

Knowledge, Skills and Understanding progression for Art at Yarm Primary School

3 & 4-year-olds will be learning to:		Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Understanding the World			<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

Year 1				
	Drawing	Printing	Painting	Collage
Expected	<p>Can they draw lines of different shapes and thickness?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Can they communicate something about themselves in their drawing?</p> <p>Can they create moods in their drawings?</p>	<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>	<p>Can they name the colours they use, including shades?</p> <p>Can they create moods in their paintings?</p> <p>Can they use thick and thin brushes?</p> <p>Can they name the primary and secondary colours?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>
	Textiles	3D	Knowledge	
	<p>Can they sort threads and fabrics?</p> <p>Can they group fabrics and threads by colour and texture?</p> <p>Can they weave with fabric and thread?</p>	<p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll and coil materials such as clay, dough</p>	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	
Exceeding	<p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they mix paint to create all the secondary colours?</p> <p>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</p>			

Year 2				
	Drawing	Printing	Painting	Collage
Expected	<p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p>	<p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>
	sketchbooks	3D	Knowledge	
	<p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Can they add texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, roll and coil materials such as clay, dough ?</p>	<p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they ask sensible questions about a piece of art?</p>	
Exceeding	<p>Can they compare the work of different artists?</p> <p>Can they use a range of brushes to create different effects?</p> <p>Can they add onto their work to create texture and shape?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p>			

Year 3				
	Drawing	Printing	Painting	Collage
Expected	<p>Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and textures?</p>	<p>Can they make a printing block? Can they make a 2 colour print?</p>	<p>Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects?</p>	<p>Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?</p>
	Sketchbooks	3D/Textiles	Knowledge	
	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping ?</p>	<p>Can they add onto their work to create texture and shape? Can they work with life size materials? Can they create pop-ups? Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work?</p>	<p>Can they compare the work of different artists? Can they explore work from other cultures? Can they explore work from other periods of time? Are they beginning to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	
Exceeding	<p>Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books? Can they experiment with different styles which artists have used? Do they successfully use shading to create mood and feeling?</p>			

Year 4				
	Drawing	Printing	Painting	Collage
Expected	<p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling?</p>	<p>Can they use ceramic mosaic?</p> <p>Can they combine visual and tactile qualities?</p>
	Sketchbooks	3D/Textiles	Knowledge	
	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Can they produce a montage all about themselves?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	
Exceeding	<p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>			

Year 5				
	Drawing	Printing	Painting	Collage
Expected	<p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p> <p>Can they print onto different materials?</p>	<p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p>
	Sketchbooks	3D/Textiles	Knowledge	
	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	
Exceeding	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>			

Year 6				
	Drawing	Printing	Painting	Collage
Expected	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques?</p>	<p>Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>	<p>Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques?</p>	<p>Can they justify the materials they have chosen? Can they combine pattern, tone and shape?</p>
	Sketchbooks	3D/Textiles	Knowledge	
	<p>Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>	<p>Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?</p>	<p>Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?</p>	