

Art Knowledge Progression Document

Features

At EYFS the knowledge progression takes full account of:

- Creating with materials
- Being imaginative and expressive

At KS1 the knowledge progression takes full account of:

- Using a range of materials creatively to design and make products
- Drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learning about the works of a range of artists, craft makers and designers, considering similarities and differences and making links to their own work.

At KS2 the knowledge progression takes full account of:

- Improving their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
- Studying great artists, architects and designers in History
- Refining and developing their techniques, including their control and their use of materials, with creativity, experimentation and awareness of different kinds of art, craft and design

At both Key Stage 1 and 2, the knowledge progression includes strands of digital media with coverage of:

- Painting
- Photography
- Stop frame
- Photo editing
- Vector drawing
- 3D models

EYFS and National Curriculum Subject Content

Expressive Art and Design

Strand	Creating with Materials	Being Imaginative and expressive
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

EYFS	Create closed shapes with continuous lines and use these shapes to represent objects Explore colour and colour mixing Explore different textures (Textured paint) Use body parts to print Make imaginative and complex small worlds with blocks and construction kits Use tools for a purpose (Scissors, paintbrush, different drawing tools) Experiment with different line shapes (curved/zigzag/wavy) Develop their own ideas and the decide which materials to use to express them Create collaboratively sharing ideas, resources and skills Explore, use and refine a variety of artistic effects to express their ideas and feelings (focus on collage) Create own props for role play/story re-telling Show different emotions in their drawings and paintings. Draw with increasing complexity and detail Explore mixing primary colours and knowing which secondary colours they will make Use items from natural world to print and make repeating patterns Notice features in the natural world, defining colours, shape, texture and smells in their own words Begin to use items from natural world to create shapes and patterns Explore colour and colour mixing; knowing how to add white to lighten and black to darken a colour. Explore different textures (creating own textured paint/using natural and man-made materials in collage)					
Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists	To be able to comment on the work of famous artists. Use ideas from the artist/designers to create own work. Artists: Patterns Kandinsky Mondrian Morris Klimpt	To be able to talk about works of art, sharing opinions. Replicate some of the techniques of famous artists. To be able to create original pieces influenced by artists/ designers/ architects Artists: Technique Van Gogh Seurat Monet	To be able to talk about works of art, commenting on line, form, tone et Replicate some of the techniques of famous artists To be able to create original pieces influenced by artists/designers/architects Artists: Line, Tone and Form Vermeer Hokusai Miro Henry Moore Rodin	To be able to express informed opinions, comparing and contrasting works of art. To be able to replicate some of the techniques of famous artists To be able to create original pieces influenced by artists/designers/architects Artists: Contrast (Portraiture) Cindy Sherman Frida Kahlo Warhol Peter Blake	To be able to sketch and give details about the style of notable artists To be able to show how their artist/designer/architect has influenced society To be able to create original pieces that show a range of influences and style. Artists: Is It Art? Jean-Michel Basquiat Bowling and Rothko Pollock Ai Weiwei	To be able to sketch and give details about the style of notable artists To be able to create original pieces that show a range of influences and style. To be able to study history of art movements from ancient to modernist Artists: Art History Duchamp (Conceptual) Picasso (Cubism) Dali (Surrealism) Monet (Impressionism) Warhol (Pop Art)
Oracy	Compare, like, dislike, prefer	similarity, difference, times, art, design, museum, gallery, investigate, culture, opinion	observe, experience, investigate, historical periods, collaborate, scale	experience, purpose, starting point, great artists, artistic styles, technique, art history, classical,	depth, distance, shadow, memory, abstract, Share, audience, effects, choice	starting point, marks, lines, perspective, adapt, views, art movement
Drawing	Using drawing as a medium to develop and share ideas. Incorporate known experiences.	Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on	Continue to develop drawing skills: Sketching with charcoal/pencils.	Choose appropriate techniques (line, shape, colour, space) introduce concept of negative	Experiment with shading and perspective to create form and texture.	Use a variety of techniques to create form and texture (ie. Shading and perspective)

	<p>To know pencil types, their properties and explore</p> <p>To be able to develop control of pencil for detail in their pictures</p> <p>To be able to use a pencil to create lines of different thickness in drawings</p> <p>To be able to show different tones by using coloured pencils</p> <p>colour own work neatly and stay in the lines</p>	<p><i>using lines (movement, contours)</i></p> <p>To be able to continue to add detail to picture and to begin to use side of pencil to add shading and detail.</p> <p>To be able to choose and use three different grades of pencil when drawing,</p> <p>To be able to extend use of drawing materials – charcoals, pencil and pastel to create drawings,</p> <p>To be able to show pattern and texture by adding dots and lines.</p>	<p>To be able to build on skills of tonal shading in their drawing</p> <p>To be able to sketch lightly without using a rubber.</p> <p>To be able to show facial expression in art.</p> <p>To be able to use sketches to help produce a final piece of art</p> <p>To be able to use different grades of pencil to show tones and textures through hatching and cross hatching.</p> <p>To be able to use shading to show light and shadow</p> <p>To be able to annotate sketches to explain and elaborate.</p>	<p><i>space. Evaluate, beginning to use artistic language.</i></p> <p>To be able to begin to make individual choices in their choice of media</p> <p>To be able to show body language in sketches.</p> <p>To be able to use line, tone, shape and colour to represent different figures and forms in movement.</p> <p>To be able to show reflections in art.</p> <p>To be able to use line to replicate geometric patterns (Islamic Art)</p>	<p>To be able to begin to include measuring skills to help with proportion in their drawings.</p> <p>To be able to use shading to create mood and texture.</p> <p>To be able to use a variety of techniques to add effects eg, reflections, shadow and direction of sunlight.</p> <p>To be able to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>To be able to use shading to create mood and feeling.</p> <p>To know and use technical vocabulary.</p> <p>To be able to evaluate and analyse creative works.</p>	<p>To be able to explain the different tools used to create art.</p> <p>To be able to explain personal choices of specific art techniques used.</p> <p>To be able to draw with precision using different gradient pencils or other mediums for effect.</p> <p>To be able to show shape, proportion and perspective in drawings and art work.</p>
Oracy	<i>pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour</i>	<i>sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil</i>	<i>pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical</i>	<i>pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, tessellation, geometric</i>	<i>depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, , gesture, horizon</i>	<i>manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective</i>
Painting	<p>To be able to develop ability to control paint and brushes.</p> <p>To know and name both primary and secondary colours.</p> <p>To be able to mix, use and apply secondary colours in their work,</p> <p>To be able to explore white/black added to paint colours</p> <p>To be able to create moods in art work by using colours and techniques.</p> <p>To be able to ask questions and describe what can be seen in a painting.</p>	<p>To be able to experience painting with smaller brushes, developing brush control</p> <p>To be able to explore what happens when secondary colours are mixed</p> <p>To be able to mix brown paint by mixing red and green together.</p> <p>To be able to create tints with paint by adding white</p> <p>To be able to create tones with paint by adding black</p> <p>To be able to explain ideas of how artists have used colour, pattern and shape.</p>	<p>To know tertiary colours</p> <p>To be able to further explore tint/tone/shade – apply this in their painting</p> <p>To be able to create a background using a colour wash.</p> <p>To be able to use a range of brushes to create shapes, textures, patterns and lines.</p> <p>To be able to use watercolour to produce washes for backgrounds and add detail.</p> <p>To be able to identify the techniques used by different artists</p> <p>To be able to compare the work of different artists</p>	<p>To be able to mix tertiary colours</p> <p>To know how different colours affect our mood/feelings</p> <p>To be able to compare/contrast two painting with separate moods</p> <p>To be able to experiment with the styles used by other artists.</p> <p>To be able to explain some of the features of art from historical periods.</p>	<p>To be able to use acrylic paint</p> <p>To be able to use tertiary colour in their paintings</p> <p>To be able to use the past as a source of artistic inspiration</p> <p>To be able to experiment with mood and colour</p> <p>To be able to sketch lightly before painting</p> <p>To be able to create a colour palette based on colours observed in the natural world.</p>	<p>To be able to use oil paint</p> <p>To be able to make individual choices regarding choice of media and state why in their work.</p> <p>To be able to research artwork from different periods of history.</p> <p>To be able to research artwork from different periods of history and locations and investigate similarities and differences between the techniques and styles used.</p> <p>To be able to use feedback to make amendments and</p>

	To be able to ask questions about a piece of art.	To be able to create a piece of art in response to the work of an artist.	To be able to recognise when art is from different cultures			improvements to art. Silhouettes/colourwashes.
Oracy	<i>action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture</i>	<i>shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, texture</i>	<i>blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum</i>	<i>colour match, apply, detail, effect, monochromatic colour, resist, still life, theme</i>	<i>Source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colours, hue, photorealism, pose, intensity, tint tone</i>	<i>Shade, tint, implements, preliminary study, test media, impasto, wet-in-wet</i>
Sculpture	To be able to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. To be able to explore sculpture with a range of malleable media, especially clay.	To be able to build a textured relief tile. To be able to explore shape and form. To be able to understand the safety and basic care of materials and tools. To be able to experiment with, construct and join recycled, natural and man-made materials more confidently.	To be able to join clay adequately and work reasonably independently. To be able to construct a simple clay base for extending and modelling other shapes. To be able to make a simple papier mâché object. Make informed choices about the 3D technique chosen. To be able to show an understanding of shape, space and form. To be able to plan, design, make and adapt models. To be able to use a variety of materials.	To be able to cut, make and combine shapes to create recognisable forms; To be able to use clay and other malleable materials and practice joining techniques To be able to add materials to the sculpture to create detail To be able to talk about their work understanding that it has been sculpted, modelled or constructed.	To be able to describe the different qualities involved in modelling, sculpture and construction. To be able to use recycled, natural and man-made materials to create sculpture. To be able to develop skills in using clay inc. slabs, coils, etc. To be able to make a mould and use plaster safely.	To be able to plan a sculpture through drawing and other preparatory work. To be able to use tools and materials to carve, add shape, add texture and pattern To be able to use materials other than clay to make a 3D sculpture To be able to create sculpture and constructions with increasing independence.
Oracy	<i>2D or Two Dimensional, 3D or Three Dimensional, clay, glue, pottery, scissors, sculpture, roll knead, shape, join</i>	<i>coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, man-made material, ceramic, coil, collage</i>	<i>slip, blend, Papier Mache, model, architecture, artefact</i>	<i>mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami,</i>	<i>Slab tile, man-made, construction, plaster of paris</i>	<i>Review previously taught vocab.</i>
Printmaking Collage	To be able to press, roll rub & stamp to create prints To be able to mimic print from the environment eg wallpaper To be able to sort and arrange materials	To be able to create a printed piece of art by pressing, rolling, rubbing and stamping To be able to select and arrange materials for a striking effect	To be able to use layers of two or more colours To be able to replicate patterns from nature or built environments To be able to ensure collage work is precise To be able to use coiling, overlapping & tessellations.	To be able to make printing blocks eg coiled string glued to a block Use greater precision To be able to print onto different materials using at least 4 different colours	To be able to use images which have been created, scanned and found; altering them where necessary to create art. To be able to use mixed textures to combine visual & tactile qualities	To be able to a range of e-resources to create Art. Print using relief or etching to create different patterns showing fine detail. To be able to use visual elements to reflect the purpose of the work

	To be able to mix materials to create texture			To be able to ensure collage work is precise Use mosaic & montage		To be able to use ceramic mosaic materials & techniques
Oracy	<i>pattern, print, repeat, rubbings, pattern, scissors</i>	<i>relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring</i>	<i>Variety, design, symmetrical, asymmetrical, reflection, symmetry</i>	<i>refine, resist printing, ployblock printing, block, canvas</i>	<i>layering print, alter, modify</i>	<i>Review all taught vocab</i>
Digital media	Digital Painting To know that different paint tools do different jobs To be able to use paint tools to draw a picture To be able to use shape and line tools effectively To be able to select appropriate colours, brush sizes, and brush tools	Photography To know what devices can be used to take photographs To know what makes a good photograph To know that images can be changed To be able to use a digital device to take a photograph To be able to decide how photographs can be improved To be able to use tools to change an image	Stop Frame <ul style="list-style-type: none"> To be able to choose appropriate page settings To be able to use different layouts for different purposes To be able to create an effective stop-frame animation To be able to use onion skinning to make small changes To be able to add other media to my animation	Photo editing To know that digital media can be changed To know how images can be changed for different uses To know that not all images are real To be able to change the composition of an image To be able to make good choices when selecting different tools To be able to evaluate how changes can improve an image	Vector drawing To know that vector drawings are made using shapes and layers To be able to create a vector drawing by combing shapes To be able to zoom to add detail to vector drawings To be able to change the order of layers in a vector diagram	3D models To know that you can work in three dimensions on a computer To know that objects can be combined to make a 3D model To be able to manipulate 3D objects digitally To be able to lift, resize, recolour, rotate, duplicate and group 3D objects To be able to construct a 3D model based on a design
Oracy	<i>Digital, paint, desktop, mouse, image</i>	<i>Photography, photograph, image, manipulate, change, device</i>	<i>Animation, Frame, Onion skinning, Background, Play, stop motion</i>	<i>Images, fake media, social media, editing, filter, cut, compose,</i>	<i>Vector, layers, manipulating, designing</i>	<i>3D Modelling- CAD (Computer aided design, Modelling, 3D, Viewpoint, 2D, Net, Points, Template</i>

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Marvellous Me On the farm	Celebrations from around the world Transport Icy Winter	Superheroes Celebrations from around the world	Space Celebrations from around the world	Growth	Dinosaurs
Year 1	My home my town Artists	Thunderbolts and lightning Printmaking/Collage	I care about me Painting	Explorers Discover the world! Sculpture	The Toy Maker Digital media Digital painting	Everchanging Environments. Drawing
Year 2	Sow and Grow Painting	Fire Fire Sculpture	The Harbour Drawing	Nurturing Nurses Printmaking/Collage	Passion For Fashion Digital media Photography	A Wonderful World Artists
Year3	Prehistory Rocks! Sculpture	Feel the force, see the light Artists	How my body works Drawing	Revolutionary Romans Printmaking/Collage	From Bean to Bar Painting	Rainforest Revealed Digital media Stop-frame animation
Year 4	Make some noise! Printmaking/Collage	Walk like an Egyptian Digital Media Photo editing	Cracking the Earth's Core Sculpture	Innovation Station Drawing	Water World Painting	My Home is Your Home Artists
Year 5	Across the Pond: Artists	Stargazers Digital media Vector Drawing	Marvels of Matter Printmaking/Collage	Gods and Mortals Sculpture	Tides of Change Drawing	Painting
Year 6	Darwin's Delight Drawing	My Home, My Country Painting	How to mind your heart Digital Media 3D models	WW2 - Paths to Peace Sculpture	Artists	Light it Up Print making/collage

