

Furneux Pelham School – Knowledge and Skills Progression for *Art*



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<p>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.</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Use sketch books to record ideas</p> <p>Explore their own ideas and collect information in sketchbooks</p> <p>Use both their own ideas and the ideas of others as starting points to create their own work</p>	<p>Use discussions with teacher to begin to improve ideas and outcomes</p> <p>Describe differences and similarities in known artworks and the works of their peers and make links to their own work</p> <p>Investigate and test different materials and methods to improve own practice</p> <p>Use key taught vocabulary to demonstrate knowledge and discuss own ideas</p>	<p>Use sketchbooks to record and begin to annotate ideas</p> <p>Explore ideas from first-hand observations and record in sketchbook</p> <p>Question and make observations about starting points, and use observation to formulate ideas relating to their own works</p> <p>Use given feedback to begin to improve ideas and outcomes</p>	<p>Adapt and refine their own ideas</p> <p>Begin investigating and use digital technology as sources for developing ideas</p> <p>Use key vocabulary with proficiency to demonstrate knowledge and understanding and discuss own ideas</p>	<p>Use sketchbooks to record and annotate key ideas in order to aid creation of own artwork</p> <p>Review and revisit ideas in their sketchbooks Offer feedback using technical vocabulary</p> <p>Use given feedback to reflect on work and improve ideas and outcomes</p>	<p>Think critically about their art and design work</p> <p>Investigate and use digital technology as sources for developing ideas with increasing proficiency</p> <p>Use key vocabulary proficiently in range of contexts to demonstrate knowledge and understanding and explain own ideas and creations</p>
Drawing	<p>Explore drawing materials; different pencil types, colour, lead, crayon, pastel, chalk</p>	<p>Add detail to pictures, begin to use side of pencil to add shading</p> <p>Choose and use three different grades of</p>	<p>Begin to make individual choice of media</p> <p>Show different body positions in sketches</p>	<p>Explain the different tools used to create art.</p> <p>Explain personal choices of specific art</p>	<p>Learn pencil types, their properties and explore.</p> <p>Develop control of pencil for detail in</p>	<p>Build on skills of tonal shading in their drawing.</p> <p>Show facial expression in art</p>	<p>Make individual choice of media .</p> <p>Show body language in sketches and paintings</p>

	<p>Explore large scale outside drawing on playground.</p> <p>Develop and practice different line types, curved, straight, wavy, thick, thin,</p> <p>Make simple representations of objects familiar to them eg. my house, my cat, my family</p>	<p>pencil when drawing.</p> <p>Extend use of drawing materials: charcoal, pencil and pastel to create drawings</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>and paintings</p> <p>Use line to imitate geometric patterns in Islamic Art</p>	<p>techniques used.</p> <p>Draw with precision using different gradient pencils or other mediums for effect</p> <p>Show shape, proportion and perspective in drawings and artwork.</p>	<p>their pictures.</p> <p>Use a pencil to create lines of different thickness in drawings.</p> <p>Use IT programmes to draw and create a picture.</p> <p>Show how people feel in paintings and drawings.</p>	<p>Use sketches to help produce a final piece of art. Use different grades of pencils to show tones and textures.</p> <p>Use line to replicate geometric patterns in Islamic Art</p> <p>Develop use of perspective in landscape</p>	<p>Use line, tone, shape and colour to represent figures and forms in movement and demonstrating different feelings and moods.</p> <p>Show reflections in art</p>
Clay/Textiles/3D sculpture	<p>Manipulate and use playdough/plasticine in their play.</p> <p>Complete one clay project (suggest Diwali diva lamp in thumb pot style if appropriate to RE curriculum)</p> <p>Experiment with 3d junk modelling</p>	<p>Use cutting, rolling and coiling of clay or modelling material in their finished piece of work.</p> <p>Experiment with ways of joining materials to create a stable structure</p>	<p>Make a clay pot- using coiling method</p> <p>Join 2 pieces of clay together. using hatching and slip</p>	<p>Investigate fabric textures.</p> <p>Select fabrics to make a collage</p> <p>Join fabrics in different ways (glue, stitching, tying, plaiting, weaving) to create desired effect</p>	<p>Sculpt using clay and other moldable materials.</p> <p>Use paper mache and a frame to create a stable free standing structure.</p>	<p>Research the work of an artist and use their work to replicate a style</p> <p>Focus on natural materials and inspiration (Hepworth, Golsworthy, Henry Moore)</p>	<p>Develop skills to represent figurative human forms (eg in the style of Giacometti)</p> <p>Use previously taught techniques to explore form and perspective</p> <p>Use frameworks to provide stability and form</p>
Painting and artist appreciation	<p>Learn housekeeping brush care, aprons, drying rack</p> <p>Name and recognise primary colours.</p> <p>Explore mixing and naming secondary</p>	<p>Develop ability to control paint and brush.</p> <p>Know and name both primary and secondary colours</p> <p>Mix, use and apply</p>	<p>Experiencing painting with smaller brushes, developing brush control.</p> <p>Explore what happens when secondary colours are mixed</p>	<p>Further explore tint/tone shade- apply this in their paintings.</p> <p>Confidently mix a range of skin tones from primary colours</p>	<p>Know how different colours affect our mood/feelings compare/contrast two paintings with different moods.</p> <p>Experiment with the styles used by other</p>	<p>Confidently mix colours to use in their paintings from primary powder colour.</p> <p>Use the past as a source of artistic inspiration.</p>	<p>Use silhouettes/Colour washes in their work</p> <p>Research artwork from different periods of history and locations and investigate similarities and</p>

	<p>colours.</p> <p>Experience 2 different paint types- eg. poster and watercolour.</p> <p>Experience adding white to a colour to create tonal shades</p>	<p>secondary colours in their work.</p> <p>Have an understanding of warm/cold colours</p> <p>Explore white/black added to paint colours</p> <p>Create moods in artwork by using colours and techniques.</p> <p>Ask questions and describe what can be seen in a painting.</p>	<p>Mix primary colours to create realistic skin tones.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Explain ideas of how artists have used colour, pattern and shape</p> <p>Create a piece of art in response to the work of an artist</p>	<p>Create a background using a colourwash</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Identify the techniques used by different artists</p> <p>Compare the work of different artists.</p> <p>Recognise when art is from different cultures and historical periods.</p>	<p>artists.</p> <p>Explain some of the features of art from historical and contemporary periods.</p>	<p>Compare different works of art by the same artist. Identify how work may represent life/political events. (eg Picasso, Van Gogh, Banksy)</p>	<p>differences between the technique and styles used.</p> <p>Identify great artists and how their work has impacted on art today</p> <p>Explain the style of work produced and how it has been influenced by a famous artist.</p> <p>Use feedback to make amendments and improvements to art.</p>
Printmaking/Collage /IT	<p>Understand that paint can be swirled and mixed with fingers. Fingers can make repeated shapes.</p> <p>Understanding a set shape will make an image of that shape when paint is applied. (eg Fruit vegetable or sponge printing)</p>	<p>Use pressing, rolling, rubbing and stamping objects to create desired effect in a piece of art</p>	<p>Recreate a repeating pattern in print using equipment. (eg styrofoam with simple line drawing)</p> <p>Use rollers to apply printing ink or paint evenly</p>	<p>Understand that digital images can be combined with other media in artwork.</p> <p>Investigate colour and texture in collage using printed materials</p>	<p>Integrate own digital images into art</p> <p>Print onto different materials using at least 4 different colours, over printing using press print tiles.</p>	<p>Use images which have been created, scanned and found; altering them where necessary to create art.</p>	<p>Use a range of e-resources to create own collage ideas</p> <p>Print using relief or etching to create different patterns.</p>