



ART KNOWLEDGE & SKILLS PROGRESSION

Year	N (3-4 YEARS)	R (RECEPTION AND ELG)	1	2	3	4	5	6
Generating ideas—skills of designing and developing ideas		<p>To work <u>purposefully</u> responding to colours, shapes, materials etc.</p> <p>To create simple representations of people and other things.</p>	<p>To recognise that ideas can be expressed in art work.</p> <p>To experiment with an open mind (e.g. they enthusiastically try out and use all materials that are presented to them)</p>	<p>To explore different activities and make choices about what to do next.</p> <p>To use drawing to record ideas and experiences.</p>	<p>To gather and review information, references and resources related to their ideas and intentions.</p> <p>To use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>To select and use relevant resources and references to develop their ideas.</p> <p>To use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p>	<p>To engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>To confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>To independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>To investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</p>
Making—skills of making art, craft and design		<p>To work spontaneously and enjoy the act of making/creating</p> <p>To sustain concentration and control when experimenting with tools and materials.</p>	<p>To explore a range of materials and processes and recognise that they have different qualities.</p> <p>To use materials <u>purposefully</u> to achieve particular characteristics or qualities</p>	<p>To deliberately choose to use particular techniques for a given purpose.</p> <p>To develop and exercise care and control over the range of materials they use (for instance, they do not accept the first mark but seek to refine and improve).</p>	<p>To develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</p> <p>To select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>To investigate the nature and qualities of different materials and processes.</p> <p>To apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).</p>	<p>To confidently investigate and exploit new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).</p> <p>To use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>To independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>To independently select and effectively use relevant processes in order to create successful and finished work.</p>
Evaluating—skills of judgement, reflection and evaluation		<p>To recognise and describe key features of their own and others' work.</p>	<p>To show interest in and describe what they think about the work of others.</p>	<p>To express clear preferences when looking at creative work and give some reasons for these (for instance, be able to say "I like that because...").</p>	<p>To reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p>	<p>To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>To regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p>



ART KNOWLEDGE & SKILLS PROGRESSION

Year	N (3-4 YEARS)	R (RECEPTION AND ELG)	1	2	3	4	5	6
Know and understand (K&U) - acquiring and applying skills and knowledge		To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. To explain what they are doing.	To recognise and describe some simple characteristics of different kinds of art, craft and design. To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	To understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To talk about the materials, techniques and processes they have used, using an appropriate vocabulary.	To describe the work of artists, craftspeople, architects and designers. To explain how to use some of the tools and techniques they have chosen to work with.	To learn about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects taking account of their particular cultural context and intentions. To know how to describe the processes they are using and how they hope to achieve high quality outcomes.	To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To know the technical vocabulary and techniques for modifying the qualities of different materials and processes.
Artists/Styles covered			Picasso - Self Portraits David McKee - Emmer illustration Aboriginal Art - Australia	Arcimboldo - Fruit faces Henri Roussau - Rainforest Art Tinga Tinga Art - Africa	Local Newbury Artist - Sketching Pharos Portraits - Ancient Egypt Prehistoric Painting	Jackson Pollock - Stand alone William Morris - Living things Stained Glass Window Study - Kehinde Wiley	Tudor Portraits Peter Thorpe - Abstract Space Camo and Colour - Rainforest Study	Mayan Masks Landscape Painting
Suggested skills and suggestions (Teaching suggestions)		Use colours for the correct purpose - Discuss correct purpose and model colouring. Draw shapes in an enclosed space - Model care and application Explore colour mixing - Model washing brushes to avoid un-purposeful mixing.	Drawing lines of different shape - Model drawing lines for purpose. Creating different tones and shade using a pencil - Model creating light and dark areas using varying pencil pressure. Using charcoal, chalk pastel, oil pastel - Allow for opportunities to explore and witness different media.	Create mood in their art - Model making purposeful choices to create mood e.g. bright colours for happiness. Create tone with different mediums e.g. charcoal, pastels, etc. - Model using mediums with varying pressures, densities, etc. Choose thick and thin resources appropriately - Model brush and other strokes with varying width appropriate for task.	Show facial expressions in their drawings - Model overserving slight differences e.g. frown lines and recreating in drawings. Use different grades of pencil to show different tones and texture - Model creating light and dark areas using varying pencil pressure.	Predict with accuracy the colours that they mix - Model mixing a range of colours and discuss the purpose of mixing. Know where each of the primary and secondary colours sits on the colour wheel - Display and discuss colour wheel. Create a background using a wash - Model using watercolour paints and thick brush strokes.	Create a range of moods in their Art - Model making considered choices to create mood e.g. dark colours, harsh lines, etc. Express their emotions accurately through their painting and sketches - Model making purposeful choices to convey emotions.	Identify and draw objects using marks and lines to produce texture - Model overserving and sketching using a range of skills. Use shading to create mood and feeling - Model using pencil techniques to create light and dark appropriately in pictures. Sketches communicate emotions with accuracy and imagination - Model observing and producing art with carefully considered choices.



ART KNOWLEDGE & SKILLS PROGRESSION

Year	N (3-4 YEARS)	R (RECEPTION AND ELG)	1	2	3	4	5	6
		<p>Use different size brushes and paint textures - <i>Model brush stroke techniques and taking care (e.g. not 'squashing' them onto the paper).</i></p> <p>Collage on a large and small scale - <i>Model overlapping small and large pieces of paper.</i></p> <p>Use materials for different textures - <i>Model use of materials.</i></p> <p>Use clay for a purpose - <i>Model shaping of clay and simple tools.</i></p> <p>Print onto paper using string and natural materials - <i>Explore printing with string and model different ways of doing so.</i></p> <p>To express simple opinions on art work - <i>Model vocabulary e.g. like, feel, etc. and encourage children to express own opinion.</i></p>	<p>Create patterns and textured in their drawings - <i>Model texture techniques e.g. crosshatching, shading, etc.</i></p> <p>Colour mixing of primary colours - <i>Model combing colours in different quantities to create different hues.</i></p> <p>Painting with sponges and other materials. - <i>Model painting and creating images using resources.</i></p> <p>Paint onto paper and textiles - <i>Model accurate and careful printing to create images.</i></p> <p>Create a clay model (adding detail to their work) - <i>Model shaping clay with accuracy using tools.</i></p> <p>Use tools and equipment to add texture - <i>Explore using tools with care and accuracy.</i></p> <p>Cut, roll and coil materials - <i>Model manipulating materials.</i></p> <p>Join materials in a variety of ways - <i>Model using sellotape, glue, pins, etc. to join. Encourage children to select more appropriate method.</i></p>	<p>Observe and copy something they can see - <i>Model sketching and drawing what they see (not what they think it looks like).</i></p> <p>Add tone to paint by adding white or darker colours - <i>Model adding different quantities of paint to create different tone.</i></p> <p>Mix colours (primary and tertiary) and predict the outcome - <i>Model combing colours in different quantities to create different hues.</i></p> <p>Cut and tear resources for their work - <i>Model careful cutting and tearing of different widths and shapes</i></p> <p>Explore material and give reasons for choices - <i>Allow choice over materials and model vocabulary of properties e.g. card because its stiff.</i></p> <p>Begin to demonstrate ideas in sketchbooks - <i>Model sketches and artwork on books with care over presentation.</i></p>	<p>Use line, tone, shape and colour to represent figures - <i>Model selecting and combining a range of skills to create a whole piece.</i></p> <p>Create reflections in their Art - <i>Observe and model reflected images in rivers, windows, etc.</i></p> <p>Add texture to a piece of 3D work - <i>Explore and experiment with material to create 3D texture e.g. hessian, string, etc.</i></p> <p>Experiment with and combine materials and processes to design and make 3D form - <i>Model creating 3D form with an end result in mind.</i></p> <p>Sculpt clay and other mouldable materials to make a sculpture - <i>Model shaping and manipulating mouldable materials.</i></p> <p>Use early textile and sewing skills - <i>Model safe use of sewing materials e.g. needle and materials. Model joining materials.</i></p> <p>Cut a range of materials accurately -</p>	<p>Use a range of brushes to create different effects - <i>Model different brush strokes, techniques and purposes.</i></p> <p>Use shading to create mood and feeling - <i>Model using pencil techniques to create light and dark appropriately in pictures.</i></p> <p>Create a printing block - <i>Model carving and shaping materials with a level finish for printing.</i></p> <p>Create a 2 colour print design - <i>Model overlapping colour for printing appropriately e.g. leaving gaps for second colour.</i></p> <p>Print onto different materials - <i>Explore and experiment with techniques for printing on a variety of materials.</i></p> <p>Add onto materials to create texture and shape - <i>Model joining materials and embellishments.</i></p> <p>Join fabric using stitching - <i>Model correct use of equipment and safely joining materials using a simple stitch.</i></p>	<p>Use a wide range of techniques in their work - <i>Model using taught techniques together to create Art.</i></p> <p>Print using a number of colours - <i>Model overlapping colour for printing appropriately e.g. leaving gaps for second colour.</i></p> <p>Print and over-print onto different materials - <i>Explore and experiment with techniques for printing on a variety of materials.</i></p> <p>Combine pattern, tone and shape in their Art - <i>Model appropriate combining of mediums to create Art.</i></p> <p>Keep notes in their sketch books as to how they might develop their work further - <i>Encourage children to comment and reflect on work.</i></p> <p>Create a piece of art work which includes the integration of digital images - <i>Explore appropriate programs to create or capture Art.</i></p>	<p>Use a wide range of techniques in their work - <i>Model using and applying taught art skills for a purpose.</i></p> <p>Explain why they have chosen specific painting/drawing techniques - <i>Model reasoning language and encourage children on to respond.</i></p> <p>Develop and explore their own style - <i>Encourage children to express preferred style, medium, etc. and encourage.</i></p> <p>Combine materials and processes to design and make 3D form - <i>Model joining materials and detailed embellishments</i></p> <p>Use textile and sewing skills as part of a project - <i>Model safe skills and processes to reach an end outcome.</i></p> <p>Create models on a range of scales - <i>Model different scale drawing, modelling, etc. and discuss appropriate methods e.g. different sized materials.</i></p> <p>Sketch books contain detailed notes, and quotes explaining about items - <i>Encourage children to comment and reflect on work in detail.</i></p>



ART KNOWLEDGE & SKILLS PROGRESSION

Year	N (3-4 YEARS)	R (RECEPTION AND ELG)	1	2	3	4	5	6
			<p>Describe their work or the work of others - <i>Model vocabulary for description and encourage children to select appropriate vocabulary.</i></p> <p>Ask sensible questions about a piece of art - <i>Invite children to ask thoughtful questions based on prompts.</i></p>	<p>Annotate and develop work in sketch books - <i>Model capturing ideas through reflections, bullet points, annotations, etc.</i></p> <p>Use ICT tools such as brush and pen - <i>Share correct practise and procedures on laptops/tables.</i></p> <p>Create work in response to an artist - <i>Expose children to artwork and invite responses both verbal and created.</i></p>	<p><i>Model safe cutting with fabric scissors to a desired size.</i></p> <p>Use collaging skills to create mosaic - <i>Model purposeful layering, overlapping and mosaic skills.</i></p> <p>Capture feelings and ideas in a sketchbook - <i>Model capturing ideas through reflections, bullet points, annotations, etc.</i></p> <p>Suggest improvement to work - <i>Reflect with the children on appropriate improvements. Develop peer and self-reflection.</i></p> <p>Explain why they have chosen specific materials or colour - <i>Model vocabulary and language of choice for purpose.</i></p> <p>Use ICT to capture images for art work - <i>Share correct practise and procedures on laptops/tables.</i></p> <p>Explore and compare work from different cultures, periods and artists - <i>Expose children to an appro-</i></p>	<p>Use sketch books to express their feelings about various subjects - <i>Model opinions and vocabulary and encourage children to record own ideas.</i></p> <p>Present work using ICT - <i>Explore appropriate programs to create or capture Art.</i></p> <p>Discuss in depth an artist style of work - <i>Encourage deep discussions where children offer opinions, links, choices and preferences.</i></p>	<p>Experiment with different styles which artists have used - <i>Expose children to a large range of artist and model techniques used e.g. pointillism, abstract, etc.</i></p>	<p>Adapt and refine their work to reflect its meaning, keeping notes and annotations in their sketch books - <i>Encourage children to reflect objectively about a piece of work and to record the process.</i></p> <p>Use software packages to create pieces of digital art to design - <i>Explore appropriate programs to create or capture Art.</i></p> <p>Say what their work is influenced by - <i>Encourage children to draw on knowledge of artists, period or styles which have influenced their Art.</i></p> <p>Include technical aspects in their work, e.g. architectural design.</p>