



Northwood Park Primary School

Art Knowledge and Skills Progression

<u>Early Years Foundation Stage</u>	<u>Birth to 3 years (babies, toddlers and young children)</u>	<u>3 – 4 years</u>	<u>4 – 5 years</u>
<u>Expressive Art and Design</u>	•Explore different materials, using all their senses to investigate them. •Manipulate and play with different materials. •Use their imagination as they consider what they can do with different materials. •Make simple models which express their ideas.	•Explore different materials freely, in order to develop their ideas about how to use them and what to make. •Develop their own ideas and then decide which materials to use to express them. •Join different materials and explore different textures. •Create closed shapes with continuous lines and begin to use these shapes to represent objects. •Draw with increasing complexity and detail, such as representing a face with a circle and including details. •Use drawing to represent ideas like movement or loud noises. •Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. •Explore colour and colour mixing.	•Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Return to and build on their previous learning, refining ideas and developing their ability to represent them. •Create collaboratively sharing ideas, resources and skills.



Strand	By the end of Y1	By end of Y2	By end of Y3	BY end of Y4	By end of Y5	By end of Y6
Exploring and Developing Ideas	To experiment with an open mind. To explore their own ideas. To record their exploration. Ask and answer questions about starting points. Investigate different kinds of art, craft and design. Record and explore ideas from first hand observation, experience and imagination. Work on their own, and collaboratively with others, on projects in 2	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work. Respond positively to ideas and starting point. Explore ideas and collect information. Investigate different kinds of art, craft and design, including digital media. Creating digital Art.	Adapt and refine ideas. Question and make thoughtful observations about starting points and select ideas to use in their work. Annotate work in sketchbook. Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Gather and review information, references and	Question and make thoughtful observations about starting points and selecting appropriate ideas to use in their work. Use sketchbook and drawings purposefully to improve understanding, inform ideas and plan for an outcome. Respond positively to suggestions. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use research to inspire drawings from	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Pan colours and collect source material for future works. Create imaginative work from a variety of sources. Start to develop my own style, using tonal contrast, and mixed media. Work in a sustained and independent way from observation, experience and imagination.	Use sketchbooks to collect and record visual information from a variety of different sources as well as planning and collecting source materials to develop their future art pieces. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes across drawing, painting and sculpture. Sketches communicate emotions and a sense of self within accuracy and imagination. Annotate work in sketchbook – explaining why certain techniques/colours/objects may be used.



	dimensions and work in different scales.	Create their own picture and edit their own work using ICT. Deliberately choosing to use certain techniques for a given purpose	resources related to their ideas and intentions. Record planning and shaping of ideas. Begin to select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	memory and imagination. Collect images and information independently in a sketchbook. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Investigate the nature and quality of different materials and processes systematically. Plan and develop design.		Work from a variety of sources, including those researched independently. Have an awareness of the potential of the uses of material. Review and revisit ideas in their sketchbooks. Develop ideas using different or mixed media, using a sketchbook. Use different techniques, colours and textures when designing pieces of work. Experiment with a variety of techniques exploiting ideas from sketchbook
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Evaluating and Developing work	Showing an interest in and describing what they think about the work of others.	Review what they and others have done and say what they think and feel about it.	Reflect upon their work inspired by a famous notable artist and the development of their art skills.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Identify what they might change in their current work or develop in their future work.	Identify what they might change in their current work or develop in their future work and explain why.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further, including techniques and materials.	Begin to think critically about their art and design work.	Adapt their work according to the views of themselves and others and describe how they might develop it further using appropriate language.
	Recognising simple characteristics of Art, Craft and Design techniques.	Express an opinion on the work produced.	Express an opinion on the work of famous, notable artists and refer to techniques and effect.	Talk about their work understanding that it has been sculpted, modelled or constructed.	Use digital technology as sources for developing ideas.	Offer feedback using technical vocabulary.
	Review what they have done.	Look at and talk about own work and the techniques they had used.	Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of techniques.	Reflect upon their own work and use comparisons of others to identify how to improve.	Regularly analyse and reflect on their progress taking into account what they hoped to achieve.	Think critically about their art and design work.
	To know the names of the tools, techniques and the formal elements that they have used.	Describe differences and similarities and make links to their own work.	Compare ideas, methods and approaches in their	Explain how their work is similar and different.	Confidently investigate and exploit the potential of new and unfamiliar materials when developing work.	To be expressive and analytical to adapt, extend and justify their work.
		When looking at creative work,		Explain their reasons behind their choices		Explain and establish their own style.



	Look at and talk about their own work and begin to talk about techniques they had used.	express clear preferences and give some reasons for these. Discuss own work and others work, expressing thoughts and feeling. Be able to talk about the materials, techniques and processes they have used using appropriate vocabulary.	own and others' work and say what they think and feel about them. Take time to reflect upon what they like and dislike about their work in order to improve it. Refine work as they go to ensure precision.	Refine and alter ideas and explain choices using an art vocabulary. Regularly reflect upon their work and use the work of others as comparisons to identify how to improve.	Talk to a peer or teacher about the artwork made and share what was enjoyed during the process, and what they like about the end result. Discuss problems which came up and how they were solved. Think about what they might try next time.	Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Solve problems as they occur. To be expressive and analytical to adapt, extend and justify their work. Create work which is open to interpretation by the audience.
Work of Artists.	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Look at the work of other artists and experiment with their approaches. Use inspiration from famous, notable artists to	Use inspiration from famous artists to replicate a piece of work. Explore work from different cultures and time periods.	Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures, comparing techniques.	Recognise the art of key artists and begin to place them in key movements or historical events. Use research and knowledge on	Explore the impact of the artist's work on society at the time. Can use features of researched artists in their own work.



	Link their own product to well-known Artists. Look at and talk about own work and that of other artists and the techniques they had used.	create their own work and compare. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Describe differences and similarities and make links to their own work.	Reflect upon their work inspired by historical paintings. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Discuss works of sculptors. Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist, architect or designer and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques, materials, media and effect Start to look at working in the style of a selected artist. Can discuss and describe well known artists work. Explain art from other periods of history.	different artist styles to experiment in their own work. Use observational skills to replicate artists work. Give observations about notable artists', artisans' and designers' work. Identify artists who have worked in a similar way to their own work. Offer facts about notable artists', artisans' and designers' lives. Use research and knowledge on different artist styles to experiment in their own work	Look at the work of other artists to generate ideas. Give detailed observations about notable artists', artisans' and designers' work. Confidently offer facts about notable artists', artisans' and designers' lives. Use key vocabulary to demonstrate knowledge and understanding in this strand. Can use features of researched artists in their own work with confidence.
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					Learn about the work of others by looking at books, the internet and galleries.	Provide a reasoned evaluation both of their own and of professionals work which takes into account of the starting points, intentions and contexts behind the work. How to describe, interpret and explain the work, ideas and different practices of some significant artists, craftspeople, designers and architects taking account of the influence of different historical, cultural, and social contexts in which they have worked.
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Drawing	Use a variety of tools, including pencils, crayons and rubbers.	Experiment with the visual elements; line, shape, pattern and colour.	Experiment with showing line, tone and texture with different hardness of pencils.	Draw demonstrating an understanding of line, tone, scale, texture and depth.	Work in a sustained and independent way to create a detailed drawing.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
	Begin to explore the use of line, shape and colour.	Draw lines of varying thickness.	Show an awareness of space when drawing.	Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.	Develop a key element of their work: line, tone, pattern, texture.	Use different techniques for different purposes i.e. shading, hatching within their own work.
	Use a variety of tools, including pastels and charcoal.	Using key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, line, bold, size and space.	Plan, refine and alter their drawings as necessary.	Have opportunities to develop further drawings featuring the third dimension and perspective.	Use different techniques for different purposes i.e. shading, hatching within their own work.	Understand which techniques work well in their work and why.
	Try out a range of materials and process.	Using different materials to draw.	Use shading to show light and shadow effects.	Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way from observation, experience and imagination.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
	Create images from imagination, experience or observation.	Use dots and lines to demonstrate pattern and texture.	Use different materials to draw, e.g. pastels, chalk, felt tips.	Develop drawings featuring the third dimension and perspective.	Begin to develop an awareness of composition, scale and proportion in their paintings.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
	Build a repeating pattern.	Use different materials to draw, for example pastels, chalk, felt tips.	Draw for a sustained period of time at their own level.	Explore relationships between line and tone, pattern and shape, line and		
	Begin to control the types of marks		Use different media to achieve variations in line, texture, tone, colour, shape and pattern.			



	made with the range of media.	Creating shadow and reflections.	Use shading to create tone. Use different pressures to create hard and soft lines. Developing intricate marks with a variety of media. Begin to show an awareness of objects having a third dimension and perspective.	texture. Use shading to show light and shadow effects. With pen/charcoal/crayons, make a variety of lines free-flowing, sweeping, broken, faint & hard. Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Use mirrors, viewfinders, magnifying glasses or other to aid observation. Make informed choices in drawing including paper and media.	represent figures and forms in movement. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Build up layers and colours/textures. Develop further simple perspective in using a single focal point and horizon. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Use hard and soft lines to show the detail in the distance and foreground.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Explain why they combined different tools to create their drawing. Explain why they have chosen specific drawing techniques. Develop their own style using tonal contrast and mixed media. Depict movement and perspective in drawings Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing.
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Painting	Mix secondary colours and shades. Mix and match colours to artefacts and objects. Using different types of paint. Explore lightening and darkening paint without the use of black or white. Use a variety of tools and techniques including the use of different brush sizes and types.	Mix primary colours to make secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools. Using key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, warm colours and cool colours. Mix a range of secondary colours, shades and tones. Name different types of paint and their properties.	Experiment with different effects and textures including blocking in colour, washes and thickened paint. Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Use varied brush techniques to create shapes, textures, patterns and lines. Select an appropriate brush type, size and style depending on the task. Create different textures and effects with paint.	Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Begin to choose appropriate media to work with. Make and match colours with increasing accuracy. Create different textures and effects with paint. Show increasing independence and creativity with the painting process. Confidently control the types of marks made and experiment with different effects and textures.	Confidently control the types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effect. Create mood and feelings in paintings. Mix colour, shades and tones with confidence building on previous knowledge. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Use a range of paint (acrylic, oil paints, and watercolours) to create visually interesting pieces.	Purposely control the types of marks made. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours
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		Add white and black to alter tints and shades. Darken colours without using black. Mix tints, shades (adding black and white) and use secondary colours to create an effect. Mix and match colours using artefacts and objects Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	Work confidently on a range of scales. Use light and dark within painting and begin to explore complimentary colour. Create different textures and effects with paint. Demonstrate increasing control with the types of marks made. Can mix colours with accuracy.	Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Start to develop a painting from a drawing.	Use layers of paint to add detail to background colours. Create a colour palette, demonstrating mixing techniques. Express their own emotions through their painting Create mixed media work – work back into paintings Create mood and feelings in their paintings. Create different skin tones (shadows/light/reflections).	Develop an awareness of composition, scale and proportion in their paintings. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Can add texture into paint by adding PVA, sawdust, sand etc. Use brushes in different ways with thickened paint. Understanding which colours work well in their work and why.
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Sculpture	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Develop and use a texture for effect. Explore shape and form. Experiment with, construct and join recycled, natural and man-made materials.	Experiment with, construct and join recycled, natural and man-made materials. Work on projects in 3 dimensions and on different scales. Understand the safety and basic care of materials and tools. Construct and join recycled, natural and man-made materials with confidence. Use a variety of natural, recycled and manufactured materials for sculpting, e.g. plastic, straw, cardboard and card.	Add materials to the sculpture to create detail. Develop skills in cutting and joining. Cut, make and combine shapes to create recognisable forms. Join clay adequately and work reasonably independently. Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Construct a simple clay base for extending and modelling other shapes.	Use recycled, natural and man-made materials to create sculptures. Use language appropriate to skill and technique. Plan, design, make and adapt models. Select colours and materials to create effect, giving reasons for their choices. Develop skills further in cutting and joining. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Discuss own work and work of other sculptors.	Plan a sculpture through drawing and other preparatory work. Describe the different qualities involved in modelling, sculpture and construction. Combine materials and process to design and make 3D art. Use recycled, natural and man-made materials to create sculpture. Use materials other than clay to create a 3D sculpture. Work in 3 dimensions and on different scales. Develop understanding of different ways of	Create sculpture and constructions with increasing independence. Work in a safe, organised way, caring for equipment. Independently select and effectively use relevant processes in order to create successful work. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Investigate and explore a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect.



		Use a variety of techniques, e.g. rolling, cutting and pinching. Manipulate clay for a purpose. Use a variety of shapes, including lines and texture.	Add materials to the sculpture to create detail. Add onto their work to create texture.	Show an understanding of shape, space and form. Plan and design models. Produce maquettes confidently when necessary. Model over an armature: newspaper frame.	finishing work: glaze, <u>paint</u>, polish Show experience in combining pinch, slabbing and coiling to produce end pieces. Experiments and combine materials and process to design and make 3D art. Confidently carve a simple form.	Create models on a range of scales. Develop skills in using clay, including slabs, slips and carving. Create sculpture and constructions with increasing independence. Confidently include visual and tactile elements to their work. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
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						Use tools and materials to carve, add shape, add texture and pattern.
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Textiles	Decorate textiles with glue, to add colour and detail. Begin to cut, glue and trim material. Use a wide variety of media. Use a variety of techniques (sewing, cutting, joining, and weaving).	Show pattern by weaving. Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Use a variety of techniques, including weaving. Develop and exercise some care and control over the range of materials that are used. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail.	Develop skills in cutting and joining. Cut, make and combine shapes to create recognisable forms. Select colours and materials to create effect, giving reasons for their choices. Add materials to create detail Using a wider combination of materials that have been cut, torn and glued. Layer different materials to create effect.	Develop skills in stitching, cutting and joining. Become confident in applying colour with dyes. Apply decoration using needle and thread. Develop skills in stitching, cutting and joining. Select appropriate materials, giving reasons for their choices. Use a variety of materials. Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, and decoration.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Demonstrate experience in combining techniques to produce an end piece. Use weaving with confidence. Use a variety of tools and select the most appropriate.	Continue to develop an increase confidence with cutting and joining skills. Solve problems with textiles as they occur. Design and plan a fabric piece. Recognise different forms of textiles and express opinions on them. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Develop a range of stitches. Decorate a fabric piece previously planned and designed.
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		Start to explore simple stitches.				Use a number of different stitches creatively to produce different patterns and textures.
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Printing	Using paint as a form of printing.	Begin to add line and shape to their printing work.	Use more than one colour to layer in a print.	Explore environmental and manmade patterns.	Print using a number of colours.	Design and create printing blocks/tiles.
	To use materials purposefully to achieve particular qualities.	Carve a drawing into a foam tile.	Replicate patterns from observations.	Select colours to create effect, giving reasons for their choices.	Continue to gain experience in overlaying colours.	Develop techniques in mono, block and relief printing.
	Use a variety of materials, e.g. sponges or fruit/vegetables.	Design patterns of increasing complexity.	Make printing blocks.	Use resist printing including marbling.	Build up layers and colours/textures.	Describe techniques and processes.
	Demonstrate a range of techniques, e.g. pressing and stamping.	Print using a variety of materials and techniques.	Make repeated patterns with precision.	Create repeating patterns.	Choose inks and overlay colours.	Create and arrange accurate patterns.
	Create different textures.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.	Refine work as they go to ensure precision.	Research, create and refine a print using a variety of techniques.	Explain a few techniques, including the use of relief and mono printing.	Demonstrate experience in a range of printmaking techniques.
	Build a repeating pattern and recognise pattern in the environment.	Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.	Talk about the processes used to produce a simple print.	Select broadly the kinds of material to print with in order to get the effect they want.	Show experience in a mono print technique.	Be familiar with layering prints.
	Make rubbings.		To explore pattern and shape, creating designs for printing.	Create repeating patterns.	Use tools in a safe way.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
				Increase awareness of relief printing.	Organise their work in terms of pattern, repetition, symmetry or random printing styles.	
				Expand experience in 3 colour printing.		



					Paint onto different materials. Mix colour, shades and tones with confidence building on previous knowledge.	Independently select and effectively use relevant processes in order to create successful and finished work.
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Collage	How to use a wide variety of media and tools, including photocopied material, fabric, plastic, tissue, magazine and crepe paper. Try out a range of materials and processes and recognise that they have different properties. Create different textures. Build a repeating pattern.	Experiment with the visual elements; pattern and colour. Create textured collages from a variety of media. Use a combination of materials that have been cut, torn and glued. Sort and arrange materials for a particular purpose. Layer different media. Experiment with tools and techniques such as mixing media.	Experiment with a range of media e.g. overlapping and layering. Select colours and materials to create effect, giving reasons for their choices. Using ICT to capture Images. Practise a variety of techniques, e.g. tessellation, mosaic and montage. Experiment with a range of media. Begin to overlap materials to experiment with different final looks.	Learn a variety of techniques, e.g. overlapping, or montage. Creating different surface patterns and textures. Refine work as they go to ensure precision. Work collaboratively with others, on projects in 2 dimensions and on different scales. Show an understanding of shape, space and form. Test different materials for collage and evaluate their quality.	Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Extend their work within a specified technique. Add collage to a painted or printed background. Use language appropriate to skill and technique. Choose materials appropriate for their collage.	Justify the materials they have chosen. Combine pattern tone and shape into their collage. Use different techniques, colours and textures when making pieces of work. Add collage to a painted or printed background for a purpose. Create and arrange accurate patterns. Use a range of mixed media, chosen appropriately. Use software to create pieces of digital art.
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