



St Mary's Catholic Primary School Progression of Art Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1
Exploring ideas and recording experiences	<ul style="list-style-type: none"> Express ideas and feelings through making marks giving meaning to the marks they make Explore different materials freely, developing ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Explain what they and others have done. What feelings does it bring? What might they change? Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc. 	<ul style="list-style-type: none"> Explain what they and others have done with increasing detail What feelings does it bring? What might they change and what different tools/media would they use? Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc. 	<ul style="list-style-type: none"> Explain what they and others have done with age appropriate detail Are able to talk about the feelings a piece of art evokes. Discuss and action what changes and different tools/media they may use? Confidently use a sketchbook to collect ideas. Ask and answer age appropriate questions about starting points, artists etc.



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Drawing	<ul style="list-style-type: none"> • 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. • 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 with greater care and precision 	<ul style="list-style-type: none"> • Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint. • Draw light and dark lines (tone) • Create rubbings (texture) • Observe and draw shapes. • Observe and draw patterns. 	<ul style="list-style-type: none"> • Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern) • Draw lines from observations • Draw the gaps (draw shapes in between objects) 	<ul style="list-style-type: none"> • Confidently experiment with tools and surfaces for a range of purposes. • Draw accurately from observation in an age appropriate style. • Draw the gaps (draw shapes between objects)
Colour	<ul style="list-style-type: none"> • Explore colour and colour mixing and begin to refine their colour mixing 	<ul style="list-style-type: none"> • Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. 	<ul style="list-style-type: none"> • Using poster paints, crayon, chalk, pencils, felt tips for a desired effect etc • Name colours and begin to differentiate between shades. • Experiment with colours • Mix primary colours to make secondary colours • Apply colour with different tools – brushes, rollers, fingers etc • Create repeating patterns 	<ul style="list-style-type: none"> • Describe colours • Make as many tints as possible using white poster paint • Darken colours using black poster paint to create shades. • Collect, sort and match colours to create an image • Use colour on a large scale – dye fabric for backgrounds 	<ul style="list-style-type: none"> • Accuarately describe colour using appropriate vocabulary • Confidently make tints and darken colours to create a range of shades. • Use colour discerningly and to create an image. • Use colour on a large scale e.g. backgrounds.



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Sculpture	<ul style="list-style-type: none"> • Explore different materials freely, developing their ideas about how to use them and what to make. • Begin to explore scale • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • To think about and discuss what they want to make. To discuss problems and how they might be solved as they arise • Provide a range of materials and tools and teach children to use them with care and precision. • To develop a range of techniques for joining materials, such as Sellotape, different types of glue, paperclips, stapler etc 	<ul style="list-style-type: none"> • Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. • Use patterns. 	<ul style="list-style-type: none"> • Explore sculpture of malleable materials and manipulate malleable materials for a purpose e.g. mod rock and pipe cleaner sculptures and clay pots 	<ul style="list-style-type: none"> • Have experience of a range of sculpture materials. • Manipulate materials effectively for a purpose • Have an increasing range of skills to create objects for a purpose e.g. roll, carve, make marks on, knead etc
Printing	<ul style="list-style-type: none"> • Explore colour and colour mixing and begin to refine their colour mixing 	<p>Develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p>	<ul style="list-style-type: none"> • Create repeating patterns • Observe and recognise patterns in the environment • Develop impressed images using foods ie potatoes with shapes cut into them • Relief prints using foam printing blocks • Create patterns 	<ul style="list-style-type: none"> • Print with a wide range of objects, man-made and natural. • Discuss regular and irregular shapes. • Experiment with over printing and colour 	<ul style="list-style-type: none"> • Have experience of printing with a range of objects with increasing skill. • Be able to confidently talk about regular and irregular shapes • Have experience of over printing and colour.



St Mary's Catholic Primary School Progression of Art Knowledge Skills and Concepts

Textile and Collage	<ul style="list-style-type: none"> Explore different materials freely, developing their ideas about how to use them and what to make. Begin to explore scale Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	<ul style="list-style-type: none"> To think about and discuss what they want to make. To discuss problems and how they might be solved as they arise Provide a range of materials and tools and teach children to use them with care and precision. To develop a range of techniques for joining materials, such as Sellotape, different types of glue, paperclips, stapler etc 	<ul style="list-style-type: none"> Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc Introduce adhesives – pritt and PVA Fold, tear and sort different materials. 	<ul style="list-style-type: none"> Cut and shape fabric using scissors Glue and stitch together using large eye needles Use simple applique Knot, fray, fringe, twist or plait threads/fabrics Overlap and overlay materials. Show awareness of contrasts in textures and colours. 	<ul style="list-style-type: none"> Confidently cut fabric using scissors. Attach fabric together using appropriate techniques e.g. glue and simple stitches. Experiment with different applique techniques for effect.
Artists + Artwork	<ul style="list-style-type: none"> To explore the work of artists from across times and cultures. To notice where features of artists' work overlap with the children's, for example in details, colour, movement or line <p>Artists may include Eric Carle - illustrator Henri Matisse Jackson Pollock – modern artist Michelle Reader – sculptor using recycled materials</p>	<ul style="list-style-type: none"> Visit galleries and museums to generate inspiration and conversations about art and artists. <p>Artists may include Eric Carle - illustrator Piet Mondrian + Kandinsky Henri Matisse Jackson Pollock – modern artist Vincent Van Gogh – impressionist artist Michelle Reader – sculptor using recycled materials</p>	<ul style="list-style-type: none"> Picasso – self portraits Constable – landscapes Pete Rush – sculptor – seaside https://www.theguardian.com/artanddesign/gallery/2020/aug/10/sea-creatures-the-driftwood-animal-sculptures-bringing-joy-to-central-coast-beaches-during-the-pandemic-in-pictures 	<ul style="list-style-type: none"> Henri Rousseau – Land Ahoy Jody Clark – Queens and Castles Great Fire London – unknown artist 	<ul style="list-style-type: none">



**St Mary's Catholic Primary School
Progression of Art
Knowledge Skills and Concepts**

Key vocabulary	Chalk Crayon Pencil Paint Roll Press Colour names Colour Marks Line Smooth Shiny Rough Prickly Flat Patterned Jagged Bumpy Soft hard	Chalk Crayon Pencil Paint Roll Press Colour names Colour Marks Line Smooth Shiny Rough Prickly Flat Patterned Jagged Bumpy Soft Hard Wet Dry Flaky Fixed Mix Cut sweep	Adhesive Carve dark dough environment fabric Felt tips fold light man made natural pattern Poster paint plasticine Shape Tools Rubbings Roll weave	Crumple Impressed print knead overlap Relief print Repeating rollers Primary colours Secondary colours Tone Shade	Adhesive Carve Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape Tools Tone Rubbings Roll weave



St Mary's Catholic Primary School Progression of Art Knowledge Skills and Concepts

	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2
Exploring ideas and recording experiences	<ul style="list-style-type: none"> To create sketch books to record their observation and use them to review and revisit ideas. Compare their work to others, methods, techniques, colours etc. Adapt their work after discussion. Use a sketchbook to collect ideas, develop ideas and annotate. Record from observations and their own imagination 	<ul style="list-style-type: none"> To create sketch books to record their observation and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work? 	<ul style="list-style-type: none"> To create sketch books to record their observation and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work? 	<ul style="list-style-type: none"> To create sketch books to record their observation and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Then discuss how they might change it further. Use a sketchbook to record observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks. What can they magpie for their own work? 	<ul style="list-style-type: none"> Create sketchbooks which have records of their observations and are revisited for ideas as well as collecting images from different sources. Children are able to annotate their ideas and work. Confidently compare ideas and techniques used by themselves and others. Confidently discuss how they feel about their work and that of others. Discuss and action what changes and different tools/media they may use and then further review. Confidently discuss the starting point of work, artist and their work. Consider what they can magpie for their own work.



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Drawing	<ul style="list-style-type: none"> Experiment with different grades of pencil, cross hatching, blending Use different grades of pencil to apply tone to drawings Make marks using different drawing implements – oil pastels, charcoal Create textures with different drawing implements, pencil, oil pastels, charcoal Use pencil, charcoal and oil pastels to draw different form and shape 	<ul style="list-style-type: none"> make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension 	<ul style="list-style-type: none"> Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured pencils Apply the effect of light on objects from different directions Begin to use perspective in work using a single foci point and horizon 	<ul style="list-style-type: none"> Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils Produce accurate drawings from observation and use tonal contrast in drawings Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images. 	<ul style="list-style-type: none"> Children can use wet media in making marks, lines, patterns, textures and shape for effect e.g. ink, paint, watercolour pencils Age appropriate accurate observational drawings with tonal contrast. Use mixed media effectively and for purpose. Have a good understanding of composition, scale and proportion, foreground, middle ground and background. Developing confidence in scaling up and down images.
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Colour	<ul style="list-style-type: none"> • Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). • Experiment with paint and pastels. • Mix colours and know which are primary, secondary and tertiary colours. • Make colour wheels. • Experiment with effects and textures – dotting, scratching, splashing. 	<ul style="list-style-type: none"> • Colour mix to match tints, tones and shades in existing works. • Mix and use, tints, tones and shades and apply to work. • Use paints and chalk pastels. • Compare watercolour and acrylic tints, tones and shades. 	<ul style="list-style-type: none"> • Identify and work with complementary and contrasting colours using different media – paint, pastels etc • Mix and match colours to create atmosphere • Use a variety of tools to create texture 	<ul style="list-style-type: none"> • Mix and match colours to create light, thinking about direction of light and its effect on images • Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk • Identify how colour can portray emotion and use this in their own artwork 	<ul style="list-style-type: none"> • Use colour effectively to create light and shade • Give consideration to the direction of light and the effect on the image. • Confidently use different media e.g. ink, paint, pastels, oil and chalk to create tints, tones, shade and mood. • To know how colour can portray emotion and how to use this with effect in their work.
Sculpture	<ul style="list-style-type: none"> • Shape, form and construct malleable and rigid materials. • Construct a base for extending and modelling other shapes – paper mache – and use for a purpose. 	<ul style="list-style-type: none"> • Shape, form, model and construct malleable and rigid materials – clay tiles 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation and imagination. • Plan a wire sculpture through drawing and other preparatory work 	<ul style="list-style-type: none"> • Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock. 	<ul style="list-style-type: none"> • Plan a sculpture considering the shape, and form. • Model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.



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Printing	<ul style="list-style-type: none"> Experiment with mono printing. Colour mix by overlapping colour prints Create repeating patterns using relief ie leaves, string prints Create repeating patterns using impressed print – press print tiles Interpret manmade and environmental patterns 	<ul style="list-style-type: none"> Print with two overlays using an impressed print – lino cut 	<ul style="list-style-type: none"> Print with three overlays – using card, string and small lino tiles to create block prints 	<ul style="list-style-type: none"> Screen printing 	<ul style="list-style-type: none"> Have experience of a wider range of printing techniques and skills. Be able to refine their printing considering what worked well and what needs to be changed in order to improve their work.
Textile and Collage	<ul style="list-style-type: none"> Dye fabric – tie dye/dip dye Stitch (running stitch and over stitch), Cut and join fabric Use collage to represent objects as well as imaginative work. 	<ul style="list-style-type: none"> Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture. Develop their own materials for collage – marbelling etc Embellish work using a variety of techniques and materials. 	<ul style="list-style-type: none"> Identify how artists use textiles. Create work using textiles, and various stitching techniques and embroidery stitches. Recreate designs from other times and cultures using a variety of materials. 	<ul style="list-style-type: none"> Use fabrics to create a 3D structure Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc Add collage to a printed or painted background. 	<ul style="list-style-type: none"> Confidently and effectively use fabric to create 3D structures. Use a range of mixed media purposefully and for effect.
Artist S	<p>Claude Monet – Rivers Michaelangelo – The Romans Georgia O'Keefe – Global Gardeners</p>	<p>Ben Enwonwu – Africa Norse Art – symmetry, pattern and line drawings. Juliana Kunstler https://juliannakunstler.com/sculp_mask.html</p>	<ul style="list-style-type: none"> William Morris Peter Thorpe – Space Rachel Ducker – Wire Sculptor - Volcanoes 	<ul style="list-style-type: none"> William Turner Ruth Daniels + Romero Britto Picasso – World war II 	<ul style="list-style-type: none">



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Key vocabulary	blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental Grades Hue Implements Impressed Manmade Mono print Natural Oil pastel Over stitch Overlapping Press print Primary Relief Repeating Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone	Acrylic Back stitch Chain stitch Chalk Clay Collage Construct Cross stitch Embellish Fineliners Form Fresco Implements Impressed print Malleable Marbelling Model Overlays Pastels Pattern Pencils Rigid Running stitch Shades Shape Stitched Texture Third dimension Tints Tones Wash Watercolour	Atmosphere Blending Block prints Charcoal Coloured pencil Complementary Construct Contrasting Digital marks Dry media Embroidery Foci Form Horizon Lino tiles Media Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire	Chalk Collage Composition Contrast Emotion Fabric Ink Light Mixed media Mood Observation Paint Pastels Pattern texture Patterns Print Proportion Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media	
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