

**Progression in skills and understanding**

The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

	Drawing	Painting	Sculpture	Other Art (print, collage, digital art)	Knowledge of artists	Analysing and Evaluating Art	Generating ideas and use of sketchbooks
EYFS	Make marks, lines and curves on a variety of paper using a range of media.	Explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks	Manipulate malleable materials using hands and tools  Create 3D models from construction kits and junk modelling resources	Make rubbings.  Print with variety of objects and colours.  Explore and experiment with different textures.	Enjoy looking at and talking about art.	Think about and discuss what they want to make prior to making it.  Share their creations, explaining the process they have used.	Experiment in an exploratory way.  Talk about their ideas.
Year 1	Draw for different purposes and use observational skills to produce a drawing.  Use drawing tools in different ways to experiment with different lines and marks.	Identify the primary colours and understand how to use them to create secondary colours.	Experiment with a variety of malleable media and continue to manipulate malleable materials in a variety of ways e.g. rolling, pinching, and kneading.	Develop a range of cutting, tearing and fixing techniques for a specific purpose  Print with variety of colours to build a repeating pattern	Recognise that artists create varying types of art and use lots of different types of materials.	Describe and compare features of their own and others' artwork.  Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explore their own ideas.  Use sketchbooks to explore ideas using a range of media
Year 2	Draw for different purposes and use observational skills to look closely and reflect surface texture.  Make choices about which materials and techniques to use to create an effect.	Experiment with a range of tools to apply paint, exploring different textures and techniques  Independently make choices about amounts of paint to use when mixing a particular colour.	Use hands and tools with confidence when cutting, shaping and joining paper malleable materials	Choose collage materials based on colour and texture and try different arrangements of materials, including overlapping shapes to create a 3D effect.  Make marks in print with a variety of objects, including natural and made objects	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.  Begin to talk about how they could improve their own work.  Talk about how art is made.	Experiment in sketchbooks, using drawing to record ideas and to help make decisions about what to try out next.  Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Year 3	<p>Begin to show an understanding of shape to communicate form and proportion e.g. create a large scale copy of a small sketch.</p> <p>Develop direct observation, for example by creating tone by shading to demonstrate a sense of light and dark in their work.</p>	<p>Experiment with different colours, effects and textures.</p> <p>Demonstrate good understanding of colour mixing with natural pigments and use knowledge of colour mixing to make natural colours.</p>	<p>Plan, design and make sculptures from observation or imagination</p> <p>Use more than one way to create joins between shapes.</p>	<p>Develop experience in embellishing, using a range of joining techniques.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem -solving process and make changes to improve their work.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>
Year 4	<p>Create several pencil tones when shading and create a simple 3D effect.</p> <p>Show a greater awareness of composition, scale, and proportion.</p>	<p>Apply a developing understanding of colour mixing to create and describe tints and tones and using to paint an object in 3D.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing</p>	<p>Develop skills and techniques in using malleable and non-malleable materials for effect</p> <p>Use a range of materials and tools, selecting and using appropriately and with more independence.</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Use a wide variety of media and use collage to collect / display visual information from a variety of sources.</p>	<p>Use subject vocabulary confidently to describe and compare creative works</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p>

Year 5	Combine techniques to create a final composition, showing a greater awareness of composition and demonstrating the beginnings of an individual style	Create atmosphere and movement in paintings through texture, techniques and choice of paint Develop a painting from a drawing, carrying out preliminary studies e.g. colour mixing	Plan a sculpture through drawing and other preparatory work  Produce intricate patterns and textures when using malleable and non-malleable media	Select the material to print with, in order to get the effect they want.  Refine and alter ideas and explain choices using an art vocabulary.  Combine a wider range of media e.g. photography and digital effects	Discuss how artists create work with the intent to create an impact on the viewer	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
Year 6	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	Independently select from a range of materials and techniques to create a deliberate and desired effect  Identify different features within a painting and use the formal elements to describe it.	Apply learnt techniques to shape, form, model and construct independently, selecting the most appropriate tools and methods	Use digital media as a means of extending work from initial ideas.  Combine materials and techniques appropriate to fit with ideas	Describe, interpret, and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others' work which takes account of context and intention.  Discuss how art is sometimes used to communicate social, political, or environmental views.  Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.  Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.