Subject specific knowledge includes: art history, cultural capital, practical and material knowledge (different paper types, pencil types etc.), theories (e.g. colour theory, composition, perspective, surrealism, pointillism etc.) and application of skills learnt.

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|  | Progression of skills and knowledge | | | | | | |
| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| DRAWING | -Explore making different marks with different resources and begin to compare lines and pastel smudges.  • Explore where chalk and pencils come from.  • Discuss marks and patterns created and begin to give reasons for their choices.  • Draw from memory and observation.  -Introduce dark and light pencils (e.g., 8B and HB). | -Introduce the pencils: HB, 4B and 8B to  -Explore light and dark and lines of different thickness.  -Begin to explore the use of line, shape, texture and colour.  -Investigate tones  -Draw light and dark lines.  -Draw faces and limbs.  -Know how to show in their work how people are feeling.  -Use pastels and charcoals | -Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.  • Add 2H to the range of pencils they use regularly.  • Draw from own observations showing increasing accuracy.  -Explore lines and blending using pencils, pastels, chalk and oil pastels.  • Choose when to use dots or lines to show texture or patterns.  • Study and analyse landscapes using artists’ vocabulary (backgrounds, foregrounds)  • Identify backgrounds and foregrounds in a landscape.  • Study landscapes created by famous artists.  • To use secondary source images to observe and draw a landscape.  • To create objects in the foreground that appear larger than those in the background. | -Use a wide range of drawing implements, including chalk pastels and inks.  • Create tone and texture and different forms and shapes, patterns and colours.  • Know how to show facial expressions in art.  • Use different grades of pencils to shade, show tone and textures.  -Explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks.  • Develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge.  • Use drawing materials that are appropriate for different weathers –such as a stormy sea or a calm sky.  • Draw from first-hand observation and secondary sources, e.g., pictures and artists’ copies.  • Explore hatching and cross-hatching to show tone and texture.  • Identify areas of shadow and light and blend tones accurately to create soft gradients.  • Draw on a range of different scales.  • Use chalk pastels, charcoal, and chalk to create effect, depth, etc. | -Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil.  • Sketch a collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching.  • Explore blending with pastels and know that using fingers helps blend colours.  • Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture.  -Select which grade of pencil would be best to use on the chosen area to create line, tone and texture.  • Explore how light and shadow are captured in the correct areas with light source knowledge.  • To refine techniques when using oil pastels and blend colours to create different tones and shades.  • Add 6B to the pencil range | -Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques.  • Develop accuracy and expression in their drawings.  • Carry out observational, from memory and imaginative drawing (mood, movement and feeling).  • Know that chalk pastel can be easily blended – using fingers is most effective, but a brush can be used.  -Use a range of mark-making techniques to show contrast and tone in drawings.  • Make small observational studies using viewfinders to focus on selected parts.  • Apply drawing skills using ink pens and explore the different properties.  • Draw from first-hand observation and source material.  • Explore the work of famous architects and designers and experiment with some of these styles.  • Begin to use perspective and proportion.  • Select an appropriate style for a piece of artwork | Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently.  • Show the effect of light from different directions on objects and people.  • Use perspective in their work, using a single focal point and horizon.  • Know how tone can add impact to a drawing.  • Focus on a small area, such as the eyes or lips, and capture the different tones and shades. |
| PAINTING | • Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc.  • Name a range of different colours.  • Mix paint to match the colours they see.  • Explore and refine colour mixing using poster paint.  • Combine paint and collage.  • Offer viewpoints of paintings. | -Mix paint to create a secondary colour.  • Start experimenting with different tones.  • Use of different brush sizes and types.  • Use different ways to apply paint (brush, hands, fingers, spatula).  • Experiment with different textures (sand, sawdust, glue with paint).  o Explore primary and secondary colours.  • Represent primary and secondary colours on a colour wheel.  • Identify and experiment with warm and cool colours.  • Have an awareness of the variety of colours in the environment.  • Paint from observation.  PRINTING  -Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils, mesh, or plastic, to create a repeating pattern.  • Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc.  • Create rubbings from a print or textured surface.  • Know how to create a repeating Pattern in print. | -Continue to use different brush sizes and types.  • Know how to achieve tints by adding white.  • Know how to achieve tones by adding black or darker colours.  • Know how to mix secondary colours and name them.  • Know how to mix paint to achieve brown.  • Explore wash, strokes, layers, blending, splash and dip techniques.  • Use paint to create patterns, repetition, detail and sharp lines.  -Create a final piece that applies two different painting effects.  PRINTING  -Print with a range of hard and soft materials, e.g., corks, pens, barrels and sponges.  • Press, roll, rub and stamp to create prints. | -Experiment with different effects and textures, including blocking in colour, washes (in poster paint), etc.  • Create textural effects using thickened paint, dotting, scratching and splashing.  • Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes.  • Know how to create a background using a wash (with poster paint) <https://www.arttoart.net/acrylic-painting-wash-techniques#:~:text=Acrylic%20wash%20painting%20is%20a,like%20effects%20on%20a%20surface>.  • Know how to use a range of brushes to create different effects.  • Know that detail and colour can be built using paint, but it must dry first.  • Know that a variety of colours can be created from using a limited palette.  • Explore creating hues using watercolour paints.  • Create a colour wheel that displays tertiary colours.  • Explore complementary colour combinations.  • Create a final piece that uses complementary colours  PRINTING  -Create printing blocks using a relief or impressed method.  • Lift an impression or print from a textured or incised surface using a stamp or block and water-based printing ink and prepared surfaces. | Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects.  • Mix and use tints, tones, hues and shades  • Use colour to reflect a mood  • Observe colours on hands and faces - mix a range of flesh colours.  • Show facial expressions and body language in paintings.  • Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals  • Introduce watercolour and spend time knowing how to create effects with watercolour.  • Use watercolour paint to produce washes for backgrounds and then add detail  -Mix and match colours to objects in natural or artificial forms.  PRINTING  • Print onto fabric using at least four colours.  • Explore environmental and made patterns.  • Create printing blocks using relief or impressed methods in more detail.  • Research, create and refine a print using a variety of techniques.  • Resist printing, including marbling, silkscreen and cold-water paste. | -Know how to use paint to create emotion in art.  • Explore wash and transparency, marks and strokes when painting.  -Develop fine brush strokes  • Develop a colour palette through combinations to enhance mood, etc.  • Experiment further with tint, tone, shade, hue, complementary and contrasting colours.  • Introduce acrylic paints (substitute for oil paint) and experiment with texture  PRINTING  -Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work.  • Create abstract patterns to reflect personal experiences and expression for a purpose  • Add layers of colours as appropriate and then embellish.  • Design a print and pattern linked to the works studied.  • Create an accurate print design following the given criteria. | Know when using a wash (either with watercolour or other paint) perspective can be achieved through darkening the paint towards to foreground.  • Choose appropriate paint, paper and implements to adapt and extend their work.  • Mix and match colours to create atmosphere and light effects.  • Be able to identify and work with complementary and contrasting colours.  • Experiment with the use of paint to create contemporary art ideas.  PRINTING  -Develop their own style when working with a range of tools and materials.  • Create printing blocks using the relief or impressed method.  • Know that it is important to ensure that the lino is cleaned properly and ready for the next print.  • Use lino cutters to cut through pen lines  • Know that more detail and mark-making create a more effective print. |
| SCULPTURE | -Use hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching.  • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure.  • Create models using recycled materials.  • Work with other children to create a group piece of work. | • Manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading.  • Use joining techniques of gluing, pins, staples and threading.  • Work with others to create a group artwork using recycled materials.  • Communicate reasons, thoughts, observations and feelings.  • Create models using recycled materials. | -Join two pieces of clay by roughing both surfaces.  • Make an object out of malleable material for a purpose, e.g., pot or tile.  • Create a thumbprint from clay | -Shape, form, model and construct malleable and  rigid materials.  • Join clay adequately.  • Use a coiled method to create a clay sculpture.  • Paper sculptures. | • Know how to sculpt malleable and mouldable materials with more accuracy  • Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture  • Explore paper techniques such as origami to create 3D models.  • Use papier-mâché to create 3D models. | -Shape, form, model and construct from observation and imagination.  • Use recycled, natural and made materials to sculpt.  • Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining).  -Explore wire as a medium for sculptures.  • Use aluminium wire to create sculptures.  • Shape, form, model and construct using wire.  • Use tools safely.  • Know that batik is a wax-resist dyeing technique applied to cloth and is of Japanese origin. | -Create sculptures using clay, wire, papier-mâché and other artificial and natural materials.  -Apply skills using malleable materials, including slabs, coils, slips, etc.  • Shape, form, model and join clay. |