



Art Knowledge and Skills Progression Map

		Birth to 3 3-4 years Reception/ELG	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Generic Skills		Use one handed tools and equipment for example making snips in paper with scissors Use a comfortable grip with control when holding pens and pencils Explore, use and refine a variety of artist 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] 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've used Develop their small motor skills so they can use a range of tools competently safely and confidently	Ask and answer questions about the starting points for their work Develop their ideas - try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas - try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook



		Suggested tools: pencils for drawing and writing, paintbrushes and scissors Use a range of small tools including scissors and paintbrushes						
Drawing	Lines and Marks	Start to make marks intentionally Express ideas and feelings through making marks and sometimes give a meaning to the marks they make Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paints like happiness, sadness, fear etc	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.



		Begin to show accuracy and care when drawing Explore the natural world around them, making observation and drawing pictures of animals and plants	differently textured and sized media.	textured and sized media.	implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks	Experiment with different grades of pencil and other implements to create lines and marks.	Identify artists who have worked in a similar way to their own work.	Identify artists who have worked in a similar way to their own work.
	Shape and Form	Develop manipulation and control 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	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension	Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
	Tone		Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.
	Texture		Investigate textures by describing, naming, rubbing, copying.	Investigate textures by describing, naming, rubbing, copying.	Create textures with a wide range of drawing implements.	Create textures with a wide range of drawing implements.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.



					Apply a simple use of pattern and texture in a drawing.	Apply a simple use of pattern and texture in a drawing.		
	Perspective and Composition						Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.	Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Painting	Basic skills	Explore paint using fingers and other parts of their bodies as well as brushes and other tools	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music
	Colour	Explore colour and colour mixing	Identify primary colours by name Mix primary shades and tones	Identify primary colours by name Mix primary shades and tones	Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours	Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours



	Texture		Create textured paint by adding sand, plaster	Create textured paint by adding sand, plaster				
Printing			Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns	Create printing blocks using a relief or impressed method	Create printing blocks using a relief or impressed method	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays
	Colour		Experiment with overprinting motifs and colour		Create repeating patterns Print with two colour overlays	Create repeating patterns Print with two colour overlays	Work into prints with a range of media e.g. pens, colour pens and paints	Consolidate work into prints with a range of media e.g. pens, colour pens and paints
	Texture		Make rubbings to collect textures and patterns					
3D and	Basic Skills	Explore different materials using all their senses to investigate them Manipulate and play with different materials	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media	Plan, design and make models from observation or imagination	Plan, design and make models from observation or imagination	Shape, form, model and construct from observation or imagination	Shape, form, model and construct from observation or imagination



		Use their imagination as they consider what they can do with different materials Make simple models which express their ideas 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	Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools	Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools				
	Form		Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form	Join clay adequately and construct a simple base for extending and modelling other shapes	Join clay adequately and construct a simple base for extending and modelling other shapes	Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc	Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc
	Texture	Join different materials and explore different textures	Change the surface of a malleable material e.g. build a textured tile	Change the surface of a malleable material e.g. build a textured tile	Create surface patterns and textures in a malleable material	Create surface patterns and textures in a malleable material	Produce intricate patterns and textures in a malleable media	Produce intricate patterns and textures in a malleable media
	Medium	Explore different materials and tools			Use papier mache to create a simple 3D object	Use papier mache to create a simple 3D object	Use recycled, natural and man-made materials to create sculptures	Use recycled, natural and man-made materials to create sculptures
Collage	Basic Skills		Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Add collage to a painted, printed or drawn background Use a range of media to create collages	Add collage to a painted, printed or drawn background Use a range of media to create collages



			Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales	Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales	information and building a visual vocabulary	Use collage as a means of collecting ideas and information and building a visual vocabulary		Use collage as a means of extending work from initial ideas
	Colour		Collect, sort, name match colours appropriate for an image	Collect, sort, name match colours appropriate for an image				
	Shape		Create and arrange shapes appropriately	Create and arrange shapes appropriately				
	Texture		Create, select and use textured paper for an image	Create, select and use textured paper for an image			Use different techniques, colours and textures etc when designing and making pieces of work	Use different techniques, colours and textures etc when designing and making pieces of work
Digital Media			Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to	Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to	Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering	Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering



EYFS-KS2 Art

			manipulate and create images Use basic selection and cropping tools	manipulate and create images Use basic selection and cropping tools	Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	cut, duplicate and repeat Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	Create layered images from original ideas (sketch books etc.)	Create layered images from original ideas (sketch books etc.)
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