



Art Progression in Domains of Knowledge

| Practical Knowledge – Drawing in a variety of media | | |
|--|---|--|
| EYFS | Year 1 | Year 2 |
| <p>Drawing</p> <ul style="list-style-type: none">• Know how to explore making marks with wax crayons and chalk.• Know how to make controlled large and small movements.• Know how to create a simple observational drawing of themselves. | <p>Drawing</p> <ul style="list-style-type: none">• To hold a pencil and chalk in different ways to experiment with the line I create.• Know there are different types of lines.• Use different materials and lines to make different types of marks.• To draw around a variety of shapes. | <p>Drawing</p> <ul style="list-style-type: none">• To know and use a range of mark making techniques and know the names of the marks.• To know how to explore and experiment with mark-making to create textures.• To know how to develop observational drawing skills.• Creating tone in drawings |



Art Progression in Domains of Knowledge

| Practical Knowledge - Drawing | | | |
|--|--|---|---|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Drawing</p> <ul style="list-style-type: none"> To know how to use shape in drawing. To know how to create tone in drawing by shading. To use observational drawing skills to create detailed studies by shading and sketching. Drawing using a continuous line Drawing in an illustrative style | <p>Drawing</p> <ul style="list-style-type: none"> Explore and experiment with different drawing pencils. Use different techniques (hatching, cross-hatching, stippling, scribbling and finger blend) Using different marks for texture | <p>Drawing</p> <ul style="list-style-type: none"> To know how to sketch using shade with observation. Make a drawing appear 3D. Develop sketching techniques. | <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Drawing using scale Drawing with pen and ink, dragging/blending with water to create tones |



Art Disciplinary Knowledge

| Practical Knowledge - Painting | | |
|---|--|--|
| EYFS | Year 1 | Year 2 |
| <p>Painting</p> <ul style="list-style-type: none">• Know how to explore paint through finger painting.• Know how to describe the colours and textures as they paint.• Know colours and their names.• Know the primary colours and that they can be mixed to make new colours. | <p>Painting</p> <ul style="list-style-type: none">• Use thick and thin brushes.• How to make secondary colours.• Experimenting with brushstrokes• Painting with watercolours | <p>Painting</p> <ul style="list-style-type: none">• Add white to colours to make tints and black to colours to make tones.• Mixing to create warm/cool colours, tints and shades• Experimenting with brushstrokes for texture |



Art Progression in Domains of Knowledge

| Practical Knowledge - Painting | | | |
|--|---|---|--|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Painting</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Using smooth brushstrokes | <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques, including stippling, using thick and thin brushes to produce shapes, textures, patterns and lines. • Experiment with creating mood with colour. • Using darker/lighter colours for background/foreground | <p>Painting</p> <ul style="list-style-type: none"> • Use some different brush techniques to create texture/effects. • Colour mix using acrylics • Start developing a personal style of painting, drawing upon ideas from other artists. | <p>Painting</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. • Create a colour palette based upon colours used by an artist. • Painting with acrylic, including layering • Combine colours, tones and tints to enhance the mood of a piece. • Develop an original response drawing upon ideas from other artists. |



Art Disciplinary Knowledge

| Practical Knowledge - Sculpture | | |
|--|--|--|
| EYFS | KS1 | KS2 |
| <p>Sculpture</p> <ul style="list-style-type: none"> • Know how to manipulate clay. • Know some of the properties of clay and how these may be different from other malleable resources used this year. • Know how to manipulate the clay to produce a desired effect. • Know how to fold, curl and cut paper to achieve a desired effect. | <p>Sculpture</p> <ul style="list-style-type: none"> • Modelling with clay • Joining clay • Painting clay • Casting in plaster • Painting plaster • Sculpting with wire, bending, twisting • Creating sculptures with card • Cutting, bending, twisting • Arranging a composition • Temporary sculptures with found natural/manmade objects • Working at different scales | <p>Sculpture</p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Creating a model in a group in mixed media • Papier mache • Making layered relief sculptures in cardboard • Casting, mixing, painting plaster • Personal response to create using sculpture |



Art Disciplinary Knowledge

Practical Knowledge – Craft, Design and Mixed Media

| EYFS | KS1 | KS2 |
|--|---|---|
| <p>Craft, Design and Mixed Media</p> <ul style="list-style-type: none">• Develop fine motor skills when threading a range of materials in different ways.• Know how to use bead threading.• Know how to create a collage of a landscape using torn up pieces of papers from a landscape of their choice.• Know and explore different ways of joining paper and card using a range of tools and equipment (tape, split pins, paper clips, string, cutting a slot, flange) | <p>Craft, Design and Mixed Media</p> <ul style="list-style-type: none">• To be able to design to express their own ideas.• Use techniques to construct a new material.• Use repeated pattern using different media (pastels, crayons, charcoal). | <p>Craft, Design and Mixed Media</p> <ul style="list-style-type: none">• Create a design and annotate this to express their own emotions.• Use patterns from art and use these in their own work.• Use media in different ways (paint and oil pastels) together to explore what happens. |



Art Disciplinary Knowledge

| Practical Knowledge - Printmaking | | |
|--|---|---|
| EYFS | Year 5 | Year 6 |
| <p>Printmaking</p> <ul style="list-style-type: none">• Know how to explore making patterns with different textures (bumpy, smooth, hard, soft, stony etc) | <p>Printmaking</p> <ul style="list-style-type: none">• Know how to make a pattern with printing.• Make a print with a stamp.• Create their own repeated pattern inspired by an artist. | <p>Printmaking</p> <ul style="list-style-type: none">• Create a repeated pattern with printing.• Use symmetry to create a pattern.• Focus on floral pattern inspired by an artist. |



Art Progression in Domains of Knowledge

| Theoretical Knowledge | | |
|--|---|---|
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none">• Think about what they want their artwork to look like.• Create a piece based on an idea.• Know how to compare marks made with different medias (crayons, chalk, felt tips, paint). | <ul style="list-style-type: none">• Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials as ideas develop. | <ul style="list-style-type: none">• Show how different designs have influenced theirs.• Explore different methods and materials in more detail by expressing ideas about them. |



Art Progression in Domains of Knowledge

| Theoretical Knowledge | | | |
|---|--|---|--|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none">• Develop their own ideas and thoughts about artists and their art work.• Collect information, sketches and resources. | <ul style="list-style-type: none">• Adapt and refine ideas.• Explore ideas in a variety of ways.• Comment on artworks using opinion. | <ul style="list-style-type: none">• Collect information, sketches and resources and present ideas imaginatively in a sketch book.• Use the qualities of materials to enhance ideas.• Comment on artworks with more fluency. | <ul style="list-style-type: none">• Develop and imaginatively extend ideas.• Comment on artworks with fluency expressing preference with reasons. |



Art Progression in Domains of Knowledge

| Disciplinary Knowledge | | |
|---|---|---|
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none">• Look at existing art pieces and describe them.• Begin to use the models as inspiration for own pieces. | <ul style="list-style-type: none">• Describe the work of artists and designers.• Understand that artists used different styles• Use some of the ideas of artists studied to create pieces.• Art can tell us about the past | <ul style="list-style-type: none">• Describe the work of artist and designers and express some opinion• Use ideas of artists studied to create pieces.• Paintings can tell narratives• Paintings can tell us about the nature of different characters in a story |



Art Progression in Domains of Knowledge

| Disciplinary Knowledge | |
|---|--|
| LKS2 | UKS2 |
| <ul style="list-style-type: none">• Replicate some of the techniques used by notable artists.• Explore and begin to create original pieces that are influenced by studies of artists.• Explore art history• Using line, shape, colour to make something three dimensional• Develop more complex ideas and experiment with different techniques• Reflect on their own work and identify areas for improvement• Create original pieces that are influenced by studies of artist using their own style and expression. | <ul style="list-style-type: none">• Give details about the style of some artists and designers and begin to express opinion.• Show how the work of those studied was influential.• Create original pieces that show a range of influences and styles.• Use a range of artists to influence the design of their own final piece and explain how.• Adapt their work, identify how it could be developed further• Describe how artists develop through time.• Explore the roles and purposes of artists, craftspeople and designers with an understanding of historical and cultural contexts |