

Art Knowledge and Skills Progression Map



Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Questions	Cycle A Who am I? Where does water come from? Where do I live? Cycle B How will the story end? How fast does it go? What can I find at the beach?	What is the Arctic like? What was it like in Ravenshead in the past compared to now?	What can pirates discover about the world? How does Peru compare to England?	What is special about Scotland? How did the Ancient Greeks affect my life today?	How are people affected by weather and climate around the world? What was life like in pre-historic Britain?	Who were the romans? What has had the biggest impact on the landscape of our world?	Who was the Pharaoh of them all? How do biomes shape our world?
Knowledge							
Artists, craft makers, architects and designers:	Can respond imaginatively to art works and objects. <i>Van Gogh / Freda Kahlo – portraits</i>	Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. <i>Tribes – Inukshuks (designer)</i> <i>David Hockney (artist)</i>	Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. <i>Claude Monet (artist)</i> <i>Charles Barry (architect)</i>	Know about and describe the work of some artists, craftspeople, architects and designers. <i>Charles Rennie Mackintosh (architect and designer)</i> <i>The Greeks (designer)</i>	Know 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. <i>Georgia O’Keeffe (artist)</i> <i>Henry Moore (artist)</i>	Research and discuss the ideas and approaches of the various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. <i>Michelangelo (artist and architect)</i> <i>Alma Thomas (artist)</i>	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. <i>The Ancient Egyptians (designers)</i> <i>Rachel Ignotofsky (designer)</i>
Evaluate and analyse creative works using the language of art, craft and design:	Can respond imaginatively to art works and objects, e.g. “this music sounds like dinosaurs”, “that sculpture is squishy like this [child physically demonstrates]”, “that peg looks like a mouth”	Show interest in and describe what they think about the work of others. Look and discuss the similarities and differences between pieces of work by the same creator. Look and discuss the similarities and differences between their own work and that of the creator they are studying. Know the names of the tools, techniques and the formal elements (colour, shape, tone, etc.) that they use.	Express clear preferences when looking at creative work and give some reasons for these. Express clear similarities and differences, using appropriate vocabulary, for the pieces of work by the same creator. Express clear similarities and differences, using appropriate vocabulary, for their own work and that of the creator they are studying. Be able to talk about the materials, techniques and processes they have used using an appropriate vocabulary.	Take the time to reflect on what they like and dislike about their work to improve it, using annotations in sketchbooks. Explain how to use some of the tools and techniques they have chosen to work with.	Regularly reflect upon their own work, and use comparisons with their work and others (pupils and artists) to identify how to improve, using annotations in sketchbooks. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Regularly analyse and reflect on their progress, taking account of what they hoped to achieve, using annotations in sketchbooks. Describe the processes they are using and how they hope to achieve high quality outcomes.	Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions, and context behind the work, using annotations in sketchbooks. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes

Skills							
Drawing:	Develops their own ideas through experimentation with diverse materials. Creates representations of both imaginary and real-life ideas, events, people and objects. Expresses and communicates working theories, feelings and understandings using a range of art forms. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	Begin to explore the use of line, shape and colour. Create light/dark, thick/thin lines with the same pencil. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry material.	Experiment with the visual elements of line, shape, pattern and colour. Begin to create 3D effects using light and dark by shading in 3 tones. Draw from secondary sources. Experiment with a variety of dry materials.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Shade in 3 tones, including using cross hatch and side strokes. Create technical drawings for design purposes. Experiment with different grades of pencil and other implements.	Explore relationships between line and tone, pattern and shape, line and texture. Shade in 3 tones using cross hatching, side strokes and pointillism. Make informed choices in drawing, including paper and media. Use research to inspire drawings from memory and imagination.	Explore the properties of the visual elements, line, tone, pattern, texture, colour and shape. Shade in 5 tones using cross hatching, side stroke and pointillism. Demonstrate a wide variety of ways to make different marks with dry and wet media. Use a variety of source material for their work.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Shade in 5 tones using cross hatching, side stroke, pointillism, feathering and scumbling. Use a wide variety of ways to make different marks with dry and wet media.
Painting:	Develops their own ideas through experimentation with diverse materials. Creates representations of both imaginary and real-life ideas, events, people and objects. Expresses and communicates working theories, feelings and understandings using a range of art forms. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	Use a variety of tools and techniques, including different brush sizes. Explore mixing using primary and secondary colours, including shades.	Mix primary colours to make secondary colours. Explore mixing a range of secondary colours, shades and tones, and begin to predict the result. Use and name different types of paints.	Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade and hue. Plan and use different effects and textures with paint, according to what they need for the task.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	
Sculpture:	Develops their own ideas through experimentation with diverse materials. Creates representations of both imaginary and real-life ideas, events, people and objects. Expresses and communicates working theories, feelings and understandings using a range of art forms. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping in order to explore shape and form. Use and name tools to impress simple decoration. Experiment with, construct and join recycled, natural and man-made materials.	Manipulate clay for a variety of purposes, including thumb pots and models. Understand the safety and basic care of tools and materials to experiment with, construct and join recycled, natural and man-made materials confidently.	Manipulate clay for a variety of purposes, including simple coil pots. Construct a simple clay base for extending and modelling other shapes, joining clay adequately. Plan, design and make models.		Plan a sculpture through drawing and other preparatory work. Develop skills in using clay, including slabs, coils, slips, etc. Use and describe the different techniques involved in modelling, sculpture and construction accurately.	Plan and create sculpture and constructions with increasing independence. Develop skills in using soap to carve a 3D object. Use and describe the different techniques involved in modelling, sculpture and construction accurately, with more independence.