

Disciplinary Knowledge Progression – ART – EYFS, KS1 & KS2

Disciplinary Knowledge Progression – ART – EYFS, KS1 & KS2						
WIS			WJS			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical Knowledge						
Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Exploring, playing, describing, designing. Take their ideas and try to make it/represent it. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Talk about and show their own ideas in their artwork in their sketchbook. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Try different activities and choose what to do next. Record their ideas using drawing in a sketchbook. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Gather and review information, references and resources to help with their ideas. Use a sketchbook as a tool for recording observations, describing and planning their artwork. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Select and use relevant resources, stimuli and references to help with their ideas. Develop their ideas in a sketchbook and plan for an outcome. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Engage in open ended research to develop their own personal ideas. Show in their sketchbook where they have recorded, observed, developed ideas, tested materials and planned and recorded information. 	Generate Ideas <ul style="list-style-type: none"> Thoughts and feelings about art. Inventing, describing, designing. Independently develop a range of ideas which show curiosity, imagination and originality. Show evidence in their sketchbook of how they have researched, tested, developed ideas and planned how artwork will be produced and which materials will be used.
Make <ul style="list-style-type: none"> Different types of art for different reasons. Explore a variety of materials and tools and experiment with them. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Experiment with and select the correct tools and materials appropriate to the technique. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Use the skills appropriate for their year group and choose techniques deliberately for a purpose. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Develop the skills appropriate for their year group and choose techniques for a purpose. Explain why they chose particular tools and materials. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Use the skills appropriate for their year group and choose techniques for a purpose. Apply these new skills to improve the quality of their work. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Investigate new and unfamiliar materials and tools to learn new skills. Use their technical learning to make work which shows their ideas and intentions. 	Make <ul style="list-style-type: none"> Different types of art for different reasons. Use their technical knowledge to improve their mastery of skills. Use relevant processes in order to create successful and finished work independently.
Painting						
Skills <ul style="list-style-type: none"> Explore what happens when they mix colours. Experiment to create different textures. Manipulates materials to achieve a planned effect. 	Skills, Colour and Texture <ul style="list-style-type: none"> Identify primary colours by name. Mix primary and secondary shades and tones. Create different textures e.g. use of sawdust. Create textured paint by adding sand and plaster. 	Skills, Colour and Texture <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Develop the use of different brushstrokes 	Skills, Tone, Colour and Texture <ul style="list-style-type: none"> Create and use a palette of natural colours. Copy and create patterns and textures. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin 	Skills, Tone, Colour, Form and Texture <ul style="list-style-type: none"> Show increasing independence and creativity with the painting process. 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. Make and match colours with increasing accuracy. 	Skills, Form and Texture <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual 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 to reflect 	Skills <ul style="list-style-type: none"> Create shades and tints using black and white Use paint techniques characteristic to a specific genre. Mix and use colour to reflect mood and atmosphere. Add black and white to paint to create subtle tints and tones, light and shade. Choose appropriate paint, paper and implements to adapt

		<p>to create desired effects.</p> <ul style="list-style-type: none"> • Explore the work of the artist. 	brush on small picture etc.	<ul style="list-style-type: none"> • Use more specific colour language e.g. tint, tone, shade, hue. • Add textural materials to paint to create a desired effect. • Use complementary and contrasting colours for effect. • Choose paints and implement appropriately. 	<p>mood and atmosphere.</p> <ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours. Use more specific colour language • Use paint application techniques to create mood and atmosphere in a painting. • Use paint application techniques characteristic to a particular genre (pointillism). 	<p>and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <ul style="list-style-type: none"> • Show an awareness of how paintings are created (composition). Observe colour, tone and experiments with textures of paints.
--	--	---	-----------------------------	--	---	---

Drawing/Sketching

<p>Skills</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines. • Encourage accurate drawings of people. 	<p>Skills</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. • Develop art techniques with pattern, line and space. 	<p>Skills</p> <ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Develop art techniques with pattern, line and space. 	<p>Skills</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements including creating own mark making tools. • Plan, refine and alter their drawings as necessary, concentrating on form. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, pattern and space. • Use drawing media to draw natural and man-made items with attention to pattern, shape and form. 	<p>Skills</p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line, pattern, shape and space. • Draw from close observation to capture fine details. • Use tone to emphasise form in drawing (by increasing and decreasing pressure). Create a monochromatic tone swatch using drawing pencils. 	<p>Skills</p> <ul style="list-style-type: none"> • Use a variety of media to represent light, shade, form, pattern and texture in a range of work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. Explore the potential properties of the visual elements line, shape and space. Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Use hatching and cross hatching, to create tone. • Create monochromatic tone swatch using different weights of pencil. • Create cylindrical and spherical forms in sketching. • Use simple rules of perspective. 	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, shade, tone, pattern, form, space, texture and shape. • Extend range of sketching techniques to include hatching, cross-hatching, stippling, scumbling, feathering and braceletting. • Use simple rules of perspective in drawings of figures and buildings.
--	---	---	--	--	--	--

3D

<p>Skills</p> <ul style="list-style-type: none"> • Capture experiences and responses with a range of media, combining to create new effects. • Experiment to create different textures. • Shape and model from observation and imagination. • Join using a modelling media. • Pinch and has experience of rolling coils and slabs using a modelling media. • Impress and apply simple decoration. • Use glue and paste carefully. 	<p>Skills, Shape and Form</p> <ul style="list-style-type: none"> • Explore sculpture and experiment with, construct and join recycled, natural and man-made materials • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2- D shapes to create a 3-D form • Join with confidence. • Experienced in a range of decorative techniques: applied, impressed, painted, etc. • Pinch use pinch, coil, techniques to produce end piece. • Build a construction/sculpture from a variety of objects. • Cut shapes using scissors. • Carve into media using tools. • Use appropriate language to describe tools, media, etc. 	<p>Skills, Shape and Form</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping for a variety of purposes. • Understand the safety and basic care of materials and tools. • Experiment with constructing and joining recycled, natural and manmade materials, more confidently. • Experienced in using simple tools for shaping, mark making, etc. • Experienced in constructing from found junk materials. • Experienced at replicating patterns and textures in a 3-D form. 	<p>Skills and Shape</p> <ul style="list-style-type: none"> • Plan, design and use models as observation to inform design. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use a range of modelling materials to create realistic or imagined form. • Use 3D modelling materials to create pattern, shape and form. 	<p>Skills and Show understanding of shape, space and form</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. • Add embellishments and decorations to enhance a form or sculpture. • Use 3D materials to sculpt a human form. • Create a 3D sculpture based on own design. • Work with 'living' materials (willow) 	<p>Skills, Form and Texture</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculptures. • Shape, form, model and construct from observation or imagination. • Develop skills in using Modroc or clay. • Produce detailed patterns and textures in a malleable media. • Embellish a 3D form using collage techniques (decoupage). 	<p>Skills</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources and to plan how to join parts of the sculpture. • Use language appropriate to skill and technique. • Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. • Create sculpture and constructions with increasing independence. • Carve and sculpt materials using a range of tools and finishing techniques. • Create forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.
---	--	--	---	---	--	---

Collage – multi-media

<ul style="list-style-type: none"> • Enjoy exploring a variety of textiles and fabric to create pictures/collage layering fabric. • Decorate a piece of fabric. • Show experience of simple weaving using paper. • Use appropriate language to describe colours, media, equipment and textures. 			<ul style="list-style-type: none"> • Use a variety of materials to create a collage on a theme (mosaic). 	<ul style="list-style-type: none"> • Use a variety of materials to create a collage on a theme (3D willow sculpture). 	<ul style="list-style-type: none"> • Embellish a 3D form using collage techniques (decoupage). • Use perspective to create back-, middle- and foreground. 	<ul style="list-style-type: none"> • Create a mono-chromatic collage which incorporates text. Use a variety of materials to create a collage on a theme.
---	--	--	---	--	---	---

Photography

- | | | | | | | |
|--|--|--|---|---|---|--|
| | | | <ul style="list-style-type: none"> • Take photographs and explain their creative vision (ICT). | <ul style="list-style-type: none"> • Take a photograph from an unusual or thought-provoking viewpoint (recording). | <ul style="list-style-type: none"> • Compose a photograph with an emphasis on textural qualities, light and shade (ICT). | <ul style="list-style-type: none"> • Using digital software, create abstract prints which involve experimentation with colour, size, shape and repetition (ICT) |
|--|--|--|---|---|---|--|

Printing

- | | | | | | | |
|---|--|---|--|--|---|--|
| <ul style="list-style-type: none"> • Make simple pictures by printing from objects. • Make patterns printing with objects, car wheels, feathers, blocks, corks, unifix cubes. • Take a rubbing showing a range of textures and patterns. | <ul style="list-style-type: none"> • Explore printing with hard and soft objects – foam, bubble wrap, stones, shells, leaves • Identify different forms of printing – books, posters, fabrics. • Use screen printmaking to create a repeating pattern • Use equipment correctly to produce a clean printed image • Experienced in relief printing: string, card, etc. • Experienced in simple fabric printing. • Use appropriate language to describe, colours, media, equipment, textures. | <ul style="list-style-type: none"> • Explore relief printing (the pattern is carved into something) printing from objects – potato • Make simple marks on a surface to create own block print • Experiment with over printing motifs and colour. • Use equipment correctly to produce a clean printed image/pattern | <ul style="list-style-type: none"> • Use a motif to create a mono or repeat print. Make repeat pattern prints for decorative purposes using various natural materials | <ul style="list-style-type: none"> • No printmaking in Year 4 | <ul style="list-style-type: none"> • Create a block for hand printing a repeated/ reflected pattern using foam | <ul style="list-style-type: none"> • Create a detailed block for printing using linocuts or collagraph (relief) printing. |
|---|--|---|--|--|---|--|

Sketch Books/Moodboards

- | | | | | | |
|--|---|---|---|--|---|
| <ul style="list-style-type: none"> • Use their sketchbook to show the progression of their work • Use their sketch book to show initial ideas, thoughts and feelings about a piece of art work | <ul style="list-style-type: none"> • Use their sketch book to demonstrate their ideas through photos in their books. • Use annotation in their books to show how their ideas have progressed. • Keep notes in their sketch book about what changes they have or would make to their work. • Use their sketch book to show knowledge and art history that they have learnt | <ul style="list-style-type: none"> • Use their sketch book to express likes and dislikes about a subject. • Use annotations to write an explanation of their sketch. • Use sketchbooks to record initial ideas and observations • Identify interesting aspects of objects as a starting point for work. • Use their sketch book to show knowledge and art history that they have learnt • Suggest improvements to their work that is in the sketch book | <ul style="list-style-type: none"> • Use their sketch book to express personal feelings about various subjects. • Outline likes and dislikes of a piece of artwork • Produce a montage all about themselves • Sketch books are used to adapt and improve their original ideas • The sketch book should have notes about the purpose of the work • Use their sketch book to show knowledge and art history that they have learnt • Investigate, combine and organise visual and | <ul style="list-style-type: none"> • Use their sketchbook to show how ideas have developed and improved • Use annotations in the sketch book to show what further changes they would make • Use their sketch book to show how children have compared and discussed ideas with others • Use their sketch book to show knowledge and art history that they have learnt • Combine a range of media within a piece of | <ul style="list-style-type: none"> • The sketch book should have detailed notes about items and pieces of work • Make explicit reference to methods and skills used in art work they have created or artwork of others • Sketch books should contain research on artists and links to how this has impacted upon the work created • Use their sketch book to reflect on their work (and other children's work) and its meaning and purpose • Use their sketch book |
|--|---|---|---|--|---|

			<ul style="list-style-type: none"> • Explain purpose of a task and identify ideal materials and tools. 	tactile qualities of materials and processes when making something. <ul style="list-style-type: none"> • Select and record visual and other information to develop ideas on a theme 	work and explain the desired effect. <ul style="list-style-type: none"> • Explain how an idea has developed over time (mood boards). 	<ul style="list-style-type: none"> • to show knowledge and art history that they have learnt • Explain intentions when developing ideas, identifying any changes and improvements made as work progresses. • Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre (mood boards).
--	--	--	---	--	---	---

Knowledge of Art History

<ul style="list-style-type: none"> • Begin to discuss a range of artists and different styles of art. • Compare different pieces of art work using artistic vocabulary. 	<ul style="list-style-type: none"> • Describe what they can see and like in artists work. • Ask sensible questions about a piece of art. • Describe similarities/ differences between and sculptures by well-known artists and designers. 	<ul style="list-style-type: none"> • Link colours to natural and man-made objects. • Say how other artists have used shape colour and pattern (can be evidenced in sketch book). • Create a piece of work in response to another artist's work. • Describe how their work is similar and different to the work of a well-known artist and designer. • Discuss how art has changed over time. 	<ul style="list-style-type: none"> • Compare different artists of the same style. • Understand others points of view by looking at work and try to understand what the artist might have been thinking and feeling. • Explore work from different cultures and time periods. 	<ul style="list-style-type: none"> • Discuss and describe well known artists work. • Explain how their work is similar and different. • Explain their reasons behind their choices. • Explain art from other periods of history. 	<ul style="list-style-type: none"> • Use research and knowledge on different artist styles to experiment in their own work. • Learn about the work of others by looking at books, the internet and galleries. • Use observational skills to replicate artists work. • Explore the impact of well-known artists' work on the society at the time. 	<ul style="list-style-type: none"> • Make a record about the styles and qualities in their work. • Include technical aspects in their work (e.g. architectural design). • Say who and what their work has been influenced by. • Use features of researched artists in their own work. • Explore the impact of the artists work on society at the time.
---	--	---	---	--	--	---

Responding to and appreciation of Art

<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Tell you about their creation. • Tell you what they were trying to do and what they liked about it. 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Say what they think about their artwork and the artwork of others. 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Express clear preferences about their artwork (and the work of others) and give some reasons for them. E.g. I like that because... 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Explain how they could improve their work or how they would do it differently next time. • Compare own work to works of known artists. Use a range of artistic vocabulary to compare artworks of a particular genre (land 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Reflect on their artwork and the artwork of others, giving reasons for their comments and identifying how to improve it. • Comment on similarities/differences between own and others' work, 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Analyse and reflect on what they have achieved and the quality of their work, considering how they could make improvements. • Explain how a piece of artwork makes them feel, explaining views 	<p>Evaluate</p> <ul style="list-style-type: none"> • What is good? • How can you make it better? • Say what you like and don't like. • Provide a reasoned evaluation of their own and others' work. • Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.
--	--	--	--	---	---	---

			art, natural materials, found materials, site specific, etc.)	describing what they feel about both. <ul style="list-style-type: none">• Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists (portraiture).	by reference to effects (eg. colour, pattern, style, mood) <ul style="list-style-type: none">• Adapt and refine own work in the light of evaluation.	<ul style="list-style-type: none">• Adapt and refine work in the light of evaluation
--	--	--	---	---	--	--