Art Skills, Knowledge and Progression Plan

Nursery	**Autumn** - Children will do large scale drawings/paintings. - Children will use natural resources to re-create art pictures (Leaf Man) in the style of Jackson Pollock. - Children will use pens, crayons and paint to make meaningful marks. - Children to name and draw their facial features (self-portrait). **Spring** - Using paint, children will explore colours and how they can be mixed. - Children will be exposed to a range of media and materials. **Summer** - Children to look at Artwork from the Italian Artist Giuseppe Arcimboldo.					
Reception	**Autumn** - Children to draw their facial features accurately (self-portrait) - Children will be able to make recognisable marks. - Children will use a variety of media to express themselves through drawing. - Children will understand how textures can be created through paint in the style of Jackson Pollock. **Spring** - Children will learn that primary colours mix together to make secondary colours. - Children will know how to lighten and darken paint. **Summer** - Children will be familiar with and can join or assemble materials together. - Children will know how to lighten and darken paint.					
Content Domains	**Year 1** **End Points**	**Year 2** **End Points**	**Year 3** **End Points**	**Year 4** **End Points**	**Year 5** **End Points**	**Year 6** **End Points**

Exploring developing and evaluating  **Critical Skills**	**Procedural Knowledge** Respond to ideas and starting points (e.g. a painting, an object, an experience, a person) Talk about artwork using simple labels about colour and shape. Give my opinion about artists work, recording my opinions in a class sketchbook. Contribute to class ideas for the class sketchbook Describe what they think about their own and others' work	**Procedural Knowledge** Explore ideas from their imagination or from first hand observation. Compare and contrast work by different artists. Talk about how an artists have used colour, shape and a techniques to produce their work . Record my opinions in a sketchbook. Record ideas in a sketchbook Comment on differences in others' work and suggest ways of improving their work	**Procedural Knowledge** Explore ideas using a variety of starting points (their own experience, other artists, their imagination) Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone. Develop their ideas in an art sketchbook. Comment on similarities and differences between their own and others work. Adapt and improve my own work.	**Procedural Knowledge** Explore ideas using a variety of starting points and collect visual and other information to help them to develop their work. Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. Develop and organise ideas in an art sketchbook. Make comments on the ideas, methods and approaches used in their own work. Adapt and refine work to reflect the purpose and	**Procedural Knowledge** Explore ideas and collect visual and other information independently Pursue their own line of artistic enquiry e.g an artist, a piece of art or an art type, a theme. Use research in developing their work, taking account of the purpose. Develop, organise and refine ideas in their art sketchbook. Analyse and comment on ideas, methods and approaches used in their own and others' work.	**Procedural Knowledge** Explore ideas and am critical of artwork. Pursue their own line of artistic enquiry- e.g an artist, a piece of art or an art type, a theme. Base their decisions for artwork on their preferences and audience. Produce an art sketchbook that is creative, inspirational and reflects their learning journey as an artist. Analyse and comment on ideas, methods and approaches used in theirs and others' work.
				meaning of the work (Supported by teacher modelled and scaffolding)	Adapt and refine their work and make suggestions to others about their work.	Comment on how ideas and meanings are conveyed in their own and others work. Reflect upon their artwork at several points and make changes based on their observations.
Exploring developing and evaluating **Critical Knowledge**	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point,	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: observe, focus, design, improve.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: record, detail, question, observe, refine	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Drawing  **Critical Skills**	**Procedural Knowledge** Draw lines of different shapes and thicknesses. Draw with crayons and pencils. Describe and copy the shapes and patterns. Colour in neatly, following the lines very carefully. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	**Procedural Knowledge** Make a variety of lines of different sizes, thickness and shapes. Use pencils, oil pastels and charcoal in my drawings. Show patterns and textures by adding dots and lines. Show different tones using coloured pencils. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	**Procedural Knowledge** Use different grades of pencil at different angles to show different tones. Sketch lightly (so there is no need to use a rubber). Use hatching and cross hatching to show tone and texture. Use a number of sketches to base work on. Use a viewfinder to help sketching. To improve their mastery of art and design techniques, including drawing, with a range of materials.	**Procedural Knowledge** Use a variety of different shaped lines to indicate movement. Select the most suitable drawing materials. Use shading to add interesting effects to drawings including shadows and reflections, using different grades of pencil. To improve their mastery of art and design techniques, including drawing, with a range of materials.	**Procedural Knowledge** Select appropriate drawing materials. Know when different materials can be combined and use this to good effect. Choose appropriate techniques to convey the meaning. e.g. creating perspective Communicate movement in drawings. Drawings of still life include shadows and reflections. .	**Procedural Knowledge** Select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years). Combine different materials to create good effect. Refine art style using all of the techniques that have been developed.e.g. depict movement and perspective in drawings; .
Drawing **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand:	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand:	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand:	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand:	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand:	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand:
	line drawing, detail, pastels, drawings, line, bold, size, space	portrait, self-portrait, landscape, cityscape, building	portrait, light, dark, tone, shadow, line,	pattern, texture, form, shape, tone, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	line, mural, fresco, portrait, graffiti.

Painting  **Critical Skills**	**Procedural Knowledge** Use thick and thin brushes. Paint pictures from first-hand experience. Name and use the primary and secondary colours. Mix colours together to investigate what happens.	**Procedural Knowledge** Know how to mix primary colours to make secondary colours. • Create colour wheels. Add white to colours to make tints. Add black to colours to make tones. Experiment with adding different amounts of water to paint to make washes. Link colours to natural and manmade objects.	**Procedural Knowledge** Mix colours to make new colours and tints and tones. Use paint to produce washes for backgrounds and then add detail. Experiment in creating mood and feelings with colour. Use a number of brush techniques using thin and thick brushes, to produce shapes and lines.	**Procedural Knowledge** Create colours by mixing to represent images observed in the natural and man-made world. Experiment with different colours to create a mood. Use colour and shapes to reflect feelings and moods. Use a number of brush techniques using thin and thick brushes, to produce textures, patterns	**Procedural Knowledge** Use a range of painting techniques and develop style of their own. Sketch (lightly) before adding paint. Convey a purpose in paintings. Include texture gained through paint mix or brush technique. Combine colours and create tints, tones and shades to reflect the purpose of their work. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Begin to create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;	**Procedural Knowledge** Paintings include texture gained through paint mix or brush technique. Paintings convey realism or an impression of what has been observe. Use repertoire of painting skills to make choices to convey the meaning. Lines in paintings are sometimes stark and cold and at other times warm to reflect different features or intentions. • Develop a personal style of painting, drawing upon ideas from other artists. create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
Painting **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: , neutral colours, tints, shades, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, emotion, warm, blend, mix, line, tone, fresco	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, colour, .	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, absorb, impressionism, impressionists.

Printing  **Critical Skills**	**Procedural Knowledge** Use printing tools such as fruit, vegetables and sponges. Print a repeating pattern onto fabric or paper. Press, roll, rub and stamp to make prints.	**Procedural Knowledge** Make my own printing blocks eg: string patterns or plasticine shapes. Explore techniques such as repeating, overlapping, rotating and arranging shapes. Printing by pressing, rolling, rubbing and stamping. Mimic print from the environment (e.g. wallpapers).	**Procedural Knowledge** Use layers of one colour Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. use more than one colour to layer in a print;	**Procedural Knowledge** Make my own printing blocks and experiment with different materials. Make a two coloured print. • Replicate patterns observed in natural or built environments. a replicate patterns from observations; b make printing blocks; c make repeated patterns with precision;	**Procedural Knowledge** Build up layers of colours. Create an accurate pattern, showing fine detail. make printing blocks and tiles.They now reflect on their choice of colour for prints and develop their accuracy with patterns. develop techniques in mono, block and relief printing;	**Procedural Knowledge** Build up layers of colours to make prints of 2 or more colours. Explored printing from other cultures and time periods. Make precise repeating patterns by creating accurate printing blocks. Use a range of visual elements to reflect the purpose of the work.
Printing **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: relief printing, objects.	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, texture, colour, shape	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: block printing ink, polystyrene printing tiles, inking rollers.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering,
Textiles  **Critical Skills**	**Procedural Knowledge** Sort threads and fabrics (by colour and texture) Make simple weavings with fabrics or threads. Use glue to join fabrics I use running stitch to join fabrics	**Procedural Knowledge** Use running stitch to join fabrics. Know how to dip dye to produce fabric of contrasting colours.	**Procedural Knowledge** Use running stitch, cross-stitch. Know how to colour fabric to add pattern to fabric. Use textiles skills to create artwork that is matched to an idea or purpose.	**Procedural Knowledge** select appropriate materials, giving reasons; Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;	**Procedural Knowledge** Use running stitch, cross-stitch back-stitch and blanket stich. Use aware of textiles work from other cultures and times to build ideas.	**Procedural Knowledge** Children further develop their weaving, overlapping and layering techniques.They experiment with a range of fabrics including non-traditional fabrics. Experiment with a range of media by overlapping and

	Show pattern by weaving; decorate textiles with glue or stitching, to add colour and detail; Use plaiting.	use a dyeing technique to alter a textile's colour and pattern;	select appropriate materials, giving reasons;	Develop skills in stitching, cutting and joining; Quilt, pad and gather fabric.	Combine some of the techniques to create a textile.	layering in order to create texture, effect and colour; add decoration to create effect; Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
Textiles **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern
3-D and sculpture  **Critical Skills**	**Procedural Knowledge** Make shapes from rolled up paper, straws, paper and card. Make shapes from clay, dough, plasticine. Cut, roll and coil materials use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching;	**Procedural Knowledge** Make a carving I add lines and shapes to clay work. Add texture to work by adding materials and using tools use a variety of shapes, including lines and texture;	**Procedural Knowledge** Can make nets of shapes to create recognisable forms. Join these shapes together to create abstract forms. cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques;	**Procedural Knowledge** Explore paper techniques such as pop-up books and origami. Join these shapes together to create abstract forms. cut, make and combine shapes to create recognisable forms; Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.	**Procedural Knowledge** Use my clay techniques to apply to pottery studied in other cultures. Use carvings to a surface to create shapes, texture and pattern. Use a variety of tools and techniques for sculpting use tools and materials to carve, add shape, add texture and pattern; Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.	**Procedural Knowledge** Experiment with making life size models I use the technique of adding materials to create texture, feeling plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; Show life-like qualities and real-life proportions or, if

					.	more abstract, provoke different interpretations.
3-D and sculpture **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle,	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: edging, trimmings, shape, form, shadow, light, marionette puppet.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage  **Critical Skills**	**Procedural Knowledge** Explored and experimented with lots of collage materials Cut and tear paper, textiles and card for my collages To develop a wide range of art and design techniques in using texture, line, shape, form and space. use a combination of materials that have been cut, torn and glued; sort and arrange materials;	**Procedural Knowledge** Sort and arrange collage materials for a purpose Use paste, glue and other adhesives Mix paper and other materials with different textures Use shapes, textures and colours in my collages Create a simple pattern. use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange	**Procedural Knowledge** Cutting skills are precise Make repeated patterns Know the striking effect work in a limited colour palette can have Can use overlapping in my collage. Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation.	**Procedural Knowledge** Use mosaic and montage Use tessellation and other patterns in collage select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;	**Procedural Knowledge** Use cutting skills to produce repeated patterns Experiment with techniques that use contrasting textures, colours or patterns Collage combines both visual and tactile qualities. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.	**Procedural Knowledge** Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas • Use ceramic mosaic materials and techniques.
Collage **Critical Knowledge**	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	**Declarative Knowledge** use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	**Declarative Knowledge** Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Digital media  **Critical Skills**	**Procedural Knowledge** Explore ideas using digital sources Record visual information using digital cameras Use a simple graphics package to: Create lines, changing the size of brushes in response to ideas. Using eraser, shape and fill tools. Using simple filters to manipulate and create images.	**Procedural Knowledge** Record visual images using a digital camera. Manipulate the image, selecting part of the image, cropping, resizing and modifying.	**Procedural Knowledge** Present recorded visual images using software e.g. Photostory, PowerPoint • Create images, video and sound recordings and explain why they were created	**Procedural Knowledge** Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures Create images, video and sound recordings and explain why they were created	**Procedural Knowledge** Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images	**Procedural Knowledge** Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.) • Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of other artists  **Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. **Critical Knowledge**	**Declarative Knowledge** • Use some of the ideas of artists studied to create pieces. Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices	**Declarative Knowledge** • Use some of the ideas of artists studied to create pieces. Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices	**Declarative Knowledge** • Create original pieces that are influenced by studies of others. Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. To learn about great artists, architects and designers in history.	**Declarative Knowledge** • Create original pieces that are influenced by studies of others. Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. To learn about great artists, architects and designers in history.	**Declarative Knowledge** Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. To learn about great artists, architects and designers in history.	**Declarative Knowledge** Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. To learn about great artists, architects and designers in history.

	and disciplines, and making links to their own work. describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Jasper Johns, Andy Goldsworthy, Richard Long, Patrick Heron, John Constable,Vincent Van Gogh	and disciplines, and making links to their own work. describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Frieda Kahlo, Henry Rousseau,Wassily Kandinsky, Anthony Frost, Henri Matisse, Bridget Riley, Kurt Schwitters	Children can: use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Michael Angelo, Hokusai, Vincent Van Gogh, Sean Scully, Paul Klee,Victor Vasarely, Henri Matisse, Howard Hodgkin	Children can: use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Wassily Kandinsky,Vivianne Westwood, Paul Cezanne, John Brunsdon, Georgia O Keefe, Henri Matisse, Francis Bacon, Andy Warhol, Dale Devereux Barker, JMW Turner, Michael Brennand Wood	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand :L.S Lowry, Hundertwasser, Frank Auerbach, Chris Ofili, Fauvism, Dale Devereux, Jean Davywinter,Alberto Giacometti	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Cazanne, Henri Rousseau, Hans Holbein, Frida Kahlo, Patrick Heron, Patrick Caulfield, Cubism-Picasso, Braque, Chinwe Chukwuogo-Roy, Gustav Klimt, Norman Foster,Antonio Gaudi, Henry Moore