



## Progression of Knowledge and Skills

### KS1 - Skills and NC

	<b>National Curriculum Pupils should be taught:</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Generating Ideas</b>	To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
<b>Sketchbooks</b>		Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.

<p><b><i>Making Skills (including formal elements)</i></b></p>	<p>To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
<p><b><i>Knowledge of Artists</i></b></p>	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>
<p><b><i>Evaluating and analysing</i></b></p>		<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>

## KS2 - Skills and NC

	<b>National Curriculum Pupils should be taught:</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Generating Ideas</b>	To create sketch books to record their observations and use them to review and revisit ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>		Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

<p><b><i>Making Skills (including formal elements)</i></b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p><b><i>Knowledge of Artists</i></b></p>	<p>About great artists, architects and designers in history.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek</p>

<p><b><i>Evaluating and analysing</i></b></p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>About great artists, architects and designers in history.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
---	--	--	--	---	---

# Making Skills (including formal elements)

## Drawing - Knowledge and skills

	<b>Year 1 - Make your Mark</b>	<b>Year 2 - Tell a Story</b>	<b>Year 3 - Growing Artists</b>
<b>Methods, techniques, media and materials</b>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate marks and patterns when drawing.</li> <li>• Identify similarities and differences between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Different marks can be used to represent words and sounds.</li> <li>• A combination of materials can achieve the desired effect.</li> <li>• Charcoal is made from burning wood.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use different materials and marks to replicate texture.</li> <li>• Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>• Use marks and lines to show expression on faces.</li> <li>• Make a concertina book.</li> <li>• Use drawing to tell a story.</li> <li>• Use charcoal to avoid snapping and to achieve different types of lines.</li> <li>• Use drawing pens.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• A continuous line drawing is a drawing with one unbroken line.</li> <li>• Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Hold and use drawing tools in different ways to create different lines and marks.</li> <li>• Create marks by responding to different stimulus such as music.</li> <li>• Overlap shapes to create new ones.</li> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing. Complete a continuous line drawing.</li> </ul>
	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> <li>• Develop observational skills to look closely and reflect surface texture.</li> </ul>	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>

	<b>Year 4 - Light, Dark and Tones</b>	<b>Year 5 - I need Space</b>	<b>Year 6 - Make my Voice Heard</b>
<b>Methods, techniques, media and materials</b>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use pencils of different grades to shade and add tone.</li> <li>• Hold a pencil with varying pressure to create different marks.</li> <li>• Use observation and sketch objects quickly.</li> <li>• Draw objects in proportion to each other.</li> <li>• Use charcoal and a rubber to draw tone.</li> <li>• Use scissors and paper as a method to 'draw'.</li> <li>• Make choices about arranging cut elements to create a composition.</li> <li>• Create a wax resist background.</li> <li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>• Choose a section of a drawing to recreate as a print.</li> <li>• Create a monoprint.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Different materials make different prints</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Analyse an image that considers impact, audience and purpose.</li> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Make a collagraph plate.</li> <li>• Make a collagraph print.</li> <li>• Develop drawn ideas for a print.</li> <li>• Combine techniques to create a final composition.</li> <li>• Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>• Gestural and expressive ways to make marks.</li> <li>• Effects different materials make.</li> <li>• The effects created when drawing into different surfaces</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use symbolism as a way to create imagery.</li> <li>• Combine imagery into unique compositions.</li> <li>• Achieve the tonal technique called chiaroscuro.</li> <li>• Make handmade tools to draw with.</li> <li>• Use charcoal to create chiaroscuro effects.</li> </ul>
	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, eg photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece.</li> </ul>

# Painting and Mixed Media

	<b>Year 1 - Colour Splash</b>	<b>Year 2 - Life in Colour</b>	<b>Year 4 - Light and Dark</b>	<b>Year 5 - Portraits</b>
<b>Methods, techniques, media and materials</b>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Combine primary coloured materials to make secondary colours.</li> <li>Mix secondary colours in paint.</li> <li>Choose suitable sized paint brushes.</li> <li>Clean a paintbrush to change colours.</li> <li>Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>Overlap paint to mix new colours.</li> <li>Use blowing to create a paint effect.</li> <li>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Mix a variety of shades of a secondary colour.</li> <li>Make choices about amounts of paint to use when mixing a particular colour.</li> <li>Match colours seen around them.</li> <li>Create texture using different painting tools.</li> <li>Make textured paper to use in a collage.</li> <li>Choose and shape collage materials eg cutting, tearing.</li> <li>Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>Add painted detail to a collage to enhance/improve it.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Mix a tint and a shade by adding black or white.</li> <li>Use tints and shades of a colour to create a 3D effect when painting.</li> <li>Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>Choose suitable painting tools.</li> <li>Arrange objects to create a still life composition.</li> <li>Plan a painting by drawing first.</li> <li>Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>Develop a drawing into a painting.</li> <li>Create a drawing using text as lines and tone.</li> <li>Experiment with materials and create different backgrounds to draw onto.</li> <li>Use a photograph as a starting point for a mixed-media artwork.</li> <li>Take an interesting portrait photograph, exploring different angles.</li> <li>Adapt an image to create a new one.</li> <li>Combine materials to create an effect.</li> <li>Choose colours to represent an idea or atmosphere.</li> <li>Develop a final composition from sketchbook ideas.</li> </ul>
	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li><i>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</i></li> <li><i>Make choices about which materials to use to create an effect.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li><i>Further demonstrate increased control with a greater range of media.</i></li> <li><i>Make choices about which materials and techniques to use to create an effect.</i></li> <li><i>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</i></li> <li><i>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li><i>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</i></li> <li><i>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li><i>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</i></li> <li><i>Combine a wider range of media, eg photography and digital art effects.</i></li> <li><i>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</i></li> </ul>

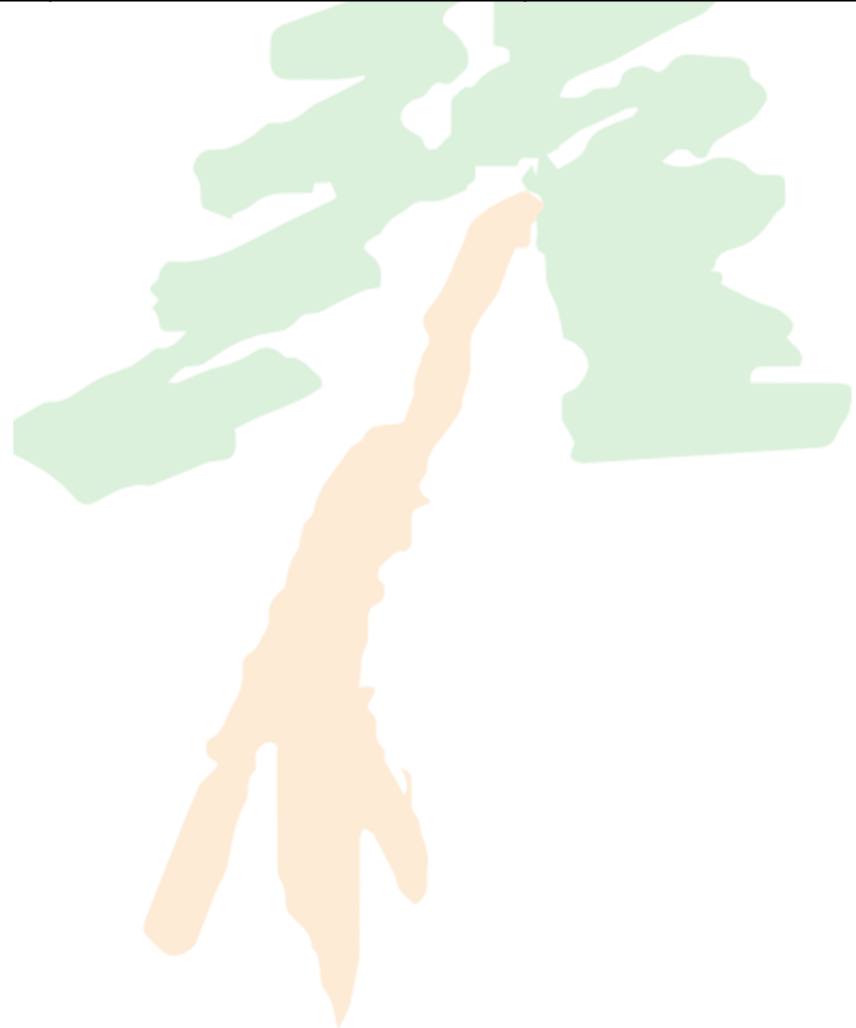
# Sculpture and 3D

	<b>Year 1 - 3D Paper Play</b>	<b>Y2 - Map it out</b>	<b>Year 4 - Mega Materials</b>	<b>Year 6 - Inspirational Sculptures</b>
<b>Methods, techniques, media and materials</b>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use their arm to draw 3D objects on a large scale.</li> <li>• Sculpt soap from a drawn design.</li> <li>• Smooth the surface of soap using water when carving.</li> <li>• Join wire to make shapes by twisting and looping pieces together.</li> <li>• Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>• Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>• Try out different ways to display a 3D piece and choose the most effective.</li> </ul>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Translate a 2D image into a 3D form.</li> <li>• Manipulate straws to create 3D forms.</li> <li>• Make an underlying structure using straws.</li> <li>• Make visual notes to generate ideas for a final piece</li> <li>• Translate ideas into sculptural forms.</li> </ul>
	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</i></li> <li>• <i>Explore and analyse a wider variety of ways to join and fix materials in place.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Further demonstrate increased control with a greater range of media.</i></li> <li>• <i>Make choices about which materials and techniques to use to create an effect.</i></li> <li>• <i>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</i></li> <li>• <i>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Use growing knowledge of different materials, combining media for effect.</i></li> <li>• <i>Use more complex techniques to shape and join materials, such as carving and modelling wire.</i></li> <li>• <i>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</i></li> <li>• <i>Combine materials and techniques appropriately to fit with ideas.</i></li> <li>• <i>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</i></li> </ul>

# Craft and Design

	<b>Year 2 - Map it out</b>	<b>Year 3 - Fabric of Nature</b>	<b>Year 5 - Ancient Egyptian Scrolls</b>	<b>Year 6 - Photo Opportunity</b>
<b>Methods, techniques, media and materials</b>	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing tile evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• A mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>• Batik is a traditional fabric decoration technique that uses hot wax.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Select imagery and use as inspiration for a design project.</li> <li>• To know how to make a mood board.</li> <li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>• Draw small sections of one image to docs on colours and texture.</li> <li>• Develop observational drawings into shapes and pattern for design.</li> <li>• Transfer a design using a tracing method.</li> <li>• Make a repeating pattern tile using cut and torn paper shapes.</li> <li>• Use glue as an alternative batik technique to create patterns on fabric.</li> <li>• Use materials, like glue, in different ways depending on the desired effect.</li> <li>• Paint on fabric.</li> <li>• Wash fabric to remove glue to finish a decorative fabric piece.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Layering materials in opposite directions make the handmade paper stronger.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• Construct a new paper material using paper, water and glue</li> <li>• Use symbols to reflect both literal and figurative ideas.</li> <li>• Produce and select an effective final design.</li> <li>• Make a scroll.</li> <li>• Make a zine.</li> <li>• Use a zine to present information.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Different materials can be used in different ways to produce photorealistic artwork.</li> <li>• Macro photography is showing a subject as larger than it is in real life.</li> </ul> <p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Create a photomontage.</li> <li>• Create artwork for a design brief.</li> <li>• Use a camera or tablet for photography.</li> <li>• Identify the parts of a camera.</li> <li>• Take a macro photo, choosing an interesting composition.</li> <li>• Manipulate a photograph using photo editing tools.</li> <li>• Use drama and props to recreate imagery.</li> <li>• Take a portrait photograph.</li> <li>• Use a grid method to copy a photograph into a drawing.</li> </ul>

	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul>	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</li> </ul>	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul>	<p>So that they can:</p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> </ul>
--	--	---	--	--



## Formal Elements

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Colour</b>	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast.</p>	<p>Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
<b>Form</b>	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>

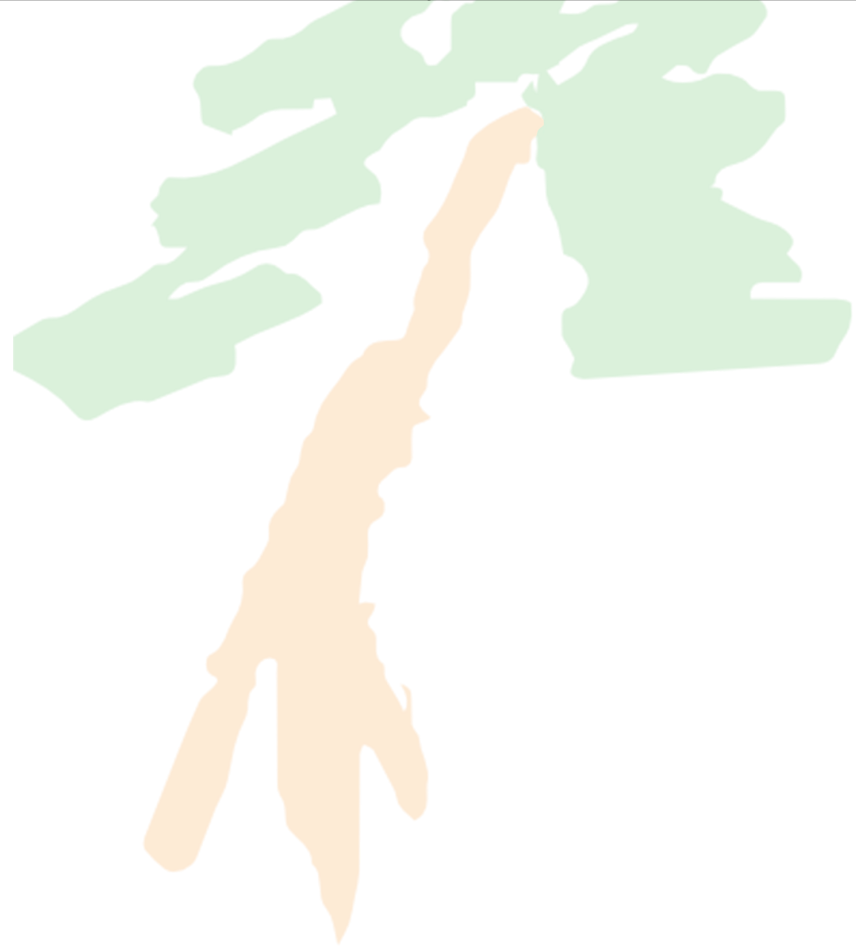
<b>Shape</b>	The names of simple shapes in art.	A range of 2D shapes and confidently draw these.  Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image.  Shapes can be organic (natural) and irregular.  Patterns can be made using shapes.	Negative shapes show the space around and between objects.  Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	N/A (in the combined progression of skills)	How an understanding of shape and space can support creating effective composition.
<b>Line</b>	Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines.  Lines can represent movement in drawings.	N/A (in the combined progression of skills)	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	N/A (in the combined progression of skills)	How line is used beyond drawing and can be applied to other art forms.
<b>Pattern</b>	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).  Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect.  The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

<p><b>Texture</b></p>	<p>Simple terms to describe what something feels like (eg. bumpy).</p>	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects. Different drawing tools make different marks.</p>	<p>Collage materials can be chosen to represent real-life textures.</p> <p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	<p>N/A (in the combined progression of skills)</p>
<p><b>Tone</b></p>	<p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').</p>	<p>That 'tone' in art means 'light and dark'.</p> <p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

# Knowledge of Artists

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Meanings</b>	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Pupils know that: <ul style="list-style-type: none"> <li>• Some artists are influenced by things happening around them.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Some artists create art to make people aware of good and bad things happening in the world around them.</li> </ul>
<b>Interpretations</b>	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Pupils know that: <ul style="list-style-type: none"> <li>• Sometimes artists concentrate on how they are making something rather than what they make.</li> <li>• Artists living in different places at different times can be inspired by similar ideas or stories.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Art can be figurative or abstract.</li> </ul>
<b>Materials and processes</b>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists use modelling materials like clay to recreate things from real life.</li> <li>• Artists choose colours to draw or paint with.</li> <li>• Artists draw many different things and use different tools to draw with.</li> <li>• Sometimes artists are inspired by the seasons.</li> <li>• Some art doesn't last long- it is temporary.</li> <li>• Sometimes artists cut and stick photos to make new images.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists choose materials that suit what they want to make.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists try out different combinations of collage materials to create the effect they want.</li> <li>• Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul>

	<p>So that they can:</p> <ul style="list-style-type: none"><li>• <i>Enjoy looking at and talking about art.</i></li><li>• <i>Recognise that artists create varying types of art and use lots of different types of materials.</i></li><li>• <i>Recognise that artists can be inspired by many things.</i></li></ul>	<p>So that they can:</p> <ul style="list-style-type: none"><li>• <i>Understand how artists choose materials based on their properties in order to achieve certain effects.</i></li></ul>	<p>So that they can:</p> <ul style="list-style-type: none"><li>• <i>Talk about art they have seen using some appropriate subject vocabulary.</i></li><li>• <i>Create work from a brief, understanding that artists are sometimes commissioned to create art.</i></li><li>• <i>Create and critique both figurative and abstract art, recognising some of the techniques used.</i></li><li>• <i>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</i></li></ul>
--	---	--	--



	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Meanings</b>	Pupils know that: <ul style="list-style-type: none"> <li>• Art from the past can give us clues about what it was like to live at that time.</li> </ul>	N/A	Pupils know that: <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>• Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>• How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists can use symbols in their artwork to convey meaning.</li> <li>• Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> </ul>
<b>Interpretations</b>	Pupils know that: <ul style="list-style-type: none"> <li>• The meanings we take from art made in the past are influenced by our own ideas.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and improve people's everyday lives.</li> <li>• How and where art is displayed has an effect on how people interpret it.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists use self-portraits to represent important things about themselves.</li> <li>• Artists create works that make us question our beliefs.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>• Art can be a form of protest.</li> <li>• Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>• Art sometimes creates difficult feelings when we look at it.</li> </ul>

<p><b>Materials and processes</b></p>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Artists have different materials available to them depending on when they live in history.</li> <li>• Artists can make their own tools.</li> <li>• Artists experiment with different tools and materials to create texture.</li> <li>• Artists can work in more than one medium.</li> <li>• Artist make decisions about how their work will be displayed.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> <li>• Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>• Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>• Artists use drawing to plan ideas for work in different media.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Artists can choose their medium to create a particular effect on the viewer.</li> <li>• Artists can combine materials; for example digital imagery with paint or print.</li> <li>• Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> <li>• Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>• Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>• Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> <li>• Artforms are always evolving as materials and techniques change over time.</li> </ul>
	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</i></li> <li>• <i>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Use subject vocabulary confidently to describe and compare creative works.</i></li> <li>• <i>Understand how artists use art to convey messages through the choices they make.</i></li> <li>• <i>Work as a professional designer does, by collating ideas to generate a theme.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i></li> <li>• <i>Discuss how artists create work with the intent to create an impact on the viewer.</i></li> <li>• <i>Consider what choices can be made in their own work to impact their viewer.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i></li> <li>• <i>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</i></li> <li>• <i>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries</i></li> </ul>

## Evaluating and analysing

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<i>What is art?</i>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</li> </ul>	<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• Art is made in different ways.</li> <li>• Art is made by all different kinds of people.</li> <li>• An artist is someone who creates.</li> </ul>	
<i>Why do people make art?</i>			<p>Pupils know that:</p> <ul style="list-style-type: none"> <li>• People use art to tell stories.</li> <li>• People make art about things that are important to them.</li> <li>• People make art to share their feelings.</li> <li>• People make art to explore an idea in different ways.</li> <li>• People make art for fun.</li> <li>• People make art to decorate a space.</li> <li>• People make art to help others understand something.</li> </ul>
<i>How do people talk about art?</i>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Talk about their artwork, stating what they feel they did well.</i></li> <li>• <i>Say if they like an artwork or not and begin to form opinions by explaining why.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe and compare features of their own and others' artwork.</i></li> <li>• <i>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it.</i></li> <li>• <i>Begin to talk about how they could improve their own work.</i></li> <li>• <i>Talk about how art is made.</i></li> </ul>

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><i>What is art?</i></b>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists make art in more than one way.</li> <li>• There are no rules about what art must be.</li> <li>• Art can be purely decorative or it can have a purpose.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art.</li> <li>• Artworks can fit more than one genre.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Sometimes people disagree about whether something can be called 'art'.</li> <li>• Art doesn't always last for a long time; it can be temporary.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences.</li> <li>• Art can be a digital art form, like photography.</li> </ul>
<b><i>Why do people make art?</i></b>	Pupils know that: <ul style="list-style-type: none"> <li>• People use art to tell stories and communicate.</li> <li>• People can make art to express their views or beliefs.</li> <li>• People make art for fun, and to make the world a nicer place to be.</li> <li>• People use art to help explain or teach things.</li> <li>• People make art to explore big ideas, like death or nature.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Art can be created to make money; being an artist is a job for some people.</li> <li>• Art, craft and design affects the lives of people who see or use something that has been created.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• People make art to express emotion.</li> <li>• People make art to encourage others to question their ideas or beliefs.</li> <li>• People make art to portray ideas about identity.</li> <li>• People make art to fit in with popular ideas or fashions.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>• Sometime people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul>
<b><i>How do people talk about art?</i></b>	Pupils know that: <ul style="list-style-type: none"> <li>• People can have their own opinions about art, and sometimes disagree.</li> <li>• One artwork can have several meanings.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>• Artists may hide messages or meaning in their work.</li> <li>• Artists evaluate what they make and talking about art is one way to do this.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.</li> <li>• Some artists become well-known or famous and people tend to talk more about their work because it is familiar.</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>• Comparing artworks can help people understand them better.</li> </ul>	Pupils know that: <ul style="list-style-type: none"> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Everyone has a unique way of experiencing art.</li> </ul>

	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</i></li> <li>• <i>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</i></li> <li>• <i>Begin to carry out a problem-solving process and make changes to improve their work.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Use more complex vocabulary when discussing their own and others' art.</i></li> <li>• <i>Discuss art considering how it can affect the lives of the viewers or users of the piece.</i></li> <li>• <i>Evaluate their work more regularly and independently during the planning and making process</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</i></li> <li>• <i>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</i></li> <li>• <i>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></li> </ul>	<p><i>So that they can:</i></p> <ul style="list-style-type: none"> <li>• <i>Give reasoned evaluations of their own and others' work which takes account of context and intention.</i></li> <li>• <i>Discuss how art is sometimes used to communicate social, political, or environmental views.</i></li> <li>• <i>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</i></li> <li>• <i>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></li> </ul>
--	--	---	--	--

