

Art & Design Knowledge & Skills Progression Map

	Key Stage 1	Yr3	Yr4	Yr5	Yr6
Art & Design Knowledge and Skills					
Colour	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place 	<ul style="list-style-type: none"> Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints (links to Stone age historical content) Mix complementary colours using knowledge of the colour wheel. 	<ul style="list-style-type: none"> Know that adding black to a colour creates a shade. Know that adding white to a colour creates a tint. Mix and use tints and shades in a painting 	<ul style="list-style-type: none"> Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Use colour to reflect mood in a piece of artwork. 	<ul style="list-style-type: none"> Know that a 'monochromatic' artwork uses tints and shades of just one colour. Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger in warning signs or for celebration in Chinese culture. Use one colour in a monochromatic way. Consider colour for purpose in a piece of artwork
Pattern	<ul style="list-style-type: none"> Know that a pattern is a design in which shapes, colours or lines are repeated. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Make patterns on a range of surfaces 	<ul style="list-style-type: none"> Know that symmetry can be used to create repeating patterns. Know that patterns can be irregular, and change in ways you wouldn't expect. 	<ul style="list-style-type: none"> Know that artists create patterns to add expressive detail to art works 	<ul style="list-style-type: none"> Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	<ul style="list-style-type: none"> Know that texture means 	<ul style="list-style-type: none"> Know that texture in an 	<ul style="list-style-type: none"> Know how to use texture 	<ul style="list-style-type: none"> Know how to create 	<ul style="list-style-type: none"> Know what impasto is (applying

	<p>the feel of something'</p> <ul style="list-style-type: none"> • Know that different marks can be used to represent the textures of objects • Know that different drawing tools make different marks. • Know that collage materials can be overlapped to add texture. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture 	<p>artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <ul style="list-style-type: none"> • Draw different textures 	<p>more purposely to achieve a specific effect or to mimic different surfaces.</p> <ul style="list-style-type: none"> • Draw and use a range of textures 	<p>different textures on different materials.</p> <ul style="list-style-type: none"> • Select and use materials to achieve a specific outcome 	<p>thick layers of paint)</p> <ul style="list-style-type: none"> • Develop the layering of different textures
Line	<ul style="list-style-type: none"> • Know that lines can represent movement in drawings. • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> • Know that different drawing tools can create different types of lines. • Make different lines using different tools 	<ul style="list-style-type: none"> • Know that lines can be lighter or darker, or thicker or thinner • Understand that different types of lines can add expression or movement to a drawing. • Experiment with different grades of pencil and other implements to create lines and marks. 	<ul style="list-style-type: none"> • Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. • Use lines to create a sight line of the piece 	<ul style="list-style-type: none"> • Know how line is used beyond drawing and can be applied to other art forms e.g. sculptures, etc. • Begin to use concept of perspective
Shape	<ul style="list-style-type: none"> • Know that paper can be shaped by cutting and folding it. • Know that shapes can be organic (natural) and irregular. • Know that shapes can be geometric if they have mostly straight lines and angles. • Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> • Know that negative shapes show the space around and between objects rather than the shape itself 	<ul style="list-style-type: none"> • Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> • Know that a silhouette is a shape filled with a solid flat colour that represents an object. 	<ul style="list-style-type: none"> • Know how an understanding of shape and space can support creating effective composition, e.g. near and far, 3D perspective.
Form	<ul style="list-style-type: none"> • Know that we can change 	<ul style="list-style-type: none"> • Know that three 	<ul style="list-style-type: none"> • Know that using lighter and 	<ul style="list-style-type: none"> • Know that an art installation 	<ul style="list-style-type: none"> • Know that the surface

	<p>paper from 2D to 3D by folding, rolling and scrunching it.</p> <ul style="list-style-type: none"> • Know that three dimensional art is called sculpture • Know that 'composition' means how things are arranged on the page. • Know that pieces of clay can be joined using the 'scratch and slip' technique. • Know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<p>dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <ul style="list-style-type: none"> • Use clay to form and create an object 	<p>darker tints and shades of a colour can create a 3D effect, like a sphere.</p> <ul style="list-style-type: none"> • Know that simple structures can be made stronger by adding layers, folding and rolling when sculpting • Use clay to practise layering, folding and rolling. 	<p>is often a room or environment in which the viewer 'experiences' the art all around them e.g. Tomáš Libertíny 'living bee sculpture' installation</p> <ul style="list-style-type: none"> • Know that the size and scale of three-dimensional art work changes the effect of the piece. 	<p>textures created by different materials can help suggest form in two-dimensional art work.</p> <ul style="list-style-type: none"> • Use relief/imprint to create intricate and well designed pieces of pattern and texture.
Tone	<ul style="list-style-type: none"> • Know that 'tone' in art means 'light and dark' • Know that we can add tone to a drawing by shading and filling a shape • Know that different pencil grades make different tones. 	<ul style="list-style-type: none"> • Know some basic rules for effective shading when drawing, such as shade in one direction, blending tones smoothly and with no gaps. • Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> • Know that using lighter and darker tints and shades of a colour can create a 3D effect. • Know that tone can be used to create contrast in an artwork. 	<ul style="list-style-type: none"> • Know that tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> • Know the use of chiaroscuro in art to create strong contrasts in light and dark e.g. Brian Selznick's use of intricate chiaroscuro pencil drawings.

Art & Design Strand - Being an artist...

Drawing	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Further develop mark-making within a greater range of media, 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the designing process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
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	<p>demonstrating increased control.</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>taking next steps in a making process.</p> <p>Make/Create</p> <ul style="list-style-type: none"> Confidently use a range of materials, selecting and using these appropriately. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Evaluate</p> <ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. 	<p>Make/Create</p> <ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of one and more intricate mark making <p>Evaluate</p> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. 	<p>observations and research, testing materials and working towards an outcome more independently</p> <p>Make/Create</p> <ul style="list-style-type: none"> Use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. <p>Evaluate</p> <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>Make/Create</p> <ul style="list-style-type: none"> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>Painting & mixed media</p>	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the planning process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

	<ul style="list-style-type: none"> Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlapping materials to create interesting effects. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>taking next steps in a making process.</p> <p>Make/Create</p> <ul style="list-style-type: none"> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. <p>Evaluate</p> <ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<p>Make/Create</p> <ul style="list-style-type: none"> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. <p>Evaluate</p> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. 	<p>observations and research, testing materials and working towards an outcome more independently.</p> <p>Make/Create</p> <ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media. <p>Evaluate</p> <ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>Make/Create</p> <ul style="list-style-type: none"> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. <p>Evaluate</p> <ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Sculpture & 3D	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use 	<p>Explore/Plan/Design</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop

	<p>make decisions about what to try out next.</p> <ul style="list-style-type: none"> • Develop understanding of 3D forms to construct and model simple forms using a range of materials. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop basic skills for shaping and joining clay, including exploring surface texture. • Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Make/Create</p> <ul style="list-style-type: none"> • Able to plan and think through the making process to create 3D forms using a range of materials. • Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). • Experiment with combining found objects and recyclable material to create sculpture. <p>Evaluate</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<p>develop ideas and plan for an outcome.</p> <p>Make/Create</p> <ul style="list-style-type: none"> • Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. • Show an understanding of appropriate finish and present work to a good standard. • Respond to a stimulus and begin to make choices about materials used to work in 3D. <p>Evaluate</p> <ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. 	<p>sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Make/Create</p> <ul style="list-style-type: none"> • Investigate scale when creating forms in three dimensions. • Explore a greater range of materials to create 3D forms eg.wire and found materials • Plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Persevere when constructions are challenging and work to problem solve more independently. <p>Evaluate</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>ideas and plans using sketchbooks.</p> <p>Make/Create</p> <ul style="list-style-type: none"> • Use personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combine materials and techniques appropriately to fit with ideas. • Confidently problem-solve, edit and refine to create desired effects and end results. <p>Evaluate</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Key Artists & Art History

<p>Artist study & Art History</p>	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<ul style="list-style-type: none"> • Use subject vocabulary to describe and compare creative works. • Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
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