



Brookfield Primary School- Art Progression of skills and knowledge

This document has been designed to show how we cover Art knowledge and skills across our school. Content will be taught within topics.

<u>Progression of skills: Making skills</u>				
Skills	Drawing	Painting	Sculpture and 3D	Craft and Design
EYFS	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome
Year 1	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.
Year 2	Further demonstrate increased control with a greater range of	Further demonstrate increased control with a greater range of	Further demonstrate increased control with a greater range of	Further demonstrate increased control with a greater range of media. Make

	media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials
Year 3	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.
Year 4	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.

	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	composition and demonstrating the beginnings of an individual style.	composition and demonstrating the beginnings of an individual style.	
Year 5	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Year 6	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

Making Skills- Formal Elements

Skills	Colour	Form	Shape	Line	Pattern	Texture	Tone
EYFS	The names of a wide range of colours. Colours can be mixed to make new colours.	Modelling materials can be shaped using hands or tools.	The names of simple shapes in art.	Lines can be curved or straight and described in simple terms such as: wiggly,'straight,'round'.	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Simple terms to describe what something feels like (eg. bumpy).	There are different shades of the same colour and identify colours as 'light' or 'dark'.
Year 1	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	That a pattern is a design in which shapes, colours or lines are repeated.	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced
Year 2	Different amounts of paint	That 'composition'	Collage materials can be shaped to	Lines can be used to fill shapes, to	Drawing techniques such as hatching,	Collage materials can be chosen to	Different amounts of paint

	and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.	means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	make outlines and to add detail or pattern.	scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork	represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	and water can be used to mix hues of secondary colours (statement also included under 'Colour').
Year 3	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	Using different tools or using the same tool in different ways can create different types of lines.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create

							different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
Year 4	Adding black to a colour creates a shade. Adding white to a colour creates a tint	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.
Year 5	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	Shapes can be used to place the key elements in a composition.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	How to create texture on different materials.	Tone can help show the foreground and background in an artwork.

Year 6	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	The surface textures created by different materials can help suggest form in two-dimensional art work.	How an understanding of shape and space can support creating effective composition.	How line is used beyond drawing and can be applied to other art forms.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
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Generating ideas

Skills	Sketch-books	Generating ideas
EYFS	Experiment in an exploratory way.	Talk about their ideas and explore different ways to record them using a range of media.
Year 1	Use sketchbooks to explore ideas.	Explore their own ideas using a range of media
Year 2	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks 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	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	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Year 4	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Year 5	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	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.

Evaluating and analysing

Skills	Talking about art	Knowledge of artists
EYFS	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.
Year 1	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.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.
Year 2	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in 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.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
Year 3	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. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	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. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.
Year 4	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.
Year 5	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	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the

	processes to try alternative solutions and make improvements to their work.	intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.
Year 6	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.	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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.