



Art Knowledge Progression

Explore and Develop ideas:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> •Children have and develop their own ideas, make links between ideas and develop strategies for doing things •Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements •Children investigate and experience things, and 'have a go' 	<ul style="list-style-type: none"> •Find out 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. 		<ul style="list-style-type: none"> •Create a sketch books to record their observations and use them to review and revisit ideas. •About great artists, architects and designers in history. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> •One piece of paper provided to the child •Creates their own piece of art •Chooses a paper from a selection of colours •Creates their own piece of art and gives meaning •Creates their own work and self corrects •Begins to paint on other materials. •Returns to work to modify or make even better •Can describe the processes involved in making creation/ art. 	<ul style="list-style-type: none"> •Record and explore ideas from first hand observation, experience and imagination. •Ask and answer questions about the starting points for their work, and develop their ideas. •Explore the differences and similarities within the work of artists, craftspeople and designers in different 	<ul style="list-style-type: none"> •Record and explore ideas from first hand observation, experience and imagination. •Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. •Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Question and make thoughtful observations about starting points and select ideas to use •Explore the roles and purposes of artists, craftspeople working in different times and cultures. 	<ul style="list-style-type: none"> •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Question and make thoughtful observations about starting points and select ideas to use in their work. •Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Question and make thoughtful observations about starting points and select ideas and processes to use in their work. •Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> •Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. •Question and make thoughtful observations about starting points and select ideas and processes to use in their work. •Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
Links to KS1 - Reviews own work and makes improvements; develops and shares their experiences and imagination.						

Evaluate and Develop Work:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> •Children have and develop their own ideas, make links between ideas and develop strategies for doing things •Children concentrate and keep on trying if they encounter 	<ul style="list-style-type: none"> •Find out 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. 		<ul style="list-style-type: none"> •Create a sketch books to record their observations and use them to review and revisit ideas. •About great artists, architects and designers in history. 			



Art Knowledge Progression

<p>difficulties, and enjoy achievements •Children investigate and experience things, and 'have a go'</p>						
<p>Small Step Skills and Knowledge</p>	<p>Skill Outcome</p>	<p>Skill Outcome</p>	<p>Skill Outcome</p>	<p>Skill Outcome</p>	<p>Skill Outcome</p>	<p>Skill Outcome</p>
<ul style="list-style-type: none"> •One piece of paper provided to the child •Creates their own piece of art •Chooses a paper from a selection of colours •Creates their own piece of art and gives meaning •Creates their own work and self corrects •Begins to paint on other materials. •Returns to work to modify or make even better •Can describe the processes involved in making creation/ art. 	<ul style="list-style-type: none"> •Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook •Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> •Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook •Identify what they might change in their current work or develop in their future work. •Use a sketchbook to gather and collect artwork. 	<ul style="list-style-type: none"> •Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. •Adapt their work according to their views and describe how they might develop it further. •Annotate work in sketchbook. 	<ul style="list-style-type: none"> •Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. •Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> •Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. •Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> •Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. •Adapt their work according to their views and describe how they might develop it further.
	<p>Small Step Knowledge</p>	<p>Small Step Knowledge</p>	<p>Small Step Knowledge</p>	<p>Small Step Knowledge</p>	<p>Small Step Knowledge</p>	<p>Small Step Knowledge</p>
<p>Links to KS1 - Reviews own work and makes improvements; develops and shares their experiences and imagination.</p>						



Art Knowledge Progression

Drawing:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> •Hold a pencil effectively •Begin to show accuracy and care when drawing •Explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> •To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> •Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. •To improve their mastery of art and design techniques, including drawing. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> •To draw circles and lines •To draw faces with features and features and draws enclosed spaces, giving meaning. •To draw potato people (no neck or body) •To draw bodies of an appropriate size for what they are drawing. •To draw with detail (bodies with sausage limbs and additional features) •Links to KS1 - Children must be exposed to models and be able to identify key features of living things. •To draw things that they observe •To be able to draw simple things from memory •To begin to draw self-portraits, landscapes and buildings/cityscapes. <p>Links to KS1 - Children draw portraits, detailed pictures, landscapes, buildings /cityscapes.</p>	<ul style="list-style-type: none"> •Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. •Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> •Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. •Understand the basic use of a sketchbook and work out ideas for drawings. •Draw for a sustained period of time from the figure and real objects, including single and grouped objects. •Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> •Experiment with different grades of pencil and other implements. •Use different media to achieve variations in line, texture, tone, colour, shape and pattern. •Use their sketchbook to collect and record visual information from different sources. •Draw for a sustained period of time 	<ul style="list-style-type: none"> •Make informed choices in drawing inc. paper and media. •Alter and refine drawings and describe changes using art vocabulary. •Collect images and information independently in a sketchbook. •Use research to inspire drawings from memory and imagination. •Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> •Use a variety of source material for their work. •Work in a sustained and independent way from observation, experience and imagination. •Use a sketchbook to develop ideas. •Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> •Demonstrate a wide variety of ways to make different marks with dry and wet media. •Identify artists who have worked in a similar way to their own work. •Develop ideas using different or mixed media, using a sketchbook. •Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> •Hold the pencil close to the point for control and detail. •Know a line is used to create an outline •Know and can recognise different line shapes (open, closed, straight, wavy and zig zag) •Know and can create lines of different thickness (by using different apparatus or pressure) 	<ul style="list-style-type: none"> •Hold the pencil close to the point for control and detail. (R) •Hold the pencil further towards the end for loose sketching •Know that different tones can be created with coloured pencils by applying different pressure (directional shading) •Know that different textures can be used to add detail to drawing (hatch and cross-hatch) •Experiment with a range of media to create lines, tones and effects (pastels, crayons, felt tips, charcoal, ball point) 	<ul style="list-style-type: none"> •Know different grades of pencils can be used to create different tones •Know that pressure on a coloured pencil creates a more intensive colour (tone) (R) •Know that you can create the feeling of movement from curved lines. •Know the difference between foreground, mid ground and background (R from Y2 collage) •Cross hatching shows areas of dark and light in an object (lines closer together and layered show darker areas) 	<ul style="list-style-type: none"> •Know that different grades of pencils can be used to create different tones and textures to make surfaces appear rough or smooth •Know that different grades of pencil work better for fine detail and others work better for shading. •Know H pencils are hard and B pencils are soft. •Know that shading, hatching, cross hatching, stippling and stumbling can be used to create different tones and textures. •Know the difference between foreground, mid ground and background (R) •Create objects in the foreground that appear larger than those in the back and midground. •Draw objects that are correctly sized in comparison to others in an artwork 	<ul style="list-style-type: none"> •Know that a different grade of pencil can be used for effect, shade or tone and apply it to what they're trying to achieve. •Light and shadow is captured in the correct areas with knowledge of light sources. •Know that shading, hatching, cross hatching, stippling and stumbling can be used to create different tones and textures (R) Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. •Blend colours softly with no apparent definition between values •Know that pressure on a pencil creates a more intensive colour and can be used to create a 3D effect (tone). Know light can be added by using an eraser. 	<ul style="list-style-type: none"> •Can draw an object from different viewpoints using knowledge of perspective •A vanishing point can be used to give the impression of depth in a picture. •Know that lines can be used to depict shadow and movement •Independently apply a range of techniques to create texture (eg..use of eraser, stippling, cross-hatching etc)



Art Knowledge Progression

Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> •Use a range of small tools, including scissors, paintbrushes and cutlery •Explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> •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. 		<ul style="list-style-type: none"> •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) •Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> •To mix primary colours to appropriate consistency. •To be able to mix primary colours to make secondary colours. •To add white or black paint to alter tint or shade. •To colour match to a specific colour and shade. •Links to KS1 - Colour matching, altering tint and shade; warm/cool colours; to use pre-made paints and be able to name colours. •To hold a paintbrush in the palm of their hand. •To enjoy painting using hands, feet and fingers to paint. •To use thick brushes. •To use thin brushes to add details. •To hold a paintbrush using the tripod grip. •To independently select additional tools (stamps, rollers etc..) to improve their painting. <p>Links to KS1- Lines of varying thickness; dots and lines for pattern/texture; use a variety of brushes and tools.</p>	<ul style="list-style-type: none"> •Use a variety of tools and techniques including the use of different brush sizes and types. •Mix and match colours to artefacts and objects. •Work on different scales. •Mix secondary colours and shades using different types of paint. 	<ul style="list-style-type: none"> •Mix a range of secondary colours, shades and tones. •Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. •Work on a range of scales e.g. large brush on large paper etc. •Mix and match colours using artefacts and objects. •Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> •Mix a variety of colours and know which primary colours make secondary colours. •Use a developed colour vocabulary. •Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. •Work confidently on a range of scales e.g. thin brush on small picture 	<ul style="list-style-type: none"> •Make and match colours with increasing accuracy. •Use more specific colour language e.g. tint, tone, shade, hue. •Choose paints and implements appropriately. •Plan and create different effects and textures with paint according to what they need for the task. •Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> •Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. •Work on preliminary studies to test media and materials. •Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> •Create shades and tints using black and white. •Choose appropriate paint, paper and implements to adapt and extend their work. •Carry out preliminary studies, test media and materials and mix appropriate colours. •Work from a variety of sources, inc. those researched independently. •Show an awareness of how paintings are created (composition).
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> •The primary colours are red, yellow and blue •Know different paint brushes create different size strokes (lines) •Know that adding more water to paint makes a colour less bright •Know that adding more paint makes a colour brighter •Know that a secondary colour is made by mixing two primary colours •Know by mixing red and yellow you can make orange •Know by mixing yellow and blue you can make green •Use a water downed paint to create a background 	<ul style="list-style-type: none"> •Know all the primary colours (red, yellow and blue) •Know mixing two colours of paint creates a secondary colour •Know that orange, green and purple are all secondary colours •Know that brown is a tertiary colour made from red, yellow and blue •Know the difference between a warm and a cool colour •Know that a tint is created by adding white •Know that a shade is created by adding black. •Know that a colour wash is a water form of watercolour paint 	<ul style="list-style-type: none"> •Know all primary and secondary colours •Know a tertiary colour is made from mixing a primary and secondary colour. •Know that different brushes can be used to create different effects (textures) in paintings •Examples of contrasting colours include red + green, blue + orange, yellow + purple. They are different to one another and opposite each other on the colour wheel. •know that different tints and shades can be created by adding white or black (R) •Using directional brush stokes, objects can begin to process form •Know that a colour wash is a water form of watercolour paint ® 	<ul style="list-style-type: none"> •Know primary colours can make secondary and tertiary colours •Know different paint brushes can be used to create different effects(R) •Warm colours include orange, yellow and red and remind people of heat, fire and sunlight. •Cool colours include blue, green and magenta and remind people of water, ice and snow. •Know different lines can be used to show texture when painting •Know that a marbling effect can be created with paint or ink •Know that bleeding is when one colour runs into another 	<ul style="list-style-type: none"> •Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint. (R) •To understand and use the language of hue, tint, tone and shades to describe colour. •Know a colour palette will help replicate the colours used by an artist being studied. •Know the difference between complementary and harmonious colours •Light and shadow is captures in the correct areas with knowledge of light sources. •Know that a marbling effect can be created with paint or ink (R) 	<ul style="list-style-type: none"> •Know and create primary, secondary colours; contrasting and complementary colours (R) •Know a colour palette will help replicate the colours used by an artist being studied. (R) •Beginning to build a knowledge of a wide range of colours and colour names from the 'colour thesaurus' grid •Know how to colour match accurately and create colour palettes for pieces of artwork. •Paint objects from different viewpoints using knowledge of perspective



Art Knowledge Progression

Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> Use a range of small tools 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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) Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> To create patterns or meaningful pictures when printing. <p>Links to KS1 - Print with a variety of resources.</p>	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment 	<ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Revisit printing: marbling. 	<ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures and overlay colours. Organise their work in terms of pattern, repetition, symmetry or random printing styles. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> Know printing makes a copy (eg. paint hand and press it down on paper to see a copy of your hand print) Know that your shoe makes a print if you step in mud/paint/snow Know that paint needs to cover the design and it is pressed down Know that objects can be printed to create a repeated pattern 	<ul style="list-style-type: none"> Know that printing makes an exact copy Know different materials (both natural and manmade) can be used to create a print Know that paint or ink needs to completely cover the deign before being pressed down to make a copy Know that a print can be repeated to create a repeated pattern 	<ul style="list-style-type: none"> Know an impressed print is when the printing block is created by carving out the surface Know a raised print is when the printing block has raised areas added Know a roller is used to apply ink or paint to a design Know that pressure is applied to transfer the print to paper or fabric Know that repeated prints are used on fabric and paper 	<ul style="list-style-type: none"> Know printing makes an exact copy and can be created from an impressed or raised design (R) Know that a collagraph is a raised print Know that to overprint means you can use more colour combinations and details 	<ul style="list-style-type: none"> Know that lino printing is relief printing (carved out design which is left without ink) Know that carving lino creates a template for a print that can be re-used. 	<ul style="list-style-type: none"> Know the difference between the negative and the positive (what is cut away and what is left behind) Know how to replicate a design to create a repeated print Know that a lino print can be reused to add more than one colour to a design



Art Knowledge Progression

Textiles and Collage:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<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 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 		<ul style="list-style-type: none"> • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> • To use glue sticks • To use glue spatulas with support • To use glue sticks and glue spatulas independently • To join items with glue or tape • To join items in a variety of ways e.g. Sellotape. Split pins, masking tape, string, ribbon. • Links to KS1 - To join items which have been cut, torn or glued. • To add other materials to develop models (tissue paper, glitter etc.) • To know how to improve models (scrunch, twist, fold, bend and roll) • To know how to secure boxes, toilet rolls, decorate bottles. • To recognise additional textures- children describe as smooth or bumpy. • Beginning to weave (gross motor) • Smooth, rough, bendy, hard weave (fine motor) • Improved vocabulary – flexible, rigid. <p>Links to KS1 - To make collages and mosaics using different materials; weaves items.</p>	<ul style="list-style-type: none"> • Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical • To adapt, extend and justify their work.
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> • Collage is a type of art where different materials are layered and stuck down • Cut, tear and glue paper and card for their collages • Handle different materials and talk about their texture. • Sort according to specific qualities, e.g. cold, shiny, smooth. • Use different kinds of materials and explain why they have chosen them 	<ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • add texture by mixing materials. • Create textured collages from a variety of media. • Gather and sort the materials they will need according to colour, size or texture • Fold, crumple, tear and overlap papers. • Cut wide and narrow paper strips. Explore horizontal and vertical strips. 	<ul style="list-style-type: none"> • Experience different adhesives and decide on the most effective for the given task. • Overlap and overlay materials • Use IT to explore collage e.g. cut and paste. • Explore the translucent nature of tissue paper 	<ul style="list-style-type: none"> • Develop awareness of contrasts in texture and colour. • Select and uses materials to achieve a specific outcome. • Explore the translucent nature of tissue paper (R) • Add ink to foreground for detail 	<ul style="list-style-type: none"> • Create mood, feeling, movement, and areas of interest. • Select and uses materials to achieve a specific outcome. (R) • Embellish using a variety of techniques, including drawing, painting and printing. • Explore positive and negative shapes • Use IT to explore collage e.g. cut and paste. (R) 	<ul style="list-style-type: none"> • Combine collage with other 2D techniques. • Select materials by colour and texture to match intentions. • Create mood, feeling, movement, and areas of interest. (R)



Art Knowledge Progression

3D Forms:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<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 	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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) • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> • To build towers by stacking objects • To build walls to create enclosed spaces • To build simple models using walls, roofs and towers. • To build models which replicate those in real life. Can use a variety of resources- loose parts play. • Links to KS1 - Use a variety of natural, recycled and materials manufactured to sculpt • Explore clay/dough • Make marks in clay/dough • To manipulate clay/dough (rolls, cut, squashes, pinches, twists etc.) • To make something that they give meaning to • To make something with clear intentions <p>Links to KS1 - To use a variety of techniques and shapes to sculpt.</p>	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Use a variety of materials. 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> • Know that a sculpture is made out of different materials and is 3D • Know that sculptures are different shapes and sizes • Know that some sculptures stand up and some lie flat • Add pressure to flatten clay • Malleable materials can be changed in a variety of ways including rolling, pinching and kneading with support. 	<ul style="list-style-type: none"> • Know that a sculpture often uses materials that need to be shaped and moulded (eg. wire, pipe cleaners, clay) • Know water makes clay softer and easier to mould, but that too much can make it unworkable. • Know clay can crack when it dries if it is too thin. • Know a sculpture can be permanent or temporary 	<ul style="list-style-type: none"> • Know that sculptures can be created from a range of different materials • Know that clay can be cut, shaped and moulded to create different forms • Know that tools can be used to create impressed details in clay • Know clay is a malleable material but that it can also dry out quickly (R) • Know adding water to clay can be used to rub over a mistake and help the material stop drying out. 	<ul style="list-style-type: none"> • Know sculptures begin from a concept (idea) that is a paper-based design • Know thinner pieces of clay are more susceptible to damage when the clay dries. • Know adding water to clay can be used to rub over a mistake and help the material stop drying out. (R) • Know how to combine clay using 4s (Score, Slip, Stick, Smooth) 	<ul style="list-style-type: none"> • Know sculptures begin from a concept (idea) that is a paper-based design (R) • Know that a sculpture is designed with the intension of being viewed from many angles. • Know calving from the clay, rather than sticking on to it, can achieve a stronger model (if appropriate) • Know different ways of finishing work: glaze, paint, polish. • Know that you need to create a stable base to hold a free-standing sculpture in place. 	<ul style="list-style-type: none"> • Know that sculptures can be created from a range of different materials (R) • Know sculptures begin from a concept (idea) that is a paper-based design (R) • Know that a sculpture is viewed from all angles • Know how to mould, manipulate and combine materials (wire, paper, clay) to create a 3D form. • Know an armature is a framework around which the sculpture is built, when the sculpture could not stand on its own • Know how to model over an armature: eg newspaper or wire frame for Modroc or paper mâché



Art Knowledge Progression

Breadth of Study:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Framework	NC Objectives:		NC Objectives:			
<ul style="list-style-type: none"> •Make use of props and materials when role playing characters in narratives and stories •Invent, adapt and recount narratives and stories with peers and their teacher •Sing a range of well-known nursery rhymes and songs •Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music 	<ul style="list-style-type: none"> •To use a range of materials creatively to design and make products •To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 		<ul style="list-style-type: none"> •Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 			
Small Step Skills and Knowledge	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome	Skill Outcome
<ul style="list-style-type: none"> •Knows some words when singing •Sings in small groups •Sings in a group, trying to keep time •Sings in a group matching pitch and following melody •Sings by themselves matching pitch and following melody. <p>Links to KS1 - Sings in tune and to the correct beat.</p>	<ul style="list-style-type: none"> •Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. •Use ICT •Investigate different kinds of art, craft and design e.g. cave painting, sand sculpture 		<ul style="list-style-type: none"> •Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. •Use ICT. •Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 			
	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge	Small Step Knowledge
	<ul style="list-style-type: none"> •Know I can use a camera to take a picture of my finished artwork. 					<ul style="list-style-type: none"> •Know that you can combine a selection of images using digital technology considering colour, size and orientation.