

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art

Strands				
- At EYFS, the knowledge progression takes full account of the Early Learning Goals of: - Creating with materials - Fine motor skills				
- At key stage 1, the knowledge progression takes full account of the national curriculum's strands of: - Using materials - Drawing - Use colour, pattern, texture, line, shape, form and space				
- At key stage 2, the knowledge progression takes full account of the national curriculum's strands of: - Using sketch books - Drawing, painting and sculpture - Study of great artists				
EYFS and National Curriculum Subject Content – End of Key Stage expectations				
Strand	Creating with Materials		Fine Motor Skills	
EYFS	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i> <i>Share their creations, explaining the process they have used</i> <i>Make use of props and materials when role playing characters in narratives and stories</i>		<i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery</i> <i>Begin to show accuracy and care when drawing.</i>	
Strand	Using Different Materials	Drawing	Use colour, pattern, texture, line, form,	Range of artists
Key Stage 1	<i>Use a range of materials creatively to design and make products</i>	<i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study 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.</i>
Strand	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists	
Key Stage 2	<i>Create sketch books to record their observations and use them to review and revisit ideas</i>	<i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<i>Taught about great artists, architects and designers in history</i>	

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Strand	Nursery	Vocabulary	Reception	Vocabulary
Creating with materials (Component knowledge and skills – leading to composite knowledge)	To know how to experiment with blocks, colours and marks. To know how to explore different materials freely, in order to develop their ideas about how to use them and what to make eg sculptures and models can be made with malleable materials. To know how to develop their own ideas and then decide which materials to use to express them. To know how to explore different textures, eg printing on paper, printing with natural objects, etc. To know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. To know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. To know how to use drawing to represent ideas like movement or loud noises. To know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc. To know how to explore colour and colour-mixing. To know how to give meanings to the marks that are made. To know how to match colours to real objects. To know how to explore colour and how colours can be changed. To know that I can use lines to enclose a space and then begin to use these shapes to represent objects. To know how to show interest in and describe the texture of things.	Colour Red Blue Green Yellow Purple Orange Brown Black mix	To be able to show interest in and describe the texture of things. To be able to explore colour and how colours can be changed. To know that I can use lines to enclose a space, and then begin to use these shapes to represent objects. To know how to explain how they are going to create. To know how to select tools and techniques to shape creation to be successful. To know how to talk about what they like about their creation. To know how to show interest in and describe the texture of things. To know how to explore, use and refine a variety of artistic effects (rubbing, printing, etc) to express their ideas and feelings. To know how to create collaboratively sharing ideas, resources and skills. 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	Square Circle Triangle Shape Print Rubbing Mix Feel Detail

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Developing fine motor skills (Component knowledge and skills – leading to composite knowledge)	To know how to use a fist grasp or fist grip. To know how to use a palmer grasp and four-finger grip. To know how to use a five finger grasp and pincer grip. To know how to make connections between my movement and the marks I make, eg drawing, rolling, kneading and squashing. To know how to choose the right resources to carry out their own plan, eg brush thickness. To know how to pick up tiny objects using a fine pincer grasp. To know how to use one-handed tools and equipment, for example, scissors, crayons, pencils, pens and chalk. To know how to use a comfortable grip with good control when holding pens and pencils. To know how to have a preference for a dominant hand. To know how to use one-handed tools and equipment, e.g. make snips in paper with child scissors. To know how to hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To know how to hold a pencil near the point between first two fingers and thumb and use it with good control.	Mark Lines Picture Pencil Crayon Chalk Pen Brush Roll Knead Squash Thick Thin	To be able to use one-handed tools and equipment, e.g. make snips in paper with child scissors To be able to hold a pencil between thumb and two fingers, no longer using whole-hand grasp To be able to hold a pencil near the point between first two fingers and thumb and use it with good control. To be able to show a preference for a dominant hand To be able to use a pincer grasp To be able to rotate, move and turn objects To be able to use a tripod grasp To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons To be able to use a purposeful grip to manipulate objects To be able to develop the foundations of a handwriting style which is fast, accurate and efficient 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.	Snip Control Describe Pincer Tripod Rotate Size Real Playdough Plasticine Salt dough
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Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Using different materials (Component knowledge and skills – leading to composite knowledge)	- know how to cut, roll, pinch and coil materials - know how to use IT to create a picture - know different malleable materials will suit different purposes - know using different tools will result in a different outcome Know that modelling materials can be shaped with their hands and different tools to create different outcomes.	- know how to create a printed piece of art by pressing, rolling, rubbing and stamping - know how to make a clay pot - know how to join clay together using a slip - know how to use techniques to create a relief tile - know how to use different effects within an IT paint package - Know that 3D sculptures can be made from 2D shapes and malleable materials	Using Sketchbooks (Component knowledge and skills – leading to composite knowledge)	- be able to use sketchbooks to gather ideas to help create facial expressions - know how to use sketches to produce a final piece of art - be able to assemble materials to make a new form - be able to use papier mache to create a simple form - know how to use digital images and combine with other media - know how to use IT to create art which includes their own work and that of others	- know how to integrate digital images into artwork. - know how to sculpt clay and other mouldable materials. - be able to use sketchbooks to experiment with different texture - know how to scale a design up to create a large-scale piece of work - be able to work collaboratively to produce a human scale figure or structure - be able to use photographs to help create reflections	- experiment with shading to create mood and feeling - experiment with media to create emotion in art - know how to use images created, scanned and found; altering them where necessary to create art - be able to produce 2D and 3D work, focusing on one stimuli e.g landscape, figure, form - know sculpture has changed over time as materials and processes have changed Know that shape, form and detail can be used to evoke feelings.	- be able to explain why different tools have been used to create pieces in art - be able to explain why chosen specific techniques have been used - know how to use feedback to make amendments and improvement to art - know how to use a range of e-resources to create art - be able to produce 3D work with a focus on form, texture and colour - be able to produce work focusing on different genres and cultures - be able to plan and annotate designs - know how to overprint to create different patterns

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	Know that simple joins can be made. Know that you can combine different artistic techniques to create a piece of art.	Know that patterns and textures can be added using different tools. Know that patterns and textures can be created using different materials.		be able to design and make models from observation Know that detail can be created using different tools. Know that different effects and details can be created by combining different materials.	- be able to evaluate and annotate ideas and work within the sketchbook - know materials can be joined to create bases for extending and modelling by adding further shapes and materials Know that specific tools can be used for a specific purpose. Know that different tools can be selected for each technique.	Know that all art techniques can reflect mood and emotion	Know that a brief can be used to create a product for a specific purpose or audience. Know that prejudices can be challenged through art.
Vocabulary	Mould Rolling pin Cutters Tongs Stretch	Press Roll Rub Stamp Slip Join Angles Sculpture Relief		Manipulate Assemble Form Papier Mache	Expression Scale Extend Base	Mood Emotion	Annotate Amend Adapt Brief
Drawing (Component knowledge and skills-leading to composite knowledge)	- know how to show how people feel in paintings and drawings. - know how to use pencils to create lines of different thickness in drawings. - know how pressure can have an effect on the thickness of lines Know that different types of lines can be drawn.	- be able to choose and use three different grades of pencil when drawing - know texture and lines can be created by adding dots and lines - know how to use charcoal, pencil and pastel to create art - know how to use a viewfinder to focus on a specific part of an artefact before drawing it Know that pattern and texture can be used to create drawings.	Drawing, painting and sculpture (Component knowledge and skills – leading to composite knowledge)	- know textures and tones can be created by using hatching and cross hatching - know how to show facial expressions in art. - know how to use different grades of pencil to shade and to show different tones and textures Know that shading creates tone. Know that detail can be added to create effect.	- know how to show facial expressions and body language in sketches and paintings - know how to use marks and lines to show texture in art. - know how to use line, tone, shape and colour to represent figures and forms in movement - know how to show reflections in my art - know to sketch lightly so there is no need for rubbing out. Know that different pencils and techniques	- know how to use shading to create mood and feeling - know how to organise line, tone, shape and colour to represent figures and forms in movement. - know how to express emotion in art Know that shading can show mood and feeling. - To know how to use different ways to apply paint to create layers and texture - know how to create an accurate print design following given criteria. - Know how to show scale and proportion in my work	- know which media to use to create maximum impact - use a full range of pencils, charcoal or pastels when creating a piece of observational art Know that sketches can be used to communicate emotions and a sense of self-worth. - know how to represent foreground and background within a piece of art - be able to show, scale and proportion in a piece of work

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Use colour, pattern, texture, line, form, space and shape (Component knowledge and skills - leading to composite knowledge)	- know how to create moods in art work - Know the names of the primary and secondary colours. Know that there are primary and secondary colours and know their names. - know how to create a repeating pattern in print - know that using wet and dry paints will create different effects	- know how to mix paint to create all the secondary colours - know how to create brown with paint - know how to create tints with paint by adding white - know how to create tones with paint by adding black - know that I need to create a background in my work Know that paint can be mixed to create colours. Know that paint can be mixed to create tones and shades.		- know how to create a background using a wash - know how to use a range of brushes to create different effects in painting - know that the texture of paint can be altered and be able to apply this in a piece of art - know some colours are warm colours and some colours are cold colours Know that there is a link between colours and feelings. Know that there are a wide range of paint types and techniques.	can be used to create a specific outcome - Know and understand how the colour wheel works - know how to print onto different materials using at least four colours. Know that colours can be mixed and matched for a specific purpose. Know that brush techniques can create different effects.	Know that colours, tones and tints can enhance the mood of a piece.	Know that the outcome will be affected by their choices.
Vocabulary	Explore Create Oil pastel Coloured pencil Thick Thin Wet Dry Primary Secondary	Control Observation Dots Lines Texture Tone Pressure Blend Smudge		Gesture Expression Hatch Cross hatch Grade Warm colours Cold colours	Figure Form Movement Reflection Mouldable Colour wheel Complimentary colours Pattern tile	Scale Proportion Layering Scumbling Impasto technique Block print	Overprint Background Foreground Perspective Graffiti Abstract Roller
Range of artists (Component knowledge and skills – leading to composite knowledge)	- To be able to describe what can be seen and give an opinion about the work of an artist - To be able to ask questions about a piece of art Know that we can form an opinion about a piece of art.	- know how artists have used colour, pattern and shape - know how to create a piece of art in response to the work of another artist Know that our work can be similar or different to the work of a well-known artist.	Study of great artists (Component knowledge and skills – leading to composite knowledge)	- know how to identify the techniques used by different artists - know how to compare the work of different artists - be able to recognise when art is from different cultures - know how to recognise when art is from different historical periods - know how to select and gather information from different sources	- Know how to experiment with the styles used by other artists. - Know how to explain some of the features of art from historical periods. - know how different artists developed their specific techniques Know that art from other periods of history can be compared, discussed and described.	- Know how to research the work of an artist and use their work to replicate a style - know how to give explanations of choices and decisions - know how to engage in open-ended research and exploration Know that the styles of other artists can influence their own work.	- Know how to explain the style of art used and how it has been influenced by a famous artist - Know what a specific artist is trying to achieve in any given situation - know why art can be very abstract and what message the artist is trying to convey Know that an artist's work has an impact on society at the time.

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				Know that different artists of the same style can be compared.			
Vocabulary	Materials Effects	Pattern Colour Shape		Technique Compare Culture Historical period	Style Experiment	Choice Outcome	Preference Message Abstract