

Progression of Art



Curriculum Knowledge and Skills Progression Document for Art

Knowledge, skills and understanding breakdown for EYFS

The Statutory Framework for EYFS (2021) Expressive Arts and Design - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Birth to Three

Do they make marks intentionally?

Can they explore paint, using fingers and other parts of their bodies as well as brushes and other tools?

Do they express ideas and feelings through making marks, and sometimes give a meaning to marks they make?

Can they explore different materials, using all their senses to investigate them? Can they manipulate and play with different materials?

Do they use their imagination as they consider what they can do with different materials?

Can they make simple models which express their ideas?

Three to Four

Do they explore different materials freely, in order to develop their ideas about how to use them and what to make?

Can they develop their own ideas and then decide which materials to use to express them?

Can they join different materials and explore different textures?

Can they create closed shapes with continuous lines, and begin to use these shapes to represent object?

Can they draw with increasing complexity and detail, such as representing a face with a circle and including details?

Do they use drawing to represent ideas like movement or loud noises?

Can they show different emotions in their drawings and paintings, like happiness, sadness, fear etc?

Do they explore colour and colour mixing?

Reception

Do they explore, use and refine a variety of artistic effects to express their ideas and feelings?

Do they return to and build on their previous learning, refining ideas and developing their ability to represent them?

Can they create collaboratively sharing ideas, resources and skills?

Early Learning Goals

Can they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?

Do they share their creations, explaining the process they have used?

National Curriculum Requirements for Art at Key Stage 1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Key Stage 1 Pupils should be taught:

- 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

Knowledge, skills and understanding breakdown for Year 1

Drawing

- Can they experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk, ICT?
- Can they begin to control the types of marks made with a range of media?
- Can they draw on different surfaces with a range of media?
- Can they develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines?

Painting

- Can they experiment with paint media using a range of tools? (e.g. different brush sizes, hands, feet, rollers and pads)
- Can they explore techniques such as lightening and darkening paint without the use of black or white?
- Can they begin to show control over the types of marks made?
- Can they name the primary colours and start to mix a range of secondary colours, moving towards predicting the resulting colours?

3D work

- Can they experiment in a variety of malleable media? (such as clay and salt-dough)
- Can they shape and model materials for a purpose from observation and imagination?
- Can they continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading?
- Can they impress and apply simple decoration techniques, including painting?
- Can they use tools and equipment safely?

Printmaking

- Can they explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge?
- Have they experienced impressed printing: e.g. printing from objects?
- Can they use equipment and media correctly and be able to produce a clean printed image?
- Can they explore printing in relief? (e.g. string and card)
- Can they begin to identify forms of printing? (such as, books, posters pictures, fabrics)
- Can they use printmaking to create a repeating pattern?

Texture, pattern, colour, line and tone

- Can they investigate textures by describing, naming, rubbing, copying?
- Can they produce an expanding range of patterns and textures?
- Can they begin to understand how colours can link to moods and feelings in art?
- Can they use printmaking to create a repeating pattern?

Responding to Art

- Do they show interest in and describe what they think about the work of others?
- Can they talk about a great artist who has **shaped history** and the **techniques** they have used?
- Have they experienced and reflected on the work of a local artist, designer or photographer?
- Can they verbally reflect on the success of their own piece of work and identify what went well and what they could do better next time?
- Can they describe the differences and similarities between different practices and disciplines and make links to their own work?
- Can they use drawing, painting and sculpture to develop and share their ideas, experiences and imagination?

Year 2

Drawing

- Can they continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil?
- Can they draw lines/marks from observations?
- Do they demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk, ICT?
- Do they understand tone through the use of different grades of pencils (HB, 2B, 4B)?

Painting

- Can they begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture?
- Do they understand how to make tints using white and tones by adding black to make darker and lighter shades?
- Have they built confidence in mixing colour shades and tones?
- Do they understand the colour wheel and colour spectrums?
- Can they mix all the secondary colours using primary colours confidently?
- Do they continue to control the types of marks made with paint?
- Do they use a suitable brush to produce marks appropriate to work? (E.g. small brush for small marks)

3D work

- Do they use equipment and media with increasing confidence?
- Can they continue to manipulate malleable (salt dough, clay) materials in a variety of ways including rolling, pinching and kneading?
- Can they impress and apply simple decoration techniques, including painting?
- Do they confidently use tools and equipment safely?
- Can they use clay, salt dough or other malleable material to create an imaginary or realistic form - e.g. clay pot, figure or structure?
- Can they explore carving as a form of 3D art?

Printmaking

- Can they continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge?
- Do they demonstrate experience of making their own printing tool? (eg. creating a printing block from objects stuck on card).
- Can they use equipment and media correctly and be able to produce a clean printed image?
- Can they take simple prints i.e. mono - printing?
- Can they experiment with overprinting motifs and colour?

Texture, pattern, colour, line and tone

- Do they demonstrate experience in surface patterns/ textures and use them when appropriate?
- Can they investigate textures and produce an expanding range of patterns?
- Do they use line and tone in different media to consider shape, shade, pattern and texture?
- Can they use natural materials to consider pattern and texture? (e.g. stones, leaves, feathers, sticks, grasses, shells)
- Can they express links between colour and emotion?

Responding to Art

- Can they express clear preferences when looking at creative work and give reasons for these (e.g. I like that because...).
- Have they experienced and reflected on the work of a local artist, designer or photographer?
- Can they reflect on the success of their piece and identify what went well and how their work could be developed further?
- Can they talk about a great artist who has **shaped history** and the **techniques** they have used?
- Can they use drawing, painting and sculpture to develop and share their ideas, experiences and imagination?
- Can they describe the differences and similarities between different practices and disciplines and make links to their own work?
- Do they understand how art and design contributes to the culture, creativity and wealth of our nation? (Galleries, art events and exhibitions celebrating historical movements and creativity in the local community)

Progression of vocabulary for Art at EYFS

Drawing - Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip

Painting - Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills

Sculpture - Experiment, properties of clay, plasticine, dough, explore, mark making, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor

Collage - Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination

Progression of vocabulary for Art at year 1

The art vocabulary: colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.

Drawing

pencil, colour, patterns, lines, strong, faint, shape, direction, bold, broken lines, scale, record

Painting

primary, secondary, thick, thin, mix, bright, light, dark, emotion, watercolour, acrylic, wash

3D work

three-dimensional, cut, roll, coil, shape, model, build, connect, craft, carve

Printmaking

sponge, pattern, design, printing block, imprint, stamp, clear, crisp

Texture

weave, collage, fabric, materials, design, pattern, natural

Progression of vocabulary for Art at year 2

The art vocabulary: colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.

Drawing

observation, tone, hue, colour, light, dark, pattern, texture, shape, curved, horizontal, vertical, diagonal

Painting

Mix, match, tint, tone, blend, emotion, shade, background, space, movement, abstract, distorted

3D work

shape, join, form, sculpt, carve, shape, perspective, irregular, natural, figurative

Printmaking

print, press, design, stamp, technique, glossy, monochrome, vivid, dramatic

Texture

fabric, create, join, mixed media, visual texture (how it looks on paper), pattern, motif, natural markings (such as tiger's fur)