



# St Cuthbert's Catholic Primary School

## Art Progression of Knowledge



|   | EYFS   | Nursery (age 3-4)   | Reception (age 4-5) /ELG   |
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| <b>Artists and Artworks (evaluation &amp; analysis)</b> | <ul style="list-style-type: none"> <li>- Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li> <li>- Identify colours, objects and shapes in the artwork.</li> <li>- Discuss their own artwork using simple language.</li> </ul>   |   |  |
| <b>Drawing</b>  | <ul style="list-style-type: none"> <li>- Begin to hold a pencil correctly and use it to make marks.</li> <li>- Attempt to use other materials to make marks (crayons, felt tips, etc)</li> <li>- Represent their ideas and feelings through art.</li> <li>- Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.</li> </ul> | <ul style="list-style-type: none"> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Use drawing to represent ideas like movement or loud noises.</li> <li>- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> </ul> | <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively sharing ideas, resources and skills.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>   |
| <b>Painting</b>   | <ul style="list-style-type: none"> <li>- Use a brush or other tool to make marks with paint.</li> <li>- Choose from a range of pre-mixed colours to create painted artworks.</li> <li>- Paint simple shapes and images that can be recognised or explained by the child.</li> <li>- Use large muscle movement to paint and make marks.</li> </ul>                  | <ul style="list-style-type: none"> <li>- Explore colour and colour-mixing</li> <li>Use a brush or other tool to make marks with paint.</li> <li>- Choose from a range of pre-mixed colours to create painted artworks.</li> <li>- Paint simple shapes and images that can be recognised or explained by the child.</li> <li>- Use large muscle movement to paint and make marks.</li> </ul>   | <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively sharing ideas, resources and skills.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> |

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| <b>Printing</b>                | <ul style="list-style-type: none"> <li>-Use pre-made stamps &amp; found objects to explore printmaking. - Notice and continue simple patterns (ABAB)</li> </ul>  | <ul style="list-style-type: none"> <li>-Use pre-made stamps &amp; found objects to explore printmaking. - Notice and continue simple patterns (ABAB)</li> </ul>   | <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>   |
| <b>Sculpture &amp; Collage</b> | <ul style="list-style-type: none"> <li>- Use rollers, cutters and their hands to begin to mould soft materials, such as play dough.</li> <li>- Start to use scissors appropriately to cut into materials.</li> <li>- Use glue and tape to fix objects together, even if not always successful.</li> <li>- Use mixed media to create simple 3-D sculptures</li> </ul> | <ul style="list-style-type: none"> <li>- Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures</li> </ul> | <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> |

|   | Key Stage 1   |
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| Artists and Artworks<br>(evaluation & analysis) | <ul style="list-style-type: none"> <li>- Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</li> <li>- Notice details and familiar objects/ shapes / colours in an artwork including light and dark. - Make simple comparisons between artists and artworks.</li> <li>- Make some links between their work and an artwork.</li> <li>- Begin to comment on how an artist/designer has used colour, pattern and shape.</li> <li>- Start to ask their own questions about an artwork.</li> <li>- Describe and discuss their own artworks, noting key details</li> </ul> |
| Drawing   | <ul style="list-style-type: none"> <li>- Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</li> <li>- Use charcoal, coloured pencils and wax crayons to draw.</li> <li>- Make simple observational drawings.</li> <li>- Draw to express emotion using mark making (e.g. angry, happy).</li> <li>- Record their work.</li> </ul>  |
| Painting  | <ul style="list-style-type: none"> <li>- Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Use poster paints and watercolours on traditional surfaces.</li> <li>-Explore how colour can portray mood and emotion.</li> <li>- Paint from observation and imagination.</li> <li>- Use simple IT programmes to explore digital painting.</li> <li>- Use resist techniques (e.g. wax crayons &amp; wash).</li> </ul>   |
| Printing  | <ul style="list-style-type: none"> <li>- Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect.</li> <li>- Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC).</li> </ul>   |

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| Sculpture & Collage                             | <ul style="list-style-type: none"> <li>- Mould play dough or other soft materials, making round and flat shapes and adding texture.</li> <li>- Use appropriate materials to create a desired texture.</li> <li>- Use scissors and different fixing methods when creating 3-D objects.</li> <li>- Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme.</li> </ul>  |
| <b>Lower Key Stage 2</b>                        |   |
| Artists and Artworks<br>(evaluation & analysis) | <ul style="list-style-type: none"> <li>- Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li> <li>- Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</li> <li>- Make links between their work and the work of more than one artist.</li> <li>- Recognise when and where an artwork was created (timeline and map).</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>- Ask their own questions about artworks, developing them and sharing in class discussion.</li> <li>- Describe and discuss their own artworks, explaining choices with appropriate vocabulary.</li> </ul> |
| Drawing   | <ul style="list-style-type: none"> <li>- Hold a pencil and make marks with control.</li> <li>- Use sketching strokes to draw and add texture, movement and depth.</li> <li>- Use felt tips, chalk pastels and oil pastels to add colour to their drawings.</li> <li>- Shade, blend and add highlights to show dimension using a range of pencil grades.</li> <li>- Consider the placement and composition when drawing.</li> <li>- Make more detailed observational drawings, beginning to capture facial expression.</li> <li>- Record their work and add it to their sketchbook, annotating with simple analysis and evaluation.</li> <li>- Use sketchbooks to practise techniques and skills.</li> </ul>   |
| Painting  | <ul style="list-style-type: none"> <li>- Use different brushes and marks to gain a desired effect (e.g. large brush for large area).</li> <li>- Mix shades and tints.</li> <li>- Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.</li> <li>- Beginning to be able to match colours effectively to portray their subject or mimic an artist.</li> <li>- Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.</li> <li>- Use cold and warm colours.</li> <li>- Use a range of IT programmes to explore digital painting.</li> <li>- Use more resist techniques (e.g. tape and ink).</li> </ul>   |

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| <p style="text-align: center;"><b>Printing</b></p>   | <ul style="list-style-type: none"> <li>- Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate).</li> <li>- Make and use simple stencils to print (e.g. using card or paper) using 2 colours.</li> <li>- Find and copy complex patterns from nature and architecture.</li> </ul>   |
| <p style="text-align: center;"><b>Sculpture &amp; Collage</b></p>                              | <ul style="list-style-type: none"> <li>- Mould, carve and cut clay or other soft materials using appropriate tools.</li> <li>- Build texture and shape using collage to create relief.</li> </ul> <p>Build 3-dimensional shapes from 2- dimensional materials (e.g. papier mache) .</p> <ul style="list-style-type: none"> <li>- Use a range of techniques to attach and fix shapes together.</li> <li>- Use collage (eg. mosaic) to create images, patterns and backgrounds.</li> </ul>   |
| <b>Upper Key Stage 2</b>   |  |
| <p style="text-align: center;"><b>Artists and Artworks<br/>(evaluation &amp; analysis)</b></p> | <ul style="list-style-type: none"> <li>- Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.</li> <li>- Compare multiple artworks and recognise patterns and key concepts between art movements.</li> <li>- Make clear links between their work and the work of others, noting specific influences and techniques.</li> <li>- Explain how key artworks contributed to cultural development or historical events.</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</li> <li>- Use a question matrix to develop an increasingly complex range of questions about the artworks they study.</li> <li>- Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.</li> </ul> |
| <p style="text-align: center;"><b>Drawing</b></p>  | <p>Draw with precision and control.</p> <ul style="list-style-type: none"> <li>- Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel).</li> <li>- Use appropriate software to draw and design digitally.</li> <li>-Create texture using a single medium.</li> <li>- Shade, blend and add highlights to describe light and dark, contrast and shadow.</li> <li>-Make increasingly accurate observational drawings, using formal elements.</li> <li>- Explore and begin to understand perspective.</li> <li>- Draw human bodies, showing movement and emotion. - Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.</li> </ul>  |

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| <p style="text-align: center;"><b>Painting</b></p>                | <ul style="list-style-type: none"> <li>- Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect).</li> <li>- Mix with increasing purpose and accuracy a wide range of colours.</li> <li>- Increasingly confident with matching colours effectively to portray their subject or mimic an artist.</li> <li>- Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas.</li> <li>- Paint on non-conventional surfaces.</li> <li>- Use mixed media to make collages including paint.</li> <li>- Explore the use of a limited colour palette and the effect of this.</li> <li>- Use resist techniques (e.g. batik, silk painting, masking fluid and paint).</li> </ul> |
| <p style="text-align: center;"><b>Printing</b></p>                | <ul style="list-style-type: none"> <li>- Create relief prints (e.g. Lino, polystyrene or collagraph print) - Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours.</li> <li>- Print onto a range of materials to explore texture and layers.</li> <li>- Use colour and print to create simple repeating and non-repeating patterns (eg wallpaper)</li> </ul>  |
| <p style="text-align: center;"><b>Sculpture &amp; Collage</b></p> | <ul style="list-style-type: none"> <li>- Sculpt clay and other materials with precision, including joining clay parts.</li> <li>- Combine techniques and materials to create sculptures (e.g. wire or Modroc).</li> <li>- Work on a small scale with precision</li> </ul> <p>Work on a large scale, ensuring their work is balanced and secure.</p> <ul style="list-style-type: none"> <li>- Build texture and shape using a wide range of collage materials to create a desired effect.</li> </ul>   |