


# Knowledge and Skills Progression - 2021/22

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1. Understanding of colour and tone.</b></p> <p>NC link: To develop a wide range of techniques in using colour, pattern, texture, shape.</p>	<p>To know that the primary colours are red, blue and yellow.</p> <p>To know how they can be mixed to make secondary colours.</p>	<p>To know how to identify primary colours.</p> <p>To know how to mix primary colours to create secondary colours.</p> <p>To know how to use colour to create colour wheels</p>	<p>To know how to identify secondary colours.</p> <p>To know that to make secondary colours you use primary colours.</p> <p>To know how to use colour to create colour wheels</p> <p>To know that adding white to to a colour makes lighter colours and black makes darker colours.</p> <p>To know how to focus on colour and space for effect.</p>	<p>To know how to use primary and secondary colours to mix effectively.</p> <p>To know how to experiment with creating mood through some secondary colours.</p> <p>To know how to use watercolours to create washes for backgrounds, then add detail.</p> <p>To know that blending different colours will create different effects.</p>	<p>To know how to use primary and secondary colours to mix effectively to create a given effect.</p> <p>To know how to experiment with creating mood through making secondary colours.</p> <p>To know how to use blending of simple colours to build up layers.</p>	<p>To know how to use primary and secondary colours to mix effectively and discuss how they are used to create different effects.</p> <p>To know how to experiment with creating mood through colours and describe the mood created.</p> <p>To know how to use blending to build up layers of colours.</p> <p>To know how to build up layers of colours.</p>	<p>To know how to use primary and secondary colours to mix effectively and discuss effects in detail, comparing thoughts to other secondary colours.</p> <p>To know how to experiment with creating mood through colours and describe the mood created, improving in new pieces of work.</p> <p>To know how to build up layers using complementary and contrasting colours.</p> <p>To know how to include tones and tints to develop technique.</p>

<p><b>2. To master artistic techniques including drawing, painting and sculpture.</b></p> <p><b>NC Link:</b></p> <p>-Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>To know how to use mark making to develop and share ideas.</p> <p>To use imagination and experience to develop mark making.</p> <p>To enjoy using graphic tools, fingers, hands, chalk, pens and pencils when mark making.</p> <p>Draw/paint on different surfaces.</p>	<p>To use painting, drawing and sculpture to share and develop ideas.</p> <p>To use imagination and experience when drawing.</p> <p>To develop and use a mixture of materials to create texture for effect.</p> <p>To start to produce lines of different thickness with a range of media.</p> <p>To explore techniques such as light and dark without the use of black or white.</p>	<p>To know how to evaluate painting and drawing and refine work when developing and sharing ideas.</p> <p>To continue to investigate tone by drawing light/dark lines using a pencil.</p> <p>To know how to control the types of marks made with a range of media.</p> <p>To use clay/modroc to create an imaginary or realist form.</p>	<p>To know how to evaluate painting and drawing and refine work when developing and sharing ideas.</p> <p>To use paints to recap on the techniques previously learned. Make changes by painting over work.</p> <p>To develop intricate patterns/marks with a variety of media.</p> <p>To begin to have an awareness of objects having a third dimension (sculpture).</p>	<p>To know how to evaluate painting and drawing and refine work when developing and sharing ideas.</p> <p>To develop a personal style of painting.</p> <p>To know how to create pieces or products that have a high-quality finish using taught art skills.</p> <p>To know how to show life like qualities and real-life Proportions.</p> <p>To know that mixing different textures creates new ideas.</p> <p>Develop intricate patterns with a variety of media.</p>	<p>To know how to evaluate painting and drawing and refine work when developing and sharing ideas.</p> <p>To control the types of marks made and experiment with different effects and textures.</p> <p>To use recycled, natural and man made materials to create a sculpture.</p> <p>To use a range of shading for different purposes.</p> <p>To develop drawing with perspective using a single focal point.</p>	<p>To know how to evaluate painting and drawing and refine work when developing and sharing ideas.</p> <p>To know how to plan, create and evaluate a sculpture/painting or drawing incorporating form, pattern and texture.</p> <p>To finish art pieces to a high quality.</p> <p>To know how to evaluate using artistic language.</p> <p>To create sculpture and constructions with increasing confidence.</p>
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<p><b>3. To generate and develop ideas to produce creative work.</b></p> <p>NC Link:</p> <p>-Produce creative work, exploring their ideas and recording their experiences.</p> <p>-To use a range of materials creatively to design and make products</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To respond to ideas and starting points.</p> <p>To explore and develop ideas freely.</p> <p>Choose suitable materials for creation.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To respond to ideas and starting points and create independent ideas for creation.</p> <p>To explore and develop ideas freely.</p> <p>Choose suitable materials and decide why they are used.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To create and use a wide range of patterns and colours.</p> <p>To identify man-made and natural patterns.</p> <p>To choose different materials for effect and purpose.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To explore ideas from first-hand observations.</p> <p>To identify natural and man-made patterns.</p> <p>To create and use a wide range of patterns and colours.</p> <p>To choose different materials for effect and purpose.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To make simple reflections on creations made and suggested improvements giving reasons for choices.</p> <p>To identify natural and man-made patterns.</p> <p>To create and use a wide range of patterns and colours.</p> <p>To choose different materials for effect and purpose.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To make more complex reflections on creations made and suggest improvements giving reasons for choices.</p> <p>To identify natural and man-made patterns.</p> <p>To create and use a wide range of patterns and Colours.</p> <p>To choose different materials for effect and purpose.</p>	<p>To keep a sketchbook to record ideas and observations.</p> <p>To make complex reflections on creations made (and that of other artists) and suggest improvements giving reasons for choices.</p> <p>To identify natural and man-made patterns.</p> <p>To create and use a wide range of patterns and colours.</p> <p>To choose different materials for effect and purpose.</p>
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<p><b>4. Knowledge and appreciation of great artists, cultural and historic movements.</b></p> <p>NC Link -</p> <p>-To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>To use inspiration from well-known artists when mark-making.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration from well-known artists when creating new pieces.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration from well-known artists when creating new pieces.</p> <p>To express opinions of the work of famous notable artists.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration from well-known artists when creating new pieces.</p> <p>To express opinions of the work of famous notable artists referring to techniques used.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration from well-known artists when creating new pieces.</p> <p>To express opinions of the work of famous notable artists referring to techniques used.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration from well-known artists when creating new pieces.</p> <p>To express opinions of the work of famous notable artists referring to techniques and Effect.</p> <p>To use key vocabulary to demonstrate knowledge about well-known artists.</p>	<p>To link their creative output to well-known artists.</p> <p>To recognise how to make links to the local artistic community.</p> <p>To use inspiration and recreate work from well-known artists when creating new pieces.</p> <p>To express opinions of the work of famous notable artists referring to techniques and effect.</p> <p>To use key vocabulary to demonstrate knowledge about well-known artists.</p> <p>To make comparisons between different artists.</p>
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<p><b>5. Analyse critically using artistic vocabulary.</b></p> <p><b>NC Links:</b></p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>-To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To notice pictures show different things.</p> <p>To notice similarities and differences in some pieces of art.</p>	<p>To discuss similarities and differences between one artist's work.</p> <p>To discuss why we like one piece of art more than others.</p>	<p>To discuss similarities and differences between two artists' work.</p> <p>To discuss why we like/dislike some pieces of art.</p>	<p>To examine a piece of work from a well-known artist and discuss likes/dislikes using justification for answers.</p> <p>To critically evaluate their work using artistic vocabulary - stating skills used.</p>	<p>To examine a piece of work from more than one well-known artist and discuss likes/dislikes using justification for answers.</p> <p>To critically evaluate their own and others' work using artistic vocabulary - stating skills used.</p>	<p>To examine a piece of work from more than one well-known artist and discuss likes/dislikes using justification for answers.</p> <p>To use analysis to create a success criteria for own work.</p>	<p>To examine a piece of work from more than one well-known artist and discuss likes/dislikes using justification for answers.</p> <p>To conduct an in-depth analysis of a painting/drawing or sculpture commenting on the form, line, technique and other observations.</p> <p>To use analysis to create a success criteria for own work.</p>
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