



Art Progression of Knowledge, Skills and Vocabulary

| EYFS | Characteristics of effective learning | | Early Learning Goals | | | |
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| | <p>Children show curiosity about objects, people and events. They question why things happen and explore reasons.</p> <p>Children engage in open-ended activities and show resilience in these activities.</p> <p>Children think of their own ideas during their play.</p> <p>Children are supported to find ways to solve problems. They test their ideas and are supported to improve their ideas.</p> | | <p>Communication & Language:</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Personal, Social, Emotional Development:</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Physical Development:</p> <ul style="list-style-type: none"> • 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. <p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; <p>Expressive Art and Design</p> <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; | | | |
| | <p align="center">Drawing</p> <p><u>Knowledge</u> Know that pencils and pens can make marks. Know that closing lines will make a shape. Know that different resources make different marks. Can identify key components of objects and represent these using shapes. Know that the pressure used can create a different effect.</p> <p><u>Skills</u> Can make marks to represent objects. Can close lines using some control to make shapes. Can hold drawing equipment with increasing control and a consistent tripod grip. Can experiment with different drawing materials, e.g. pencils, chalk, charcoal.</p> | <p align="center">Painting</p> <p><u>Knowledge</u> Know that paintbrushes, sticks, sponges etc can be used to make marks. Know that paint can be moved on a surface. Know which resources are right for the purpose. Know which colours they want to use in their artwork. Know that when paint colours are mixed they make different colours. Know that colours can be light, bright or dark.</p> <p><u>Skills</u> Can hold painting tools with increasing control and with the correct grip. Can create lines and shapes using paint and tools. Can use paint to express their imagination. Can explore colour mixing.</p> | <p align="center">Sculpture</p> <p><u>Knowledge</u> Know that materials can be joined together to create 'art'.</p> <p><u>Skills</u> Can choose materials to use when building and constructing. Can describe the textures of materials. Can use 'junk' to create models and can explain what the parts represent.</p> | <p align="center">Analysing and Evaluating</p> <p>Can talk about the colours used in theirs or another person's artwork.</p> <p>Can discuss the shapes in artwork and what they represent.</p> | | |



| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Analysing and Evaluating | <p>Can talk about the content or theme of artwork.</p> <p>Can talk about the colours in artwork.</p> <p>Can make links between artwork and their work.</p> <p>Can ask basic questions about artwork.</p> <p>Artist Focus: Lowry (Project Friday)</p> | <p>Can talk about the content or theme of artwork.</p> <p>Can talk about the colours in artwork.</p> <p>Can make links between artwork and their work.</p> <p>Can ask basic questions about artwork.</p> <p>Can talk about colour, line, tone and shape in artwork.</p> <p>Artist Focus: Beatrix Potter illustrations</p> | <p>Can identify or interpret the content or theme of artwork.</p> <p>Can identify colours, knowing what colour family they belong to.</p> <p>Can make links between artwork and their work.</p> <p>Can talk about colour, line, tone and shape in artwork.</p> | <p>Can identify or interpret the content or theme of artwork.</p> <p>Can identify colours, knowing what colour family they belong to and think why certain colours/ tones were used.</p> <p>Can make links between artwork and their work - using Art vocabulary.</p> <p>Can explore the culture surrounding artwork.</p> | <p>Can discuss the content, context and theme of artwork and compare to other artists.</p> <p>Can discuss the purpose of colour and its impact on mood.</p> <p>Can make links between artwork and their work - using Art vocabulary.</p> <p>Can generate plausible reasons for why/how artwork was created.</p> <p>Link to the cultural and social aspects surrounding artwork.</p> <p>Artist Focus_ Claude Monet</p> | <p>Can discuss the purpose of colour and its impact on mood.</p> <p>Can analyse the use of elements of art within artwork and thinks of plausible reasons for why the artist made those choices.</p> |
| Drawing | <p>Can hold a pencil close to the point for greater control.</p> <p>Can lightly sketch to record initial outline and idea.</p> <p>Can use pressure to explore tones (dark, mid, light).</p> <p>Can create lines and drawings using the influence of an artist.</p> | <p>Can hold a pencil with a loose grip, towards the end for sketching.</p> <p>Can develop a more 'loose' sketching style.</p> <p>Lines are clearly identified as observed objects.</p> <p>Can use an eraser to edit or sharpen lines.</p> <p>Begin to blend tones using an appropriate pressure.</p> <p>Can follow the lines of a shape when shading (directional shading).</p> | <p>Can create lines and shapes with increasing control and accuracy.</p> <p>Can apply tone showing a clear contrast between dark, light and mid.</p> <p>Can cross-hatch to show areas of dark and light, create darker areas by using lines that are closer together and layered.</p> <p>Can use a horizon line and vanishing point when creating perspective.</p> | <p>Can choose correct apparatus for purpose and outcome.</p> <p>Can draw objects that are correctly sized in comparison to others.</p> <p>Can show areas of shadow and light.</p> <p>Can use directional shading to capture 3D form.</p> <p>Can use the stippling technique.</p> | <p>Can create light and shadow in drawings using previously taught skills.</p> <p>Can create texture in drawings, e.g. stippling, use of eraser.</p> <p>Can consider 1-point and 2-point perspectives when creating a drawing.</p> <p>Can accurately scale drawings.</p> | <p>Can draw an object from different viewpoints.</p> <p>Can use directional shading to create form in a drawing.</p> <p>Can create light and shadow drawings using previously taught skills.</p> <p>Can refine shape and lines using controlled lines.</p> <p>Can accurately scale drawings.</p> |



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| Painting | <p>Can hold a paintbrush close to the tip for control and detail.</p> <p>Can hold a paintbrush further towards the end for 'loose' movements.</p> <p>Can mix to create different tones by mixing with white or black.</p> <p>Can create outer lines and add some detail.</p> | <p>Can create fluid brush strokes using finer control when needed.</p> <p>Can create different shades of colours.</p> <p>Can begin to follow the contour lines of a shape using directional brush strokes.</p> | <p>Can choose correct paintbrush for purpose.</p> <p>Can create lines and shapes with increasing accuracy and secure control.</p> <p>Can use directional brush strokes to begin to show form.</p> <p>Can show a clear contrast between dark, mid and light tones.</p> <p>Can consider composition with regards to placement of objects.</p> | <p>Can paint objects that are correctly sized in comparison to others, e.g. objects in the background appear smaller or if drawing a face the features are painted at accurate proportions.</p> <p>Can identify areas of shadow and light and blend tones to create gradients.</p> <p>Can use directional brush strokes to begin to show form.</p> <p>Can experiment with texture, e.g. paint layering, brush strokes, using sponge or palette knife.</p> <p>Can use different tools to create paintings, exploring the different effects they have.</p> <p>Can show a clear contrast between dark, mid and light tones.</p> | <p>Can think about where light and shadow should be on a painting, with knowledge of light source.</p> <p>Can use a range of techniques to create texture.</p> <p>Can scale objects in paintings.</p> <p>Can blend colours softly, trying their best to avoid clear definition between them.</p> | <p>Can paint an object from different viewpoints using knowledge of perspective.</p> <p>Can confidently use directional brush strokes to create form.</p> <p>Can clearly show areas of light and shadow in observational paintings.</p> <p>Can create texture using their preferred technique.</p> <p>Can scale objects in paintings.</p> <p>Can blend colours softly, trying their best to avoid clear definition between them.</p> |
| Sculpture | <p>Can experiment with constructing and joining recycled, natural and man-made materials.</p> <p>Can experiment with joining materials.</p> <p>Can manipulate malleable materials in a variety of ways, e.g. rolling, pinching, kneading.</p> <p>Can use tools and materials safely.</p> | <p>Can experiment with constructing and joining recycled, natural and man-made materials.</p> <p>Can make simple joins when constructing.</p> <p>Can manipulate malleable materials in a variety of ways, e.g. rolling, pinching, kneading.</p> <p>Can manipulate materials for a purpose.</p> <p>Can change the texture of a malleable material.</p> <p>Can use tools and materials safely.</p> | <p>Can shape, form, model and construct using malleable and rigid materials.</p> <p>Can join materials using different methods.</p> <p>Can join clay successfully using taught techniques.</p> <p>Can create patterns and texture in malleable materials.</p> | <p>Can shape, form, model and construct using malleable and rigid materials.</p> <p>Can join materials using different methods.</p> <p>Can use papier mache to create a simple 3D object.</p> | <p>Can produce intricate patterns and textures in malleable materials.</p> <p>Can develop skills with clay, e.g. coils, slip joining.</p> <p>Can shape, form, model and construct from observation or imagination.</p> | <p>Can shape, form, model and construct from observation or imagination.</p> <p>Can plan a sculpture through drawing.</p> <p>Can recognise the properties of different media and select materials based on their properties.</p> |



| Knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <p>Know that pencil grip can change how marks appear.</p> <p>Know that simple shapes combine to make an overall object/representation.</p> <p>Know that pencil lines can be lighter or darker depending on the pressure used.</p> | <p>Know that holding a pencil near the end creates a 'loose' sketching style and know that holding near the point is best for controlled detail.</p> <p>Know that refining lines improves the accuracy of their drawing.</p> <p>Know that an eraser can sharpen lines and lighten shaded areas.</p> <p>Know that tones can be blended together.</p> <p>Know that directional shading is moving the pencil back and forth using the shape's outer line.</p> <p>Know that a gradient is a gradual change.</p> | <p>Knows how using a pencil at a shallow angle creates a different effect.</p> <p>Know that 'H' pencils are hard and will produce light marks.</p> <p>Know that 'B' pencils are soft and create darker tones.</p> <p>Know that cross-hatching can create areas of light and dark.</p> <p>Know that a horizon line runs horizontally.</p> <p>Know that vanishing points are where lines meet.</p> | <p>Knows which pencils to use based on their properties.</p> <p>Know they can measure shapes using a scaling method using their thumb and pencil.</p> <p>Know what 1-point perspective is.</p> <p>Know that scale is a comparison of size between objects.</p> <p>Know the importance of continual observation when drawing from observation.</p> | <p>Know that objects can be affected by light sources.</p> <p>Know what 1-point and 2-point perspective is.</p> <p>Know which media would be suitable for their drawing and can explain their reasons.</p> <p>Know that scale is a comparison of size between objects.</p> | <p>Know that media for drawing can differ in purpose and can reflect a certain style or meaning.</p> <p>Know how applying lines can create a certain feeling or movement.</p> <p>Know how tone can affect the mood of art.</p> <p>Know that perspective can affect the appearance of an object.</p> |



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| Painting | <p>Know that paintbrush grip can change how marks are made.</p> <p>Know that simple shapes must be combined to make an object.</p> <p>Know that colours become lighter when we add white.</p> <p>Know that colours become darker when we add black.</p> <p>Know that red, blue and yellow are primary colours.</p> | <p>Know that paintbrushes differ in purpose, e.g. flat brush for straight edges.</p> <p>Know that paintbrush grip can change how marks are made.</p> <p>Know that directional strokes are created by moving the brush back and forth using contour lines.</p> <p>Know that red, blue and yellow are primary colours.</p> <p>Know that orange, green and purple are secondary colours.</p> <p>Know that a gradient is a gradual change from one element to another, e.g. light to dark.</p> | <p>Know that paintbrushes differ in purpose, e.g. flat brush for straight edges.</p> <p>Know that directional brushstrokes can influence a shape's 3D appearance.</p> <p>Know that paints have different properties and which is suitable to use, e.g. watercolours for softness, oil paint for thick, textured needs.</p> <p>Know primary and secondary colours and knows how to create secondary colours.</p> <p>Know that tone can create a contrast in a painting.</p> | <p>Know which paintbrushes they must use based on their properties.</p> <p>Know that directional brush strokes can be used to create form.</p> <p>Know that texture can be created using different techniques, e.g. stippling, brush strokes.</p> <p>Know that scale is a comparison of size between objects.</p> <p>Know that scale will change relative to distance and depth.</p> <p>Understand shade and tint, know how to make dark, mid and light variations of a colour.</p> | <p>Know which paintbrushes they must use based on their properties.</p> <p>Know that texture can be created before paint, e.g. sand, grout.</p> <p>Know what 1-point and 2-point perspective is.</p> <p>Know that scale is a comparison of size between objects.</p> <p>Understand shade and tint, know how to make dark, mid and light variations of a colour.</p> <p>Know how to create shadows and highlights, knowing the light sources that affect an object.</p> | <p>Know that texture can be created before paint, e.g. sand, grout.</p> <p>Know what 1-point and 2-point perspective is.</p> <p>Know that scale is a comparison of size between objects.</p> <p>Understand shade and tint, know how to make dark, mid and light variations of a colour.</p> <p>Know how to create shadows and highlights, knowing the light sources that affect an object.</p> <p>Know that tone can affect the mood of artwork.</p> |
| Sculpture | <p>Know that 'sculpture' is the name sometimes given to artwork which exists in 3D.</p> <p>Know that when we make sculpture by adding materials it is called construction.</p> | <p>Know that when we make sculpture by moulding with our fingers it is called modelling.</p> <p>Know that clay/salt-dough are soft materials that dry/set hard.</p> | <p>Know how to join clay using the 'score, slip, blend' technique.</p> <p>Know how to join rigid materials together.</p> | <p>Know what the 'papier mache' process is.</p> <p>Know joining methods for different materials.</p> | <p>Know how to join clay using the 'score, slip, blend' technique.</p> <p>Know how to create patterns and texture within clay, choosing appropriate tools.</p> | <p>Know how to join different materials together.</p> <p>Know which materials are best suited for the sculpture they are creating.</p> |
| Vocabulary | <p>shade, light, dark, primary colours, sculpture, drawing, painting, pencil, 3D</p> | <p>shade, light, dark, directional strokes, primary colours, secondary colours, gradient, sculpture, clay, modelling, moulding</p> | <p>angle, light, dark, cross-hatching, horizon, directional brushstrokes, texture, primary colours, secondary colours, tone, contrast, score, slip, blend</p> | <p>scaling, perspective, comparison, texture, stippling, brushstrokes, shade, tint</p> | <p>scaling, perspective, comparison, texture, stippling, brushstrokes, shade, tint, light source, media, mid, light, dark, score, slip, blend</p> | <p>media, line, tone, perspective, shade, tint, shadows, highlights, scaling, perspective, comparison, texture.</p> |