



Overview:

This document has been designed to give teachers an overview of the Progression of Knowledge and Skills from Reception to Year 2. It shows the statements from the National Curriculum (statutory requirements) and the ELG that should be covered and how elements build on each other from year to year. It also shows what most children should know by the end of each year.

We study art to encourage self-expression and creativity, and to equip pupils with the creative skills and techniques they need. We want them to use art to communicate, and to respond to the world around them. We want them to start to understand ways of seeing and learning about great artists, making links to their own work.

Statements that should be covered are in blue and have been taken from the National Curriculum (statutory requirements) and the ELG/ Development matters [0-3, 3-4, children in Reception 4-5]

EYFS pupils should be given opportunities to:

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. (ELG: Creating with Materials)

KS1 Pupils should be taught about:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Pupils will be learning the following skills and knowledge:

Subject themes	Reception	Year 1	Year 2
<p>Developing and Generating Ideas</p> <p>Develop ideas through investigations</p>	<p>Birth – 3: Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4: Show different emotions in their drawings and paintings like happiness, sadness, fear etc. Develop their own ideas and decide which materials to use to express them.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can...</p> <p>Talk about my drawing, painting or other art</p> <p>Explore a range of mediums</p>	<p>NC/KS1:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can...</p> <p>Use a sketchbook to record ideas</p> <p>Recognise that ideas can be expressed in art work</p> <p>Develop ideas using materials that are presented to me</p>	<p>NC/KS1:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can...</p> <p>Sketch to record quickly</p> <p>Use a sketchbook to record ideas</p> <p>Use drawing to record ideas and experiences</p> <p>Try out different techniques and make sensible choices about what to do next</p>



Subject themes		Reception	Year 1	Year 2
<p>Experimenting and Making</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Drawing</p>	<p>Birth – 3: Start to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4: 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 like happiness, sadness, fear etc.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can... Mark make with chalk, crayon and pencils Make thick and thin lines Explore different types of marks – e.g. dots, zig zag etc. Use one line to make an enclosed shape (for instance a circle) Join lines to make recognisable shapes, such as a square, rectangle and triangle Use shapes to represent objects, people or ideas. I can use drawing to represent ideas like movement or loud noises I can look at an object closely and draw it</p> <p>As an Artist, I know that... Different mediums create different marks</p>	<p>NC/KS1: To use (drawing) to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Use pencils, rubbers, pastels, felt tips Create texture and shade using scribbling and smudging Explore tone and shade using different grades of pencil (HB, 2B, 4H etc.) Draw from observation Draw from imagination (unit 1) Apply, use and name different types of marks in their drawings, e.g. dots, zig-zags Begin to understand to face proportions (unit 1)</p> <p>As an Artist, I know that... Different mediums have different qualities, e.g. pencil for precision, pastels to blend</p> <p>Tone shows the lightness and darkness of colour. That tone can be varied through lightness / darkness of lines</p> <p>The pressure that you apply when drawing can be one way to change the light / darkness of a line</p> <p>I know what a portrait is</p>	<p>NC/KS1: To use (drawing) to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Draw from memory Create tone and shade by using different grades of pencil, making choices about drawing equipment Use light and dark/heavy lines Explore and use different shading techniques such as blending, hatching, cross-hatching, stippling and scumbling Return to my work to add detail</p> <p>As an Artist, I know that... Different mediums create different marks</p> <p>Shadow in a drawing is represented by darker areas</p> <p>Shadows can be represented in drawings using a range of techniques (drawn from shared examples), e.g. shading, smudging, blending, cross hatching</p>



Subject themes	Reception	Year 1	Year 2
<p>Experimenting and Making</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Birth – 3: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>3-4: Explore colour and colour mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their paintings like happiness, sadness, fear etc.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can... Mix powder colour into paint. Explore colour and mixing colours to make new colours Mark make with hands, sponge brushes, fingers and twigs Hold a large brush correctly Explore working with paint on different surfaces, e.g. different colour, sized and shaped paper, working on different scales indoors and outdoors. Show different emotions in their paintings, e.g. happiness, sadness, fear.</p> <p>As an Artist, I know that... Red, yellow and blue are the primary colours</p> <p>Colours can be mixed to make other colours</p> <p>How much paint is appropriate to put on a paint brush</p> <p>The names for our painting equipment is... paint pot, water pot, palette, brush, sponge</p>	<p>NC/KS1: To use (painting) to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Mix primary colours to make secondary colours: purple, orange, green Use paints (including powder paints) to create different consistency</p> <p>Use different brush sizes</p> <p>As an Artist, I know that...</p> <p>Red and blue make purple; red and yellow make orange; blue and yellow make green (secondary colours)</p> <p>Paintbrushes have different thicknesses; this affects the thickness of the lines that they create</p> <p>Colour can be used to create mood (and feelings)</p>	<p>NC/KS1: To use (painting) to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Change the tint to lighten by using white Change the shade to darken by using black Choose brush size appropriate to task</p> <p>Explore and create environmental patterns, for example animal prints</p> <p>Use powder paint to mix hot and cold colours</p> <p>As an Artist, I know that... Water can be used to balance the amount of paint</p> <p>Different brush strokes can be used to produce different effects</p> <p>Colours can be described in temperature and can be hot or cold</p> <p>To know that pattern is a repeated design or motif that can be seen in nature</p>



Subject themes	Reception	Year 1	Year 2
<p>Experimenting and Making</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Sculpture</p> <p>Birth – 3: Make simple models which express their ideas. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>3-4: 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.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can...</p> <p>Mould dough into different shapes by pinching, rolling, stretching and squeezing</p> <p>Know the difference between flat and solid</p> <p>Create a sculpture using natural materials</p> <p>As an Artist, I know that...</p> <p>Art is not always flat</p>	<p>NC/KS1:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use (sculpture) to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can...</p> <p>Use clay techniques, such as rolling, pinching and kneading.</p> <p>Impress and carve on malleable materials for decoration.</p> <p>Explore different malleable materials, e.g. bread dough, playdough, platercine</p> <p>Identify 2D shapes within a sculpture</p> <p>Create a model or 3D picture that represents an idea or replicates an object/person or place</p> <p>As an Artist, I know that...</p> <p>Sculpture is when the artist’s thoughts are represented by a (3D) model / picture</p>	<p>NC/KS1:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use (sculpture) to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can...</p> <p>Join two parts successfully with clay (score and slip).</p> <p>Mould clay to a desired shape using pinching, rolling and stretching, twisting, scratching and coiling</p> <p>Create a pinch pot</p> <p>Roll clay to an appropriate thickness</p> <p>As an Artist, I know that...</p> <p>Pottery is a type of sculpture; that some artists use pottery to convey their ideas</p> <p>When joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scored/scratched); this makes the join more likely to hold</p> <p>Clay can be moulded to create different shapes</p>
	<p>Printmaking</p> <p>Birth – 3: Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can...</p> <p>Make a simple repeated pattern, for example with beads or collage materials.</p> <p>Print with stamps</p> <p>Fold painted paper to get a symmetric shape.</p> <p>Explore a range of materials that can be printed with, eg: hands, feet, corks, sponge, feathers, leaves</p> <p>As an Artist, I know that...</p> <p>Paint can be applied to different objects and used to create a print design</p> <p>Different tools have different textured surfaces; these transfer to paper / material when printed</p>		



Subject themes		Reception	Year 1	Year 2
<p>Experimenting and Making</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Textiles and Collage</p>	<p>Birth – 3: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do (with different materials)</p> <p>3-4: 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.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can... Explore and describe different textures and materials Stick shapes onto paper Cut shapes using scissors Create pictures using natural objects such as leaves, twigs and fruit</p> <p>As an Artist, I know that... Different materials have different textures</p>		<p>NC/KS1: To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To describe the differences and similarities between different practices and disciplines, making links to their own work.</p> <p>As an Artist, I can...</p> <p>Create a weaving Explore knotting, twisting, fraying, threading, plaiting</p> <p>Describe and select appropriate materials and textures</p> <p>As an Artist, I know that... Weaving is the process of crossing one material with another material, e.g. thread, paper</p> <p>There are different forms of textiles</p>
<p>Evaluating</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>		<p>Birth – 3: Use their imagination as they consider what they can do (with different materials). Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>3-4: Develop their own ideas and then decide which materials to use to express them.</p> <p>4-5: 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> <p>ELG: 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.</p> <p>As an Artist, I can... Talk about what I have drawn, painted or made Talk about how I created my art Talk about what I like about my work Work together with other children Describe key features of my own work</p> <p>As an artist, I know that... Anyone can create art</p>	<p>NC/KS1: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Talk about how I created my art</p> <p>I can talk about different techniques.</p> <p>I can name the techniques, tools and formal elements that I have used and say which were most appropriate</p> <p>Say what I like about my friends art work and make comparisons to my own</p> <p>Talk about how different pieces of art make them feel</p> <p>As an artist, I know that... Everyone has a range of experiences and ideas which they can draw upon to help create something imaginative</p>	<p>NC/KS1: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I can... Talk about how I would change my art next time</p> <p>Talk about different techniques and apply which is most appropriate</p> <p>Identify and talk about the features and techniques in an Artist's work</p> <p>Talk about the materials and processes that I have used</p> <p>As an artist, I know that... Art has always been used to express ideas</p>

Art Progression of Knowledge and Skills from EYFS to Year 2



Subject themes	Reception	Year 1	Year 2
<p>Knowledge of Artists</p>	<p>4-5: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. ELG: 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.</p> <p>As an Artist, I know that... Art is made by artists, who show care and skill</p> <p>Arcimboldo created faces from fruit and flowers Mondrian used the primary colours in his Art Lauren Child is an illustrator that uses collage</p>	<p>NC/KS1: To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I know that... There are different characteristics within different kinds of art and I can describe some of them</p> <p>Pablo Picasso painted portraits Rachel Dein creates Art by pressing shapes into wet sand or plaster Beatrix Potter was an illustrator that used different marks and lines in her drawings to create texture and shade.</p>	<p>NC/KS1: To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>As an Artist, I know that... Different forms of creative work are made by artists from all cultures and times</p> <p>Edward Tinga Tinga used bold animal patterns and was inspired by the things around him. Kate Malone creates pottery that is inspired by nature (fruits, nuts, berries etc) Anni Albers used different textures and materials (incl: metal, plastic) to weave</p>
<p>Texts</p>	<p>Wow said the Owl -Tim Hopgood Cave Baby - Julia Donaldson The Hungry Caterpillar- Eric Carle</p>	<p>The Days the Crayons Quit – Drew Daywalt Colour Monster- Anna Llenas The Bog Baby - Jeanne Willis</p>	<p>The Magic Paintbrush – Julia Donaldson The Empress and the Silkworm- Lily Toy Hong</p>