

Art - Progression of Knowledge and Skills

Early Years Foundation Stage (Early Learning Goals)

Fine Motor Skills ELG

Children at the expected level of development will:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- use a range of small tools, including scissors, paint brushes and cutlery
- begin to show accuracy and care when drawing

Creating with Materials ELG

Children at the expected level of development will:

- 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

Key Stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

Key Stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

Highlighted progression statements are key 'TEACH' points and assessment objectives

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Explore mixed media: pencil, crayons, felt tips, ballpoint pens, chalk, charcoal, pastels... Draw from observation, memory and imagination Explore line, shape, space, texture Record patterns Choose own media for lines Name a colour and choose a colour for mood 	<ul style="list-style-type: none"> Explore mixed media: pencil, crayons, felt tips, ballpoint pens, chalk, charcoal, pastels... Draw from observation, memory and imagination Practise control of line (eg: colour within) Explore shape, line size, line thickness Create soft and strong lines Use 2 grades of pencil and compare Create textures and patterns Choose drawing tools for purpose 	<ul style="list-style-type: none"> Explore new drawing mediums Develop observation skills – what can be seen and what is obscured? Draw what you can SEE Draw singular and grouped objects Draw for sustained time (building stamina) Use 3 grades of pencil Explore shape and colour, choosing colour for mood Layer up media to create tones Explore textures and patterns 	<ul style="list-style-type: none"> Explore new drawing mediums Edit and refine observation drawings for accuracy Experiment with grades of pencil – create a variety of lines through pressure Explore shading through hatching and cross hatching Explore shadows through using charcoal and chalk for light and dark Explore tints (white) and shades (black) by layering media Block colour by creating strokes in same direction Increase depth of colour through pressure Draw for increasingly sustained time (building stamina) 	<ul style="list-style-type: none"> Edit and refine observation skills for accuracy Experiment with making abstract choice, as well as refine and edit using vocabulary Explore reflections Explore proportion Use tints, tones and shades to create 3D effect Use tints, tones and shades for mood Explore colour and shape for movement and rhythm Experiment with fast and slow paced sketching 	<ul style="list-style-type: none"> Refine proportion Explore perspective - focal point and horizon Explore depth and scale Reflections with highlights and shadows Consider direction of light Layer colours for tones Experiment with colour and mark making for mood and emotion Further drawing stamina 	<ul style="list-style-type: none"> Refine accuracy of proportion Refine perspective looking at fore, mid and background Apply all learnt skills to create highlights and shadows (hatching, use of colour, direction of light) Experiment further with texture, pattern, rhythm, movement
Drawing Vocabulary Progression	Line Length Thickness Straight Curved	Line Length Thickness Straight/curved Soft Strong Control Texture Pattern	Line Shape Texture Pattern Colour Tone (adding grey to reduce intensity/ brightness/ brilliance of colours)	Line Shape Texture Pattern Pressure Stroke Shadow Hatching/Cross hatching Tint Shade Block Colour Tone Depth	Line Abstract Reflection Proportion Movement Rhythm Pace Tint Shade Tone Shadow	Proportion Perspective Focal point Depth Scale Reflection Highlight/shadows Tone Tint/shade Mark making	Proportion Perspective Depth Scale Foreground Mid-ground Background Reflection Highlight/ shadows Tone Tint/shade Rhythm Movement

Highlighted progression statements are key 'TEACH' points and assessment objectives

<p>Painting</p>	<ul style="list-style-type: none"> • Make simple marks • Apply paint with brush, sponge, comb, fingers, sticks, rollers, knives, stamps • Name colours and create colour collections • What happens when you mix colours? • Create lines and shapes • Apply lines and markings for meaning • Add texture with sand, glue, sawdust 	<ul style="list-style-type: none"> • Use thin and thick brushes, exploring thickness and type • Choose thickness for application • Start to colour mix, learn about the colour wheel and 'primary' and 'secondary' colours • Link colour and emotion • Mix tints and shades • Practise consistency of control • Work on different scales • Add texture (sand, glue, sawdust) • Different types of paint? 	<ul style="list-style-type: none"> • Choose sizes of brush for application • Mix tints, shades and tones • Mix primary, secondary – and brown. • Create colour collections. • Learn about 'warm' and 'cool' colours • Explore techniques such as dab, smooth, wash, sponge, layer, stipple, stroke, splatter, scrape through • Name paint and it's properties • Work on different scales 	<ul style="list-style-type: none"> • Use a variety of brush sizes in 1 work • Develop accuracy of colour mixing and make predictions • Mix tertiary colours • Understand how warm/cool create mood • Mix tints, shades and tones • Create a background wash • Master further techniques • Master watercolours, naming their properties • Start to use vocab of tint, shade, tone, effect names; wash, block in • Develop skills on small scale (finer brushes) • Play with an abstract use of colour 	<ul style="list-style-type: none"> • Select appropriate brush sizes • Refine fine brush skills • Use effects to create textures • Mix all colours with accuracy including skin tones • Understand complimentary and contrasting colours • Link colour with emotion • Use tones, tints and shades to show fore and back ground • Further master watercolours • Introduce to acrylic paint • Use of vocabulary when describing own work • Plan and order based on layers and drying time 	<ul style="list-style-type: none"> • Select appropriate brushes, tools and paper and change during application • Create depth (tones, tints and shades to show fore and back ground) • Explore proportion and scale • Plan, order and layer based on qualities of paint and drying properties • Master fine brush skills • Over-paint for emphasis • Colour match 	<ul style="list-style-type: none"> • Identify and explain technique/effect used • Use an appropriate range of tools and applications • Master brush strokes for human form and detail • Further develop over-painting for emphasis • Experiment with acrylic and watercolour paint – and describe differing properties • Experiment with restricted colour palette • Use appropriate vocabulary
<p>Painting Vocabulary Progression</p>	<p>Line Mark Colour names Texture</p>	<p>Line Mark Thick/thin Primary Secondary Tint Shade Scale</p>	<p>Thickness Tint Shade Tone Primary Secondary Warm/Cool Dab Smooth Wash Sponge Layer Stipple Stroke Splatter Scrape through Scale</p>	<p>Tertiary Warm/cool Tint/Shade Tone Wash Effect names Scale Abstract</p>	<p>Skin tones Complimentary/ contrasting Warm/Cool Tint/shade/tone</p>	<p>Layering Depth Proportion Scale Over-paint Complimentary/ contrasting Colour match</p>	<p>Technique Effect Form Over-paint Emphasis Detail Properties Layering Depth Hue/tint/shade/ tone All colour mixing terms</p>

Highlighted progression statements are key 'TEACH' points and assessment objectives

<p>Sculpture</p>	<ul style="list-style-type: none"> Stacking and positioning blocks Experiment with plasticine, clay, dough Use clay to: Roll, cut, coil, Pinch, slab Create straw constructions Experiment with 3D junk materials Explore joining using glues and tapes Experiment with combining materials and media (paint on boxes etc) Impressions on materials (eg: leaves into clay) Additive methods such as paper mache, Subtractive methods such as carving 	<ul style="list-style-type: none"> Create simple constructions with 3D junk modeling Pull apart and reconstruct basic shapes Create strong shapes focusing on scale and proportion Explore shape and form Explore different ways to attach materials Mix media by blocking on paint Build on Year F skills: Experiment with plasticine, clay, dough Use clay to: Roll, cut, Coil, pinch, Slab, knead, shape 	<ul style="list-style-type: none"> Construct using 3D junk materials and wire Explore clay through rolling and cutting different thickness and shapes Join clay by pinching Create basic pinch/thumb pots Use basic tools to create lines, patterns and texture in clay Experiment with materials through: Folding, scrunching, Tearing, cutting, Joining, modeling, Layering, constructing Learn how to control the material and the tools, such as efficient use of scissors Learn which glues and tapes are best for a particular task Learn about suitability of materials Learn basic safety care when using materials and tools 	<ul style="list-style-type: none"> Think about form and function Begin to plan Join models using appropriate materials Create bases for structures with newspaper and foil Refine clay skills by coiling and pinching, adding details, joining independently and creating a simple clay base Master Year 2 skills about suitability of materials and skills with tools Cut, join and sand wood safely and effectively Use paper mache independently Paper fold with control Opportunity to work on life-size scale 	<ul style="list-style-type: none"> Plan, design, make, adapt Create a stable structure which is structurally robust Show understanding of space, shape and form 3D sculpture to be accurate from different viewpoints/angles Use a variety of suitable materials with confidence Sculpt clay into a planned shape Master further clay techniques by: kneading, cutting, blocking, carving, impressing, embossing and relief Make an informed choice of technique Independent paper mache Create life-size models 	<ul style="list-style-type: none"> Create functional forms Think about preparation and planning Work around a constructed frame foundation Add materials to add details Master clay skills by COMBINING pinching, slabbing and coiling Add intricate details and patterns to clay Investigate paper mache to add details Explore human and animal form 	<ul style="list-style-type: none"> Combine shape, form, pattern and texture Explore form and perspective Create own frameworks Justify material choices Work on a range of scales Master figurative form Construct in response to imaginary form Create abstract works for express thoughts and feelings Create works that are open to interpretation Master clay by using slab, coil and slip skills Create, mould and use plaster
<p>Sculpture Vocabulary Progression</p>	<p>Build Coil Roll Cut Pinch Join</p>	<p>Build/construct Scale Proportion Shape Form Attach/join Block (in colour) roll cut coil pinch slab knead shape</p>	<p>Construct Roll, pinch Line, pattern, texture folding scrunching tearing cutting joining modeling layering constructing suitable</p>	<p>Plan Form Function Join Base Suitable Control Life-size</p>	<p>Plan Design Make Adapt Stable/robust Space Shape Form Viewpoint kneading cutting blocking carving impressing embossing relief</p>	<p>Preparation Planning Function Form Pinching Slabbing Coiling Foundation Details</p>	<p>Shape Form Texture Pattern Perspective Justify Interpretation Figurative Abstract Slip</p>