

# Farsley Westroyd: Art and Design

Progression of Skills & Knowledge



Kapow  
Primary™

# How is the Art and design scheme of work organised?

## Farsley Westroyd: Art and Design Long Term Plan (25-26)

Kapow  
Primary



	Autumn	Spring	Summer	Stand-alone lessons
EYFS	Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Art and Design. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey. For an in depth look at how our Early Years Curriculum is broken down and builds onto our Primary Curriculum, click <a href="#">here</a> .			
YEAR 1	Drawing: Exploring line and shape	Painting and mixed media: Colour splash	Sculpture and 3D: Paper play	Craft: Woven wonders (Lesson 1, 2 and/or 3)
YEAR 2	Sculpture and 3D: Clay houses	Painting and mixed media: Life in colour	Craft and design: Map it out	Drawing: Understanding tone and texture (Lesson 2, 4 and /or 5)
YEAR 3	Drawing: Developing drawing skills	Sculpture and 3D: Abstract shape and space	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Prehistoric painting (Lesson 1, 3 and /or 4)
YEAR 4	Drawing: Exploring tone, texture and proportion	Painting and mixed media: Light and dark	Craft and design: Fabric of nature	Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)
YEAR 5	Sculpture and 3D: Interactive installation	Painting and mixed media: Portrait	Drawing: Depth, emotion and movement	Craft and design: Architecture (Lesson 3, 4 and/or 5)
YEAR 6	Craft and design: Photo opportunity	Drawing: Expressing ideas	Sculpture and 3D: Making memories	Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)

## Progression of Skills & knowledge

### Generating ideas

EYFS

Skills

- Talk about their ideas and explore different ways to record them using a range of media.

Year 1

Skills

- Explore their own ideas using a range of media.

*National curriculum - end of KS1*

*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.*

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

*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.*

## *Progression of Skills & knowledge*

### *Generating ideas*

*Year 2*

*Skills*

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.*

*Year 3*

*Skills*

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.*

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## *Progression of Skills & knowledge*

### *Generating ideas*

*Year 4*

*Skills*

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.*

*Year 5*

*Skills*

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.*

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## *Progression of Skills & knowledge*

### *Generating ideas*

*Year 6*

#### *Skills*

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.*

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## Progression of Skills & knowledge

### Using sketchbooks

EYFS

Skills

- Experiment in an exploratory way

Year 1

Skills

- Use sketchbooks to explore ideas.

*National curriculum - end of KS1*

*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.*

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

*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.*

## Progression of Skills & knowledge

### Using sketchbooks

Year 2

#### Skills

- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

Year 3

#### Skills

- 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.

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## Progression of Skills & knowledge

### Using sketchbooks

Year 4

Skills

- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

Year 5

Skills

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## *Progression of Skills & knowledge*

### *Using sketchbooks*

*Year 6*

#### *Skills*

- *Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.*

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

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## Progression of Skills & knowledge

### Making skills

EYFS

#### Skills

- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
- Cut, thread, join and manipulate materials safely, focussing on process over outcome.
- Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

Year 1

#### Skills

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Explore and analyse a wider variety of ways to join and fix materials in place.
- Develop observational skills to look closely and reflect surface texture.

#### Knowledge Colour

- That the primary colours are red, yellow and blue.
- Primary colours can be mixed to make secondary colours.: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple

#### Form

- Paper can change from 2D to 3D by folding, rolling and scrunching it.
- That three dimensional art is called sculpture.

#### Shape

- A range of common shapes so they can identify and use them in their artwork.
- Paper can be shaped by cutting and folding it.

#### Line

- Using different tools or using the same tool in different ways can create different types of lines.

#### Pattern

- That a pattern is a design in which shapes, colours or lines are repeated.
- Lines can create patterns like zig zags and wavy lines.

#### Texture

- Different tools, and how they are used, create different types of marks.

#### *Tone*

- *That there are many different shades (or 'hues') of the same colour.*
- *Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.*
- *Changing pressure when drawing can create light and dark tones.*

#### *Space*

- *They can arrange parts of a familiar subject so their artwork looks recognisable.*

#### *Drawing*

- *Know that a continuous line drawing is a drawing with one unbroken line.*
- *Know properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.*
- *Hold and use drawing tools in different ways to create different lines and marks.*
- *Create marks by responding to different stimulus such as music.*
- *Overlap shapes to create new ones.*
- *Use mark making to replicate texture.*
- *Look carefully to make an observational drawing.*
- *Complete a continuous line drawing.*

#### *Painting and mixed-media*

- *Combine primary coloured materials to make secondary colours.*
- *Mix secondary colours in paint.*
- *Choose suitable sized paint brushes.*
- *Clean a paintbrush to change colours.*
- *Print with objects, applying a suitable layer of paint to the printing surface.*
- *Overlap paint to mix new colours.*
- *Use blowing to create a paint effect.*
- *Make a paint colour darker or lighter (creating shades) in different ways eg adding water, adding a lighter colour.*

#### *Sculpture and 3D*

- *Roll and fold paper.*
- *Cut shapes from paper and card.*
- *Cut and glue paper to make 3D structures.*
- *Decide the best way to glue something.*

- Create a variety of shapes in paper eg spiral, zig-zag.
- Make larger structures using newspaper rolls.

*National curriculum - end of KS1*

*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.*

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*

*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.*

## Progression of Skills & knowledge

### Making skills

Year 2

#### Skills

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- 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.

#### Knowledge Colour

- Different amounts of paint and water can be used to mix hues of secondary colours
- Colours can be mixed to 'match' real life objects or to create things from your imagination.

#### Form

- Pieces of clay can be joined using the 'scratch and slip' technique.
- A clay surface can be decorated by pressing into it or by joining pieces on.

#### Shape

- Collage materials can be shaped to represent shapes in an image.
- Shapes can be organic (natural) and irregular.
- Patterns can be made using shapes.
- Objects can be recreated by identifying and combining basic shapes.

#### Line

- Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.

#### Pattern

- Patterns can be used to create texture.

#### Texture

- That texture means 'what something feels like'.
- Different marks can be used to represent the textures of objects.
- Collage materials can be chosen to represent real-life textures.
- Collage materials can be overlapped and overlaid to add texture.
- Painting tools can create varied textures in paint.

#### Tone

- Different amounts of paint and water can be used to mix hues of secondary colours

#### Space

- 'Composition' means how things are arranged on the page.
- Thinking about the relative size of different parts helps their artwork look balanced and recognisable.

#### Drawing

- Know that different marks can be used to represent words and sounds.
- Use a combination of materials to achieve the desired effect.
- Know that charcoal is made from burning wood.
- Use different materials and marks to replicate texture.
- Manipulate materials and surfaces to create textures, eg scratching with tools or blending with fingers.
- Use marks and lines to show expression on faces.
- Make a concertina book.
- Use drawing to tell a story.
- Use charcoal to avoid snapping and to achieve different types of lines.
- Use drawing pens.

#### Painting and mixed-media

- Mix a variety of shades of a secondary colour.
- Make choices about amounts of paint to use when mixing a particular colour.
- Match colours seen around them.
- Create texture using different painting tools.
- Make textured paper to use in a collage.
- Choose and shape collage materials eg cutting, tearing.
- Compose a collage, arranging and overlapping pieces for contrast and effect.
- Add painted detail to a collage to enhance/improve it.

#### Sculpture and 3D

- Smooth and flatten clay.
- Roll clay into a cylinder or ball.
- Make different surface marks in clay.
- Make a clay pinch pot.
- Mix clay slip using clay and water.
- Join two clay pieces using slip.

- Make a relief clay sculpture.
- Use hands in different ways as a tool to manipulate clay.
- Use clay tools to score clay.

### Year 3

#### Skills

- Confidently use a range of materials and tools, selecting and using these appropriately with more independence.
- Use hands and tools confidently to cut, shape and join materials for a purpose.
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

#### Knowledge Colour

- Using light and dark colours next to each other creates contrast.

#### Form

- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

- Organic forms can be abstract.

#### Shape

- Negative shapes show the space around and between objects.
- Artists can focus on shapes when making abstract art.

#### Line

- Combining more complex lines and marks can represent texture, tones and patterns.

#### Pattern

- Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

#### Texture

- Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
- That 'tone' in art means 'light and dark'.
- Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- Shading creates different tones in artwork by changing the applied pressure.
- Shading helps make drawn objects look realistic by giving them form (dimension).

#### Space

- Careful observation helps them decide how to place objects and shapes to create a clear composition.

#### Drawing

- Use shapes identified within in objects as a method to draw.
- Create tone by shading.

- Achieve even tones when shading.
- Make texture rubbings
- Create art from textured paper.
- Hold and use a pencil to shade.
- Tear and shape paper.
- Use paper shapes to create a drawing.
- Use drawing tools to take a rubbing.
- Make careful observations to accurately draw an object.
- Create abstract compositions to draw more expressively.

#### *Painting and mixed-media*

- Use simple shapes to scale up a drawing to make it bigger.
- Make a cave wall surface.
- Paint on a rough surface.
- Make a negative and positive image.
- Create a textured background using charcoal and chalk.
- Use natural objects to make tools to paint with.
- Make natural paints using natural materials.
- Create different textures using different parts of a brush.
- Use colour mixing to make natural colours.

#### *Sculpture and 3D*

- Join 2D shapes to make a 3D form.
- Join larger pieces of materials, exploring what gives 3D shapes stability.
- Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.
- Identify and draw negative spaces.
- Plan a sculpture by drawing.
- Choose materials to scale up an idea.
- Create different joins in card eg. slot, tabs, wrapping.
- Add surface detail to a sculpture using colour or texture.
- Display sculpture.

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## Making skills

Year 4

### Skills

- Use growing knowledge of different materials, combining media for effect.
- Use more complex techniques to shape and join materials, such as carving and modelling wire.
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

### Knowledge Colour

- Adding black to a colour creates a shade.
- Adding white to a colour creates a tint.

### Form

- Using lighter and darker tones of a colour help to create 3D effects and show the form of an object.

### Shape

- How to use basic shapes to form more complex shapes and patterns.

### Line

- Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.

### Pattern

- Patterns can be irregular, and change in ways you wouldn't expect.

### Texture

- Complex marks can represent the textures and qualities of different surfaces.

### Tone

- Using lighter and darker tones of a colour can create a 3D effect and show the form of an object.
- Tone can create contrast between light and dark, adding shadows and highlights to an artwork.

### Space

- Objects can appear in the foreground or background and size can be used to show distance.

### Drawing

- Use pencils of different grades to shade and add tone.
- Hold a pencil with varying pressure to create different marks.
- Use observation and sketch objects quickly.
- Draw objects in proportion to each other.
- Use charcoal and a rubber to draw tone.

- Use scissors and paper as a method to 'draw'.
- Make choices about arranging cut elements to create a composition.
- Create a wax resist background.
- Use different tools to scratch into a painted surface to add contrast and pattern.
- Choose a section of a drawing to recreate as a print.

*Painting and mixed-media*

- Mix a tint and a shade by adding black or white.
- Use tints and shades of a colour to create a 3D effect when painting.
- Apply paint using different techniques eg. stippling, dabbing, washing.
- Choose suitable painting tools.
- Arrange objects to create a still life composition.
- Plan a painting by drawing first.
- Organise painting equipment independently, making choices about tools and materials.

*Sculpture and 3D*

- Know 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.
- Use their arm to draw 3D objects on a large scale.
- Sculpt soap from a drawn design.
- Smooth the surface of soap using water when carving.
- Join wire to make shapes by twisting and looping pieces together.
- Create a neat line in wire by cutting and twisting the end onto the main piece.
- Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.
- Try out different ways to display a 3D piece and choose the most effective.

Year 5

*Skills*

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, eg photography and digital art effects.

*Knowledge Colour*

- Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.

*Form*

- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

- The size and scale of three-dimensional artwork changes the effect of the piece.

#### Shape

- Shapes can be used to place the key elements in a composition and help to create compositions with depth.

#### Line

- Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
- Lines and marks can be expressive and show movement or emotion.

#### Pattern

- 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.

#### Texture

- Different marks can be used to suggest real-world textures and movement.

#### Tone

- Tone can help show the foreground and background in an artwork.
- 'Blending' means transitioning between tones smoothly.

#### Space

- Creating a foreground, middleground and background creates depth, making artwork look like it has space and distance.
- An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

#### Drawing

- Know what print effects different materials make.
- Analyse an image that considers impact, audience and purpose.
- Draw the same image in different ways with different materials and techniques.
- Make a collagraph plate.
- Make a collagraph print.
- Develop drawn ideas for a print.
- Combine techniques to create a final composition.
- Decide what materials and tools to use based on experience and knowledge.

#### Painting and mixed-media

- Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- Try out ideas on a small scale to assess their effect.
- Use everyday objects to form a sculpture.
- Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- Try out ideas for making a sculpture interactive.
- Plan an installation proposal, making choices about light, sound and display.

*National curriculum - end of KS2*

*To create sketch books to record their observations and use them to review and revisit ideas.*

*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.*

*About great artists, architects and designers in history.*

## Progression of Skills & knowledge

### Making skills

Year 6	
<p><b>Skills</b></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, including working collaboratively on a larger scale and incorporating the formal elements of art.</li></ul>	<p><b>Knowledge Colour</b></p> <ul style="list-style-type: none"><li>• Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li></ul> <p><b>Form</b></p> <ul style="list-style-type: none"><li>• The surface textures created by different materials can help suggest form in two-dimensional art work.</li></ul> <p><b>Shape</b></p> <ul style="list-style-type: none"><li>• Elements such as perspective, depth and abstraction can change how shapes appear in a composition.</li></ul> <p><b>Line</b></p> <ul style="list-style-type: none"><li>• How line is used beyond drawing and can be applied to other art forms.</li></ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p><b>Tone</b></p> <ul style="list-style-type: none"><li>• Variations in tone can enhance composition and create spatial illusion.</li></ul> <p><b>Space</b></p> <ul style="list-style-type: none"><li>• Scaling is a technique for enlarging or reducing an image while keeping the proportions the same.</li><li>• Using a vanishing point on a horizon can create a sense of distance in their artwork.</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• Know gestural and expressive ways to make marks.</li><li>• Know effects different materials make.</li><li>• Know the effects created when drawing into different surfaces.</li><li>• Use symbolism as a way to create imagery.</li></ul>

- Combine imagery into unique compositions.
- Achieve the tonal technique called *chiaroscuro*.
- Make handmade tools to draw with.
- Use charcoal to create *chiaroscuro* effects.

#### *Painting and mixed-media*

- Use sketchbooks to research and present information.
- Develop ideas into a plan for a final piece.
- Make a personal response to the artwork of another artist.
- Use different methods to analyse artwork such as drama, discussion and questioning.

#### *Sculpture and 3D*

- Translate a 2D image into a 3D form.
- Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
- Manipulate cardboard to create different textures.
- Make a cardboard relief sculpture.
- Make visual notes to generate ideas for a final piece.
- Translate ideas into sculptural forms.

*National curriculum - end of KS2*

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## Progression of Skills & knowledge

### Knowledge of artists

EYFS

#### Skills

- Enjoy looking at and talking about art.
- Recognise that artists create varying types of art and use lots of different types of materials.
- Recognise that artists can be inspired by many things.

Year 1

#### Skills

- Understand how artists choose materials based on their properties in order to achieve certain effects.

#### Knowledge

- Know that some artists are influenced by things happening around them.
- Know artists living in different places at different times can be inspired by similar ideas or stories.
- Know artists choose materials that suit what they want to make.

National curriculum - end of KS1

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.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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.

## Progression of Skills & knowledge

### Knowledge of artists

Year 2	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>• Know art can be figurative or abstract.</li> <li>• Know illustrators use drawn lines to show how characters feel.</li> <li>• Know artists try out different combinations of collage materials to create the effect they want.</li> <li>• Know artists can use the same material (felt) to make 2D or 3D artworks.</li> </ul>
Year 3	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</li> <li>• Consider how to display art work, understanding how artists consider their viewer and the impact on them.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know art from the past can give us clues about what it was like to live at that time.</li> <li>• Know artists have different materials available to them depending on when they live in history</li> <li>• Know artists can make their own tools.</li> <li>• Know artists experiment with different tools and materials to create texture.</li> <li>• Know artists can work in more than one medium.</li> <li>• Know artists make decisions about how their work will be displayed.</li> </ul>

National curriculum - end of KS2

To create sketch books to record their observations and use them to review and revisit ideas.

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.

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## Progression of Skills & knowledge

### Knowledge of artists

Year 4	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> <li>• Work as a professional designer does, by collating ideas to generate a theme.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know art can communicate powerful statements about right and wrong.</li> <li>• Know how and where art is displayed has an effect on how people interpret it.</li> <li>• Know artists can choose particular materials to communicate a message.</li> <li>• Know artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> </ul>
Year 5	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>• Know artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>• Know how an artwork is interpreted will depend on the life experiences of the person looking at it.</li> <li>• Know artists use self-portraits to represent important things about themselves.</li> <li>• Know artists create works that make us question our beliefs.</li> <li>• Know artists can choose their medium to create a particular effect on the viewer.</li> <li>• Know artists can combine materials; for example digital imagery with paint or print.</li> </ul>

*To create sketch books to record their observations and use them to review and revisit ideas.*

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## Progression of Skills & knowledge

### Knowledge of artists

Year 6

#### Skills

- 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.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

#### Knowledge

- Know artists can use symbols in their artwork to convey meaning.
- Know that sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
- Know that artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.
- Know art can be a form of protest.
- Know that 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.
- Know art sometimes creates difficult feelings when we look at it.
- Know that artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.
- Know artists can use materials to respond to a feeling or idea in an abstract way.
- Know artists take risks to try out ideas; this can lead to new techniques being developed.
- Know artists can make work by collecting and combining ready-made objects to create 'assemblage'.
- Know artforms are always evolving as materials and techniques change over time.

National curriculum - end of KS2

To create sketch books to record their observations and use them to review and revisit ideas.

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.

About great artists, architects and designers in history.

## Progression of Skills & knowledge

### Evaluating and analysing

EYFS	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>	<p><b>Knowledge</b></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>
Year 1	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know art is made in different ways.</li> <li>• Know art is made by all different kinds of people.</li> <li>• Know that an artist is someone who creates.</li> </ul>
<p>National curriculum - end of KS1</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</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>	

## Progression of Skills & knowledge

### Evaluating and analysing

Year 2	
<b>Skills</b> <ul style="list-style-type: none"><li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li><li>• Begin to talk about how they could improve their own work.</li><li>• Talk about how art is made.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Know people use art to tell stories.</li><li>• Know people make art about things that are important to them.</li><li>• Know people make art to share their feelings</li><li>• Know people make art to explore an idea in different ways.</li><li>• Know people make art for fun.</li><li>• Know people make art to help others understand something.</li></ul>
Year 3	
<b>Skills</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</li><li>• Begin to carry out a problem-solving process and make changes to improve their work.</li></ul>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Know that artists make art in more than one way.</li><li>• Know that there are no rules about what art must be.</li><li>• Know art can be purely decorative or it can have a purpose.</li><li>• Know people use art to tell stories and communicate.</li><li>• Know people make art for fun, and to make the world a nicer place to be.</li><li>• Know people use art to help explain or teach things.</li><li>• Know people make art to explore big ideas, like death or nature.</li><li>• Know people can have their own opinions about art, and sometimes disagree.</li><li>• Know one artwork can have several meanings.</li></ul>

National curriculum - end of KS2

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## Progression of Skills & knowledge

### Evaluating and analysing

Year 4	
<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Use more complex vocabulary when discussing their own and others' art.</li><li>• Discuss art considering how it can affect the lives of the viewers or users of the piece.</li><li>• Evaluate their work more regularly and independently during the planning and making process.</li></ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know artists make choices about what, how and where they create art.</li><li>• Know art can be all different sizes.</li><li>• Know art can be displayed inside or outside.</li><li>• Know art is interpreted differently depending on how it is displayed.</li><li>• Know artworks can fit more than one genre.</li><li>• Know artists make work to explore right and wrong and to communicate their own beliefs.</li><li>• Know art is influenced by the time and place it was made, and this affects how people interpret it.</li><li>• Know artists may hide messages or meaning in their work.</li><li>• Know artists evaluate what they make and talking about art is one way to do this.</li></ul>
Year 5	
<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li><li>• Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</li><li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li></ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know sometimes people disagree about whether something can be called 'art'.</li><li>• Know art doesn't always last for a long time; it can be temporary.</li><li>• Know people make art to express emotion.</li><li>• Know people make art to encourage others to question their ideas or beliefs.</li><li>• Know people make art to portray ideas about identity.</li><li>• Know people make art to fit in with popular ideas or fashions.</li></ul>

- Know 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.
- Know some artists become well-known or famous and people tend to talk more about their work because it is familiar.
- Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Know that comparing artworks can help people understand them better.

*National curriculum - end of KS2*

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## Progression of Skills & knowledge

### Evaluating and analysing

Year 6

#### Skills

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Discuss how art is sometimes used to communicate social, political, or environmental views.
- 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.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

#### Knowledge

- Know art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.
- Know art can represent abstract concepts, like memories and experiences.
- Know that sometimes people make art to express their views and opinions, which can be political or topical.
- Know that sometimes people make art to create reactions.
- Know that people use art as a means to reflect on their unique characteristics.
- Know that people can have varying ideas about the value of art.
- Know that art can be analysed and interpreted in lots of ways and can be different for everyone.
- Know that everyone has a unique way of experiencing art.

National curriculum - end of KS2

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