



## Art and Design Progression of Knowledge and Skills-EYFS & Key Stage 1

### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **The national curriculum for art and design aims to ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Skills Progression (A- Autumn, Sp - Spring, Su - Summer)

Kapow-black Sonar-Red ELG-blue	Reception-	Year 1	Year 2	End of Key Stage Expectations (taken from the National Curriculum and EYFS)
Generating ideas  <b>Vocabulary</b>	<b>Drawing (A:Marvellous marks)</b> Talk about their ideas and explore different ways to record them <b>Painting and mixed media (Sp:Paint my world)</b> Explore different ways to use paint and a range of media according to their interests and ideas. <b>Sculpture and 3D (Su:Creation station)</b> Explore and play with clay and playdough to make child-led creations.	<b>Drawing (A:Make your mark)</b> <b>Painting and mixed media (Sp:Colour splash)</b> <b>Sculpture and 3D (Su:Paper play)</b> Explore their own ideas using a range of media.  <i>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark.</i>	<b>Painting and mixed media (Sp:Life in colour)</b> <b>Sculpture and 3D (Su:Clay houses)</b> <b>Craft and Design (A:Map it out)</b> Begin to generate ideas from a wider range of stimuli, exploring different materials and techniques.  <i>Use correct artistic vocabulary eg tone, tint, pattern, texture.</i>	NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Sketch books  <b>Vocabulary</b>	<b>Drawing (A:Marvellous marks)</b> Experiment with mark making in an exploratory way.	<b>Drawing (1:Make your mark)</b> <b>Painting and mixed media (Sp:Colour splash)</b> <b>Sculpture and 3D (Su:Paper play)</b> Use sketchbooks to explore ideas in an open-ended way.  <i>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark</i>	<b>Painting and mixed media (Sp:Life in colour)</b> <b>Sculpture and 3D (Su:Clay houses)</b> <b>Craft and design (A:Map it out)</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try next.  <i>Use correct artistic vocabulary eg tone, tint, pattern, texture.</i>	NC-to develop a wide range of art and design techniques, in using colour, pattern, texture, line, shape, form and space.

<p>Making skills (including formal elements)</p> <p>Skills</p> <p>Media and materials</p> <p>Vocabulary</p>	<p><b>Drawing (A:Marvellous marks)</b>          Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.          Work on a range of materials of different textures (eg. Playground, bark).          Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.  <b>Painting and mixed media (Sp:Paint my world)</b>          Explore paint including different application methods (fingers, splatter, natural materials, paint brushes)          Use different forms of 'paint' such as mud and puddles, creating a range of art work both abstract and figurative.          Use mixed-media scraps to create child-led art work with no specific outcome.</p>	<p><b>Drawing (A:Make your mark)</b>          Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.          Develop observational skills to look closely and reflect surface texture through mark-making.          To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.  <b>Painting and mixed media (Sp:Colour splash)</b>          Experiment with paint, using a wide variety of tools (eg-brushes, sponges, fingers) to apply paint to a range of different surfaces.          Begin to explore colour mixing          Play with combinations of materials to create simple collage effects.          Select materials based on their properties, eg-shiny, soft.</p>	<p><b>Painting and mixed media (Sp1:Life in colour)</b>          Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.          Create a range of secondary colours by using different amounts of each starting colour or adding water.          Make choices about which materials to use for collage based on colour, texture, shape and pattern.          Experiment with overlapping and layering materials to create interesting effects.</p>	<p>ELG-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>NC-to use a range of materials creatively to design and make products.          NC-to develop a wide range of art and design techniques, in using colour, pattern, texture, line, shape, form and space.</p>
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	<p><b>Sculpture and 3D (Su:Creation station)</b></p> <p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways eg- using sticky tape to attach materials, making simple joins when modelling with playdough.</p> <p>Design something and stick to the plan when making.</p> <p>Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</p> <p>Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p>	<p><b>Sculpture and 3D (Su:Paper play)</b></p> <p>Use their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p><b>Sculpture and 3D (Su:Clay houses)</b></p> <p>Develop understanding of sculpture to construct and model simple forms.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p><b>Craft and design (A:Map it out)</b></p> <p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines.</p> <p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns.</p> <p>In painting, mix colours to make secondary colours.</p> <p>In painting, add white to make tints and black to make shades.</p> <p>In collage, mix materials to create texture eg coiling, overlapping and montage.</p>	
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<p>Knowledge of Artists <b>Significant artist Vocabulary</b></p>	<p><b>Drawing (A:Marvellous marks)</b> <b>Painting and mixed media (Sp:Paint my world)</b> <b>Sculpture and 3D (Su:Creation station)</b> <b>Art Gallery &amp; Artist Study (Su)</b> Enjoy looking at and talking about art.</p>	<p><b>Drawing (A1:Make your mark)</b> <b>Painting and mixed media (Sp1:Colour splash)</b> <b>Sculpture and 3D (Sp2:Paper play)</b> <b>Art Gallery &amp; Artist Study (Su)</b> Describe similarities and differences between practices in Art and design, eg-between painting and sculpture, and link these to their own work.</p> <p><b>Talk about the work of an artist, craft maker or designer.</b> <b>Discuss their own and others' work.</b> <b>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark.</b></p>	<p><b>Painting and mixed media (Sp:Life in colour)</b> <b>Sculpture and 3D (Su:Clay houses)</b> <b>Craft and design (A:Map it out)</b> <b>Art Gallery &amp; Artist Study (Su)</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. <b>Know about the work of a range of artists, craft makers and designers.</b> <b>Describe differences and similarities and make links to own work.</b> <b>Use correct artistic vocabulary eg tone, tint, pattern, texture.</b></p>	<p>NC-about the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p>Evaluating and analysing <b>Vocabulary</b></p>	<p><b>Drawing (A:Marvellous marks)</b> <b>Painting and mixed media (Sp:Paint my world)</b> <b>Sculpture and 3D (Su:Creation station)</b> Talk about their artwork, stating what they feel they did well <b>Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them.</b></p>	<p><b>Drawing (A:Make your mark)</b> <b>Painting and mixed media (Sp:Colour splash)</b> <b>Sculpture and 3D (Su:Paper play)</b> Describe and compare features of their own and other's art work. <b>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark.</b></p>	<p><b>Painting and mixed media (Sp:Life in colour)</b> <b>Sculpture and 3D (Su:Clay houses)</b> <b>Craft and design (A:Map it out)</b> 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. <b>Use correct artistic vocabulary eg tone, tint, pattern, texture.</b></p>	<p><b>ELG-Share their creations, explaining the process they have used.</b></p>



## Art Progression of Knowledge and Skills-EYFS & Key Stage 2

Kapow-black Sonar-Red	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations (taken from the National Curriculum)
Generating ideas <b>Vocabulary</b>	<b>Drawing (A:Growing Artists)</b> <b>Painting and mixed media (Sp:Prehistoric Painting)</b> <b>Sculpture and 3D (Su:Abstract shape and space)</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <i>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</i>	<b>Drawing (A:Power Prints)</b> <b>Painting and mixed media (Sp:Light and dark)</b> <b>Craft and design (Su:Fabric of nature)</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <i>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</i>	<b>Drawing (A:I need Space)</b> <b>Painting and mixed media (Sp:Portraits)</b> <b>Sculpture and 3D (Su:Interactive Installation)</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <i>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.</i>	<b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Su:Making memories)</b> <b>Craft and design (Sp:Photo opportunity)</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <i>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.</i>	NC - To create sketch books to record their observations and use them to review and revisit ideas

<p>Sketch books Vocabulary</p>	<p><b>Drawing (A:Growing Artists)</b> Painting and mixed media (Sp:Prehistoric Painting) <b>Sculpture and 3D (Su:Abstract shape and space)</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <i>Create sketchbooks to record and revisit observations.</i> <i>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</i></p>	<p><b>Drawing (A:Power Prints)</b> Painting and mixed media (Sp:Light and dark) <b>Craft and design (Su:Fabric of nature)</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <i>Create sketchbooks to record and revisit observations.</i> <i>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</i></p>	<p><b>Drawing (A:I need Space)</b> Painting and mixed media (Sp:Portraits) <b>Sculpture and 3D (Su:Interactive Installation)</b> (Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <i>Capture artistic process in sketch book.</i> <i>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.</i></p>	<p><b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Su:Making memories)</b> <b>Craft and design (Sp:Photo opportunity)</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <i>Capture artistic process in sketch book.</i> <i>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p>
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<p>Making skills (including formal elements)</p> <p><b>Skills</b> <b>Media and materials</b> <b>Vocabulary</b></p>	<p><b>Drawing(A:Growing Artists)</b> Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>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> <p><b>Painting and mixed media (Sp: Prehistoric Painting)</b> 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. 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. objects and recyclable material to create sculpture.</p> <p><b>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</b></p> <p><b>Use and apply art and design techniques and improve their control and use of materials.</b></p>	<p><b>Drawing (A:Power Prints)</b> 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 continuing to develop use of tone and more intricate mark making.</p> <p><b>Painting and mixed media (Sp: Light and dark)</b> 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 by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p><b>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey.</b></p> <p><b>Apply art and design techniques with creativity, experimentation and increasing awareness.</b></p>	<p><b>Drawing (A:I need Space)</b> To 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> <p><b>Painting and mixed media (Sp: Portraits)</b> 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. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.</p> <p><b>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.</b></p> <p><b>Improve mastery of art/design techniques with wide range of materials.</b></p>	<p><b>Drawing (A:Make my voice heard)</b> 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> <p><b>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.</b></p> <p><b>Master art/design techniques with wide range of materials.</b></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>
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	<p><b>Sculpture and 3D (Su:Abstract shape and space)</b>  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.  Create sketchbooks to record and revisit observations.  In painting, use white to make tints and black to make shades. In painting, create a colour wheel. In collage, consider the effect of chosen materials and technique. In sculpture, include texture that conveys feelings, expression or movement and refine use of tools. In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc. In digital media, use a range of tools to create different lines, colours, shapes, tones and textures.</p>	<p><b>Craft and design (Su:Fabric of nature)</b>  Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.  Create sketchbooks to record and revisit observations. In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection.  In painting, use watercolours to produce washes for backgrounds.  In collage, use mosaic and montage. In textiles, use basic cross and back stitch. In print, use layers of two or more colours. In digital media, use a range of tools to create images, video and sound recordings.</p>	<p><b>Sculpture and 3D (Su:Interactive Installation)</b>  Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.  Capture artistic process in sketch book.  In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, use watercolours to suggest mood.  In collage, with increasing confidence, combine visual and tactile qualities.  In sculpture, combine visual and tactile qualities.  In print, make printing blocks eg from coiled string on card to create repeating pattern. Enhance digital media by editing including sound, video, animation, still images and installations.</p>	<p><b>Sculpture and 3D (Su:Making memories)</b>  Uses 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.  <b>Craft and design (Sp:Photo opportunity)</b>  Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.  Capture artistic process in sketch book.  In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration. In painting, combine colours, tones and tints to enhance mood. In collage, combine visual and tactile qualities.  Enhance digital media by editing including sound, video, animation, still images and installations.</p>	
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<p>Knowledge of Artists Significant artists Vocabulary</p>	<p><b>Drawing (A:Growing Artists)</b> Painting and mixed media (Sp:Prehistoric Painting) Sculpture and 3D (Su:Abstract shape and space) Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Evaluate work of some artists and analyse creative works. Know about great artists, architects and designers and how their art / design reflected and shaped our history. Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</p>	<p><b>Drawing (A:Power Prints)</b> Painting and mixed media (Sp: Light and dark) Craft and design (Su:Fabric of nature) 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. Draw on work of other artists for inspiration and begin to emulate their style Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation. Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</p>	<p><b>Drawing (A:I need Space)</b> Painting and mixed media (Sp: Portraits) Sculpture and 3D (Su:Interactive Installation) 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. Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language. Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.</p>	<p><b>Drawing (A:Make my voice heard)</b> Sculpture and 3D (Su:Making memories) Craft and design (Sp:Photo opportunity) 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. Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language. Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.</p>	<p>To know about great artists, architects and designers in history</p>
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<p>Evaluating and analysing <b>Vocabulary</b></p>	<p><b>Drawing (A:Growing Artists)</b> <b>Painting and mixed media (Sp:Prehistoric Painting)</b> <b>Sculpture and 3D (Su:Abstract shape and space)</b> 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. <b>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette.</b></p>	<p><b>Drawing (A:Power Prints)</b> <b>Painting and mixed media (Sp:Light and dark)</b> <b>Craft and design (Su:Fabric of nature)</b> 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. <b>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey.</b></p>	<p><b>Drawing (A:I need Space)</b> <b>Painting and mixed media (Sp:Portraits)</b> <b>Sculpture and 3D (Su:Interactive Installation)</b> 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. <b>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate.</b></p>	<p><b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Su:Making memories)</b> <b>Craft and design (Sp:Photo opportunity)</b> 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. <b>Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative.</b></p>	
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## Art Progression of Knowledge Key Stage 1 - Formal Elements

	Year One	Year Two
<b>Colour</b>	<p><b>Painting and mixed media (Sp:Colour splash)</b>            Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange            Yellow + blue = green            Blue + red = purple</p>	<p><b>Painting and mixed media (Sp:Life in colour)</b>            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, eg the seaside.</p>
<b>Form</b>	<p><b>Sculpture and 3D (Su:Paper play)</b>            Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.            Know that three dimensional art is called sculpture.</p>	<p><b>Craft and design (A:Map it out)</b>            Know that 'composition' means how things are arranged on the page.  <b>Sculpture and 3D (Su:Clay houses)</b>            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>
<b>Shape</b>	<p><b>Sculpture and 3D (Su:Paper play)</b>            Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p>	<p><b>Craft and design (A:Map it out)</b>            Know that collage materials can be shaped to represent shapes in an image.            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.</p>
<b>Line</b>	<p><b>Drawing (A:Make your mark)</b>            Know that drawing tools can be used in a variety of ways to create different lines.            Know that lines can represent movement in drawings.</p>	<p><b>Craft and design (A:Map it out)</b>            Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>
<b>Pattern</b>	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p><b>Craft and design (A:Map it out)</b>            Know that surface rubbings can be used to add or make patterns.            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.</p>
<b>Texture</b>	<p><b>Drawing (A:Make your mark)</b>            Know that texture means 'what something feels like'.            Know that different marks can be used to represent the textures of objects.</p>	<p><b>Craft and design (A:Map it out)</b>            Know that collage materials can be chosen to represent real-life textures.            Know that collage materials can be overlapped and overlaid to add texture.            Know that drawing techniques such as hatching, scribbling, stippling, and blending can</p>

	Know that different drawing tools make different marks.	create surface texture.
<b>Tone</b>	<b>Drawing (A:Make your mark)</b> <b>Painting and mixed media (Sp:Colour splash)</b> Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	<b>Craft and design (A:Map it out)</b> Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.



## Art Progression of Knowledge Key Stage 2 - Formal Elements

	Year Three	Year Four
<b>Colour</b>	<p><b>Painting and mixed media (Sp:Prehistoric painting)</b>            Know that using light and dark colours next to each other creates contrast.            Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p><b>Painting and mixed media (Sp:Light and dark)</b>            Know that adding black to a colour creates a shade.            Know that adding white to a colour creates a tint.</p>
<b>Form</b>	<p><b>Sculpture and 3D (Sp:Abstract shape and space)</b>            Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).            Know that organic forms can be abstract.</p>	<p><b>Painting and mixed media (Sp:Light and dark)</b>            Know that using lighter and darker tints and shades of a colour can create a 3D effect.            Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>
<b>Shape</b>	<p><b>Sculpture and 3D (Su:Abstract shape and space)</b>            Know that negative shapes show the space around and between objects.</p>	<p><b>Drawing (A:Power prints)</b>  <b>Craft and Design (Su:Fabric of nature)</b>            Know how to use basic shapes to form more complex shapes and patterns.</p>
<b>Line</b>	<p><b>Drawing (A:Growing artists)</b>            Know that different drawing tools can create different types of lines.</p>	<p><b>Drawing (A:Power prints)</b>            Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>
<b>Pattern</b>	<p><b>Drawing (A:Growing artists)</b>            Know that pattern can be man-made (like 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.</p>	<p><b>Drawing (A:Power prints)</b>            Know that symmetry can be used to create repeating patterns.            Know that patterns can be irregular, and change in ways you wouldn't expect.</p>
<b>Texture</b>	<p><b>Drawing (A:Growing artists)</b>            Know that texture in 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>	<p><b>Drawing (A:Power prints)</b>            Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>
<b>Tone</b>	<p><b>Drawing (A:Growing artists)</b>            Know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.            Know that shading is used to create different tones in artwork and can include cross-hatching, scribbling and stippling.</p>	<p><b>Drawing (A:Power prints)</b>  <b>Painting and mixed media (Sp:Light and dark)</b>            Know that using lighter or darker tints and shades of a colour can create a 3D effect.            Know that tone can be used to create contrast in an artwork.</p>

	Year Five	Year Six
<b>Colour</b>	<b>Painting and mixed media (Sp:Portraits)</b> Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	<b>Drawing (A:Make my voice heard)</b> 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 or for celebration.
<b>Form</b>	<b>Sculpture and 3D (Su:Interactive Installation)</b> To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	<b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Sp:Making memories)</b> Know that the surface textures created by different materials can help suggest form in two-dimensional art work.
<b>Shape</b>	<b>Sculpture and 3D (Su:Interactive Installation)</b> Know that a silhouette is a shape filled with a solid flat colour that represents an object.	<b>Craft and Design (Sp:Photo opportunity)</b> To know how an understanding of shape and space can support creating effective composition.
<b>Line</b>	<b>Drawing (A:I need space)</b> Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	<b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Su:Making memories)</b> <b>Craft and Design (S:Photo opportunity)</b> Know how line is used beyond drawing and can be applied to other art forms.
<b>Pattern</b>	<b>Sculpture and 3D (Su:Interactive Installation)</b> Know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	<b>Drawing (A:Make my voice heard)</b> <b>Sculpture and 3D (Su:Making memories)</b> Know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
<b>Texture</b>	<b>Drawing (A:I need space)</b> Know how to create texture on different materials.	<b>Art Gallery &amp; Artist Study</b> Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
<b>Tone</b>	<b>Drawing (A:I need space)</b> <b>Painting and mixed media (Sp:Portraits)</b> Know that tone can help show the foreground and background in an artwork.	<b>Craft and Design (Sp:Photo opportunity)</b> Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.