

Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year’s learning

Key Skills
 Painting and use of materials
 Artistic Expression
 Effective art techniques
 Knowledge of Artists

Art

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	<p>Use materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture with different materials.</p> <p>Malleable materials such as clay and dough.</p>	<p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Malleable materials.</p>	<p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p> <p>Malleable materials.</p>	<p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work. Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p>	<p>Experiment with working on different surfaces.</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p> <p>Acrylic paints. Oil pastels. Charcoal.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p> <p>Collaborative work. Large-scale drawings and paintings. Large-scale models and sculpture.</p> <p>Art in public sphere.</p>
Expression and Imagination	<p>Develop and share their own imagination and experiences through art.</p>	<p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p>	<p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p> <p>Begin to look at different artists’ work</p>	<p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for</p>	<p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE</p>	<p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p>	<p>Use Art to express an abstract concept e.g war, love, creation. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.</p>

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		Begin to draw what is in front of them.	and attempt own interpretations of the style and technique.	practice and to show development of their own ideas and to explore technique and composition.	or Literacy. As a response to work or as a starting point to learning.	Begin to build up a portfolio of their work.	Continue with their portfolios.
Techniques	Develop and use texture, colour, line, pattern, shape, form and space.	Explore line and mark making in different ways. Work with a variety of different brushes. Threading and using a needle to create a stitch. Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture. Manipulating clay using fingers and tools.	Practise a variety of methods for dyeing material. Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.	Manipulating clay using fingers and tools. Decoration techniques such as embossing, engraving and imprinting. Variety of stitching techniques (running, stabbing) Draw outlines with reference to size and shape.	Mixing tertiary colours (browns, neutrals, flesh.) Build up painting techniques (resist work, layering, and scraping.) Use pencils and penwork to create tone and shade and intricate marks when drawing. Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.	Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.) Continue to experiment with the techniques of different artists. Practice skills to create different surfaces. Develop sculpture techniques by manipulating natural materials to create a structure.	Use viewfinders and perspective techniques in composition. Apply paint to show textures. ‘Limited palette’ work. Working with one colour and developing work using tints and shades. Construct scale models using joining and drawing techniques. Combine techniques and give reasons for choices.
Artists	Look at a range of work by different artists.	Explore a range of work by other artists, craft	Continue to explore and be exposed to	Begin to research great artists and	Begin to develop an understanding of the work of an architect	Use the work of a famous artist as a	Have an in-depth knowledge of the work of an architect and

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	<p>Say whether they like or dislike it begin to give reasons why.</p>	<p>makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> <p>Use a piece of artwork as a starting point for their own work.</p>	<p>work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p> <p>To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>	<p>designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p>	<p>to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others’ work alongside set criteria.</p>	<p>stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p> <p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.</p>	<p>choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p> <p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor; Grayson Perry; M5 ‘Wicker Man’; London Olympics Opening Ceremony)</p>
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