)</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both the positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>

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Painting (Colour)	<p>Experimenting with and using primary colours</p> <p>Naming colours</p> <p>Mixing colours</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Name primary and secondary colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p>	<p>Begin to describe colours using objects.</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Using colour on a large scale</p>	<p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different types of brushes</p> <p>Techniques - apply colour using dotting, scratching, splashing</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours in the environment.</p> <p>Use colour to reflect mood.</p>	<p>Talk about colour and hue, tint, tone, shades and to reflect mood.</p> <p>Explore the use of texture in colour</p> <p>Understand that colour is used for different purposes</p>	<p>Talk about colour and hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Understand that colour is used for different purposes</p> <p>Understand how colour can be used to express feelings</p>
Sculpture (Form)	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>	<p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins</p>	<p>Awareness of natural and man-made forms</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Use decorative techniques</p> <p>Replicate patterns and textures in a 3-D form</p> <p>Work and that of other sculptors</p>	<p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop understanding of different adhesives and methods of construction</p>	<p>Plan and develop ideas</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Use observation or imagination</p> <p>Look at properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Use observation or imagination</p> <p>Look at properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>
Collage	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Awareness and discussion of patterns</p> <p>Repeating patterns</p> <p>Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Explore natural and manmade patterns</p> <p>Discuss regular and irregular patterns</p>	<p>Explore pattern in the environment</p> <p>Design patterns</p> <p>Using ICT to create patterns</p> <p>Make patterns on a range of surfaces</p> <p>Symmetry</p>	<p>Explore environmental and manmade patterns</p> <p>Explore tessellation</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>

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Textiles	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p>Simple collages</p> <p>simple weaving</p>	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>Understand how textiles create things</p>	<p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles – running stitches</p> <p>Simple appliqué work</p> <p>Start to explore other simple stitches</p> <p>collage</p>	<p>Use smaller eyed needles and finer threads</p> <p>Weaving</p> <p>Tie dying, batik</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement-</p> <p>Compare different fabrics</p>	<p>Use stories, music, poems as stimuli to create textured pieces</p> <p>Select and use materials</p> <p>Use textiles to embellish work</p> <p>Fabric making</p> <p>Look at artists that use textiles</p>	<p>Develop experience of embellishing work with textiles.</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>
Printing	<p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p>	<p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>	<p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p>	<p>Relief and impressed printing</p> <p>Recording textures/patterns</p> <p>Monoprinting</p> <p>Colour mixing through overlapping colour prints</p>	<p>Interpret environmental and manmade patterns</p> <p>Modify and adapt print</p>	<p>Combining prints</p> <p>Design prints</p> <p>Discuss and evaluate own work and that of others</p>	<p>Screen printing</p> <p>Explore printing techniques used by various artists</p>
Work of Other Artists	<p>Claude Monet</p> <p>Vincent Van Gogh</p>	<p>Wassily Kandinsky</p>	<p>Victoria Goodman</p> <p>Andy Goldsworthy</p> <p>William Morris</p> <p>Vincent Van Gogh</p>	<p>Oneika Russell</p> <p>Brianna McCarthy</p> <p>Katsushika Hokusai</p> <p>Piet Mondrian</p>	<p>Henri Matisse</p> <p>Antoni Gaudi</p> <p>Louise Bourgeois</p>	<p>Frederick Catherwood</p> <p>Cassie Stephens</p> <p>Frida Kahlo</p>	<p>Jacques Carrey</p> <p>Henry Moore</p> <p>Banksy</p> <p>M.C.Escher</p>