



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Art Curriculum Progression of Skills and Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing ideas (Sketchbooks)	Look and talk about what they have produced, describing simple techniques and media used.	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration Start to record simple media explorations in a sketch book.	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Continue to build understanding that sketchbooks are places for personal experimentation Understand that the way each persons' sketchbook looks is unique to them Use a sketch book to express feelings about a subject	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Use sketchbooks to make visual notes to record ideas and processes discovered through looking at other artists. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Keep notes to indicate their intentions / purpose of a piece of work	Make visual notes to capture, consolidate and reflect upon the artists studied. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Keep notes which consider how a piece of work may be developed further Adapt work as and when necessary and explain why.	Make visual notes to capture, consolidate and reflect upon the artists studied. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Annotate work in sketchbook, indicating modifications and providing explanations.

Drawing	Use and begin to control a range of media. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. 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.	Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use Begin to develop their own style using tonal contrast and mixed media.	Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Further develop drawing a range of tones, lines using a pencil. Begin to show awareness of representing texture through the choice of marks and lines made Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop a key element of their work: line, tone, pattern, texture. Demonstrate their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and proportion in their drawings.	Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using total contrast and media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Show an awareness of composition, scale and proportion in their drawings.
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Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. Possible artists: Klimt, Marc, Klee, Hockney.	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work.	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash.	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
3D	Enjoy using a variety of malleable media.	Experiment in a variety of malleable media.	Use equipment and media with increasing confidence.	Use equipment and media with confidence.	Work in a safe, organised way, caring for equipment.	Use recycled, natural and manmade materials to create sculptures,	Demonstrate experience in the understanding of different ways of

	Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.	Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art. Possible artists: Hepworth, Arp, Nevelson, Gabo.	Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques.	Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man- made materials to create sculptures. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique.	confidently and successfully joining. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Show increasing confidence to carve a simple form. Use language appropriate to skill and technique.	finishing work: glaze, paint, polish. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Recognise sculptural forms in the environment: Furniture, buildings. Solve problems as they occur. Use language appropriate to skill and technique.
Print Making	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.	Explore printing simple pictures with a range of hard and soft materials. Experience impressed printing:	Continue to explore printing simple pictures with a range of hard and soft materials.	Print simple pictures using different printing techniques. Continue to explore both monoprinting and relief printing.	Increase awareness in a range of printing techniques. Expand experience in 3 colour printing.	Continue to gain experience in overlaying colours. Start to overlay prints with other media.	Demonstrate experience in a range of printmaking techniques.

	Develop simple patterns by using objects. Enjoy using stencils to create a picture.	e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern.	Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.	Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.	Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.	Use print as a starting point to embroidery. Show experience in a range of mono print techniques.	Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.
Textiles / collage	Handle, manipulate and enjoy using different materials and textiles. Explore different sensory experiences. Create simple collages, layering different materials and fabrics. Decorate a piece of fabric. Use appropriate language to describe colours,	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue,	Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.	Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist	Extend their work within a specified technique. Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Use a range of media to create collage. Experiment with using batik safely.	Use different techniques, colours and textures etc when designing and making pieces of work. Awareness of the potential of the uses of material. To be expressive and analytical to adapt, extend and justify their work.

	media, equipment and textures.	magazines, crepe paper, etc.					
Evaluating work and responding to Artists	Look and talk about what they have produced, describing simple techniques and the media used. Say what they like and dislike about different artworks.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices. Talk about own work and that of other artists and the techniques they have used.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. Talk about own work and that of other artists and the techniques they have used. Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel. Identify changes they might make or how their work could be developed further.	Continue to explore a range of great artists, architects and designers in history. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.	Explore a range of great artists, architects and designers in history. Recognise the art of key artists and make comparisons between artists from the same movements Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. When talking about their work inspired by artists discuss approaches used and successes and challenges	Explore a range of great artists, architects and designers in history. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Compare the style of different styles and approaches.	Explore a range of great artists, architects and designers in history. Discuss and review own and others work, expressing thoughts and feelings, explaining their views, identify modifications and see how they can be developed further. When talking about their own work and that of others refer to techniques using subject specific vocabulary Identify and evaluate artists who have worked in a similar way to their own work.