

Art Knowledge and Progression of skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Generating ideas	<ul style="list-style-type: none"> Talk about their ideas and explore different ways to record them. Explore ways to use paint and a range of media according to their interests and ideas 	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbooks	<ul style="list-style-type: none"> Experiment with mark making in an exploratory way 	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. 	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes: for recording, using drawing and annotations, planning and next steps in a making process. 	<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making skills (including Formal elements)	<ul style="list-style-type: none"> Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings. Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome. Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. 	<ul style="list-style-type: none"> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen. Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. 	<ul style="list-style-type: none"> Further develop mark-making within a greater range of media, and increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques for design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. 	<ul style="list-style-type: none"> Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy & consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries
Knowledge of artists	<ul style="list-style-type: none"> Enjoy looking at and talking about art 	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and analysing	<ul style="list-style-type: none"> Talk about their artwork, stating what they feel they did well. 	<ul style="list-style-type: none"> Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

Knowledge of Formal Elements				
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Pattern	<ul style="list-style-type: none"> Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> Know that surface rubbings can be used to add make patterns Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.
Texture	<ul style="list-style-type: none"> Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks. 	<ul style="list-style-type: none"> Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. 	<ul style="list-style-type: none"> To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone	<ul style="list-style-type: none"> Know that 'tone' in art means 'light and dark' Know that we can add tone to a drawing by shading and filling a shape 	<ul style="list-style-type: none"> Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones. 	<ul style="list-style-type: none"> To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.
Colour	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple 	<ul style="list-style-type: none"> Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside 	<ul style="list-style-type: none"> Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.
Form	<ul style="list-style-type: none"> Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture. 	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. 	<ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling.
Shape	<ul style="list-style-type: none"> Know that paper can be shaped by cutting and folding it. 	<ul style="list-style-type: none"> Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> To know that negative shapes show the space around and between objects. 	<ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns.
Line	<ul style="list-style-type: none"> Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. 	<ul style="list-style-type: none"> Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> To know that different drawing tools can create different types of lines. 	<ul style="list-style-type: none"> To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.