



Art

EYFS

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Early Learning Goal

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EYFS Progression of Knowledge and Skills (Adapted from Development Matters)

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| Drawing | <ul style="list-style-type: none"> • Use a variety of drawing tools (including pencils, crayons, felt tips, chalk) • Explore mark making on different scales. • Draw objects from observations and imagination. • Begin to appreciate the human body when drawing people/faces. |
| Colour | <ul style="list-style-type: none"> • Name some colours and find objects that are their 'favourite' colour. • Notice that new colours are made when they mix colours. |
| Texture | <ul style="list-style-type: none"> • Experiment with weaving. • Experiment to create different textures. • Appreciate that items are made using weaving (clothes, curtains etc.) • Uses simple tools and techniques competently and appropriately. |
| Form | <ul style="list-style-type: none"> • Use both hands and tools to build. • Understand that different media can be combined to create new effects. • Constructs with a purpose in mind, using a variety of resources. |
| Printing | <ul style="list-style-type: none"> • Create patterns using printing (link to Maths) • Use a variety of tools for printing. • Manipulate tools to achieve a planned effect. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. |
| Pattern | <ul style="list-style-type: none"> • Begin to create their own patterns • Identify patterns in their learning environment. |
| Artists | <ul style="list-style-type: none"> • Mondrian- use of shape and primary colours • Van Gogh (starry night)- use of colour to portray night time |



KS 1 National Curriculum

- Ar1/1.1 to use a range of materials creatively to design and make products
- Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Ar1/1.4 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.

Year 1 Progression of Knowledge and Skills

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| Drawing | <ul style="list-style-type: none"> • Extend the variety of drawings tools to include charcoal and felt tips. • Explore different textures and experiment with mark - building on previous experience. • Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. • Observe anatomy - encourage accurate drawings of people/faces. • Sketch objects in both the natural and man-made world. |
| Colour | <ul style="list-style-type: none"> • Ensure they know the names of all the colours. • Begin to introduce mixing of colours to make new colours. • Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark • Continues to explore applying colour with a range of tools for enjoyment |
| Texture | <ul style="list-style-type: none"> • Simple paper and/or material weaving using a card loom. • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Build on skills of using various materials to make collages –using some smaller items. • Discuss how textiles create things – curtains, clothing, decoration |
| Sculpture/ Form | <ul style="list-style-type: none"> • Construct to represent personal ideas. • Use materials to make known objects for a purpose, i.e. puppet. • Cut shapes using scissors. • Carve into media using tools. • Make simple joins by manipulating modelling material or pasting carefully. |
| Printing | <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour. • Develop impressed images with some added pencil or decorative detail. • Use appropriate language to describe tools, process, etc. • Create order, symmetry and irregularity through printing. • Talk simply about own work and that of other artists. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. |
| Artists | <ul style="list-style-type: none"> • Picasso- use of colour and shape in portraits. • Arcimboldo- comparative study on portrait drawing. • Kandinsky- pattern/printing |



Year 2 Progression of Knowledge and Skills

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| Drawing | <ul style="list-style-type: none">• Continue to experiment with tools and surfaces.• Continue to draw as a way of recording experiences, feelings and their imagination.• Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.• Being to make initial sketches as a preparation for painting and other work. |
| Colour | <ul style="list-style-type: none">• Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’• Make as many tones of one colour as possible using primary colours and white.• Mix colours to match those of the natural world – colours that might have a less defined name• Experience using colour on a large scale, A3/A2 playground- link to R.E chalk Rangoli |
| Texture | <ul style="list-style-type: none">• Develop skills of overlapping and overlaying to create effects.• Use large eyed needles, different thicknesses of thread and different sized running stitches to sew with.• Attach material shapes to fabric with running stitches.• Start to explore other simple stitches - backstitch, cross-stitch. |
| Sculpture/ Form | <ul style="list-style-type: none">• Awareness of natural and man-made forms and environments• Able to shape and form from direct observation• Use a range of decorative techniques: applied, impressed, painted, etc.• Use a range of tools for shaping, mark making, etc.• Construct from found junk materials.• Replicate patterns and textures in a 3-D form.• Begin to make simple thoughts about own work and that of other sculptors. |
| Printing | |
| Pattern | <ul style="list-style-type: none">• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.• Look at natural and manmade patterns and discuss.• Discuss regular and irregular – what does it mean? |
| Artists | <ul style="list-style-type: none">• Romero Britto• Andy Warhol• Various Portrait Artists |



KS2 National Curriculum

- Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
- Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Ar2/1.3 learn about great artists, architects and designers in history.

Year 3 Progression of Knowledge and Skills

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| Drawing | <ul style="list-style-type: none"> ● Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. ● Encourage close observation of objects in both the natural and man-made world. ● Observe and draw simple shapes. ● Make initial sketches as a preparation for painting and other work. ● Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have. |
| Colour | <ul style="list-style-type: none"> ● Extend exploring colour mixing to applying colour mixing in their work. ● Make colour wheels to show primary and secondary colours. ● Introduce different types of brushes for specific purposes. ● Begin to apply colour using dotting, scratching, splashing to imitate an artist. ● Pointillism – control over coloured dots, so tone and shading is evident. |
| Texture | <ul style="list-style-type: none"> ● Use smaller eyed needles and finer threads. ● Tie dying – ways of colouring or patterning material. ● Look at artists: Linda Caverley, Ellen Jackson, Alison King |
| Sculpture/ Form | |
| Printing | <ul style="list-style-type: none"> ● Use the equipment and media with increasing confidence. ● Use relief and impressed printing processes. ● Use sketchbook for recording textures/patterns. ● Discuss own work and that of other artists. ● Explores images through monoprinting on a variety of papers ● Explore colour mixing through overlapping colour prints deliberately. |
| Pattern | <ul style="list-style-type: none"> ● Search for pattern around us in world, pictures, objects. ● Use the environment and other sources to make own patterns, printing, rubbing. ● Use sketchbooks to design own motif to repeat. ● Create own patterns using ICT ● Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground ● Link to Maths – symmetry |
| Artists | <ul style="list-style-type: none"> ● Ellen Jackson, Alison King ● Rene Magritte ● Matisse ● William Morris |



Year 4 Progression of Knowledge and Skills

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| <p>Drawing</p> | <ul style="list-style-type: none"> • Identify and draw the effect of light (shadows) on a surface, on objects and people. • Introduce the concepts of scale and proportion. • Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. • Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) • Computer generated drawings. |
| <p>Colour</p> | <ul style="list-style-type: none"> • Mix and match colours to those in a work of art. • Work with one colour against a variety of backgrounds. • Observe colours on hands and faces - mix flesh colours. • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. |
| <p>Texture</p> | <ul style="list-style-type: none"> • Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. • Continue experimenting with creating mood, feeling, movement and areas of interest. |
| <p>Sculpture/ Form</p> | <ul style="list-style-type: none"> • Plan and develop ideas in sketchbook and make informed choices about media. • Experienced surface patterns / textures. • Work safely, to organise working area and clear away. • Discuss own work and work of other sculptors with comparisons made. • Consider light and shadow, space and size. • Investigate, analyse and interpret natural and manmade forms of construction. |
| <p>Printing</p> | <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns. • Interpret environmental and manmade patterns and form • Discuss the nature of effects able to modify and adapt print as work progresses. • Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc. |
| <p>Pattern</p> | |
| <p>Artists</p> | <ul style="list-style-type: none"> • David Hockney- portraits, proportion, light • Carl Warner– Computer generated drawings • Andy Goldsworthy- environmental art and patterns/ form |



Year 5 Progression of Knowledge and Skills

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| Drawing | <ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective. Produce work collaboratively. Independently selects materials and techniques to use to create a specific outcome. |
| Colour | <ul style="list-style-type: none"> Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with e.g. sawdust, glue, shavings, sand and on different surfaces. Use colour to express moods and feelings. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it. |
| Texture | |
| Sculpture/ Form | <ul style="list-style-type: none"> Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. |
| Printing | |
| Pattern | <ul style="list-style-type: none"> Organise own patterns Use shape to create patterns Create own abstract pattern Patterns reflect personal experiences and expression. Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Look at various artists creation of pattern and discuss effect, i.e. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) Discuss own and artists work, drawing comparisons and reflecting on their own creations. |
| Artists | <ul style="list-style-type: none"> Molly Williams Jill Denton Thorpe Pollock |



Year 6 Progression of Knowledge and Skills

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| <p>Drawing</p> | <ul style="list-style-type: none"> • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Look at the effect of light, and the shadows it creates, on an object from different directions. • Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. • Produce increasingly accurate drawings of people. • Produce increasingly detailed preparatory sketches for painting and other work. • Introduce the concept of perspective. • Work on a variety of scales and collaboratively. • Independently selects materials and techniques to use to create a specific outcome. |
| <p>Colour</p> | <ul style="list-style-type: none"> • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it (Pollock, Monet, Chagall) |
| <p>Texture</p> | <ul style="list-style-type: none"> • Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. • Use found and constructed materials. • Work collaboratively on a larger scale. |
| <p>Printing</p> | <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques, e.g. card observed or imagined, through collage printing • Screen printing • Explore printing techniques using by various artists., relief • Recreates a scene remembered. |
| <p>Pattern</p> | <ul style="list-style-type: none"> • Organise own patterns and discuss their thought process. • Use shape to create patterns and compare these to other artists. • Create own abstract pattern. • Patterns reflect personal experiences and expression. • Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. • Look at various artists creation of pattern and discuss effect, i.e. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro) • Discuss own and artists work, drawing comparisons and reflecting on their own creations. |
| <p>Artists</p> | <p>Mark Rothko – painting techniques; emotion through art (history link: crime and punishment) Bridget Riley – pattern Pollock – colour and texture</p> |