## Slade Primary School Art Knowledge Progression Map



Progression in Art Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			-				
Draw-	Explore using		Begin to		Know and define the	Understand and define the	
ng	a variety		understand the		terms 'line', 'tone' and	terms 'line', 'tone' and	
	of mediums		terms		'pattern' in art.	'pattern' in art.	
	Can hold and		'line' 'tone' and		From a wine a set write	Know the different nearly	
			'pattern' as two		Experiment with	Know the different pencil	
	use a variety of		of the elements		different pencil grades.	grades.	
	drawing tools with some		of art.		From a wine a set write	December in successing of the	
	control to make		From a miner a met covit		Experiment with	Become increasingly	
	marks.		Experiment wit		developing more	proficient	
	IIIdIKS.		different pencil		accurate proportions of	and accurate drawing prop ortions of faces, people,	
	To choose		•		faces, people, animals and buildings.	animals and buildings.	
	particular		grades.		and buildings.	allittais and buildings.	
	colours to use		Use		Work on varying scales.	Work on varying scales.	
	for a purpose.		sketchbooks as		Identify and begin to	Experiment with	
	ioi a pui pose.		a way of		draw the effect of light.	drawing the effect of	
	Experiment dra		experimenting		draw the effect of light.	light on objects	
	wing on a		with ideas (Y2)		Begin to understand	and people from different	
	variety of		With ideas (12)		foreground and	directions.	
	surfaces and		Experiment		background	directions.	
	textures.		with		and experiment with	Understand foreground	
	Use lines to		proportions of		diminishing	and background and	
	create shapes,		faces, people,		figures/objects to show	experiment with	
	patterns and		animals and		they are further away.	diminishing figures/objects	
	textures.		buildings.		-, =	to show they are further	
			2 200 200 100			away.	

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

	To create simple representations of events, people and objects. To talk about their work.		Begin to draw on varying scales.		Demonstrate an interpretation of the texture of a surface in their drawings.	
Paint-	Name, choose	Begin to		Be able to name		Be able
ing	and match	understand the		the primary and		to name the
	primary and	term 'colour' as		secondary		primary,
	secondary	one of the		colours and give		secondary
	colours	elements of art.		examples of		and tertiary
				tertiary colours.		colours.
	To explore	Begin to know,				
	colour and how	name and mix the		Become		Become
	colours can be	primary and		increasingly		increasingly
	changed.	secondary colours		skilled at colour		skilled at
				mixing to		colour mixing
	To explore what	To experiment		produce desired		to
	happens when	with colour mixing		hues.		produce any
	they mix	to				hue.
	colours.	produce different		Know the terms		
		hues		'shade' (adding		Know and
	To choose			black), 'tint'		use the terms
	particular	Select and use		(adding white)		'shade'
	colours to use	different		and 'tone'		(adding black),
	for a purpose.	paintbrushes and		(adding grey).		'tint'
		painting				(adding white)
	Use a variety of	techniques to		Experiment with		and 'tone'
	tools to apply	create various effe		different paints		(adding grey).
	paint, e.g.	cts.		and techniques to		Experiment
	brushes of			understand their		with different
	different sizes,	Work on different		effects and		paints and
	sponges,	scales.		textures		techniques to
	fingers, objects			including the		understand

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	Experiment	Create and use		way they can			their effects
				add depth, light			and textures.
	painting on a variety of	textured paint for different effects.		and shade.			and textures.
	surfaces and	different effects.		and snade.			Work on
				Work on different			different
	textures.			scales with			
	T						scales with
	To paint from			increasing			increasing
	direct			attention			attention
	observation or			to proportion and			to proportion
	imagination.			perspective.			and
	To talk about						perspective.
	their work.			Paint both day			_
				and night scenes			Experiment
							with using
							paler colours
							to push
							elements into
							the
							background,
							and warmer,
							darker colours
							to bring
							elements to
							the
							foreground.
							Paint both day
							and night
							scenes
Printi	Make rubbings		Begin to		Know and define the	Understand and define the	
ng	from textured		understand the		term 'shape' in art.	term 'shape' in art.	
	surfaces.		term 'shape' as				
			one of the		Create own printing	Print using a lino block and	
	Recognise		elements of		blocks using relief and	lino- cutting tool.	
	pattern in		art.		impressed methods. eg c		

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	natural and			arving designs	Print using silk screens,	
	man-made		Create their	into polystyrene	experimenting with varying	
	objects.		own printing	Create repeating	layers and colours.	
			blocks	and non-		
	Experimenting		using sponges,	repeating patterns for a	Create repeating and non-	
	with a range of		vegetables,	variety of purposes.	repeating patterns for	
	printing		polystyrene		a variety of purposes.	
	methods.		etc.	Experiment with carbon		
				printing to replicate		
	Printing objects		Create	images.		
	to make		repeating and	Print with two		
	pictures,		free-flow	colour overlays.		
	patterns and/or		patterns.			
	textures.			Create mono-prints.		
	Printing regular			Experiment with		
	and irregular			marbling effects.		
	patterns.					
Textil	Explore	Begin to		Know and define the		Understand
es	different	understand the		term 'texture' in art.		and define the
and	materials and	term 'texture' as				term
Fibres	textures.	one of the		Experiment		'texture' in art
		elements of art.		with layering and		
	Add decorations			weaving to		Apply
	using a variety	Experiment		create different		decoration
	of media e.g.	with layering and		textures.		with greater
	paints, fabric	weaving different				intent and skill
	pens, sticking	textures.		Apply decoration		using sequins,
	on buttons etc.			with greater intent		beads, and
		Apply decoration		and skill using sequins,		embroidery
	Explore fabric	such as sequins,		beads, and embroidery		thread etc.
	collages. Over	beads, trim and		thread etc.		
	lapping fabrics.	embroidery				Use a variety
		thread etc.		Use a variety of		of
	Explore			stiches including		stiches
1	weaving.			running stitch, back		including

	stitch and cross stitch	running
Explore and	(with simple designs	stitch, back
have a go at	on binca or felt)	stitch, cross
simple stitching		stitch, and bla
patterns and		nket stitch.
threading a		
needle.		Experiment
		with the
Use scissors to		effects of
cut different		paint, dyes,
materials.		inks, gels etc,
materials.		to print onto
		fabric.
		Tabric.
		Combine a
		variety of
		techniques,
		e.g. printing,
		dyeing,
		weaving and
		stitching to
		create
		different
		textural
		effects.
		Experiment wi
		th colour work
		using
		resist techniqu
		es such as
		batik and tie-
		dying.
		dyllig.

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Collag	Explore		Begin to	Know and			Understand
e and	different		understand the	define the term			and define the
Mixed	materials and		term 'pattern'	'pattern' in art.			term
Media	textures.		as one of the				'pattern' in art
			elements of	Experiment with			Experiment
	Explore fabric		art.	a range of			with a range
	collages. Over			techniques e.g.			of techniques
	lapping fabrics.		Experiment	tearing, layering,			– tearing,
	Fold, crumple,		with a range of	stencilling, etc, to			layering,
	cut, tear and		techniques	create texture.			stencilling, to
	overlap		– tearing,				create
	different		layering,	Use a range of			texture.
	materials.		stencilling, to	materials to			
			create texture.	convey texture			Use a range of
	Explore cutting			and meaning.			materials to
	straight, curved,		Use a range of				convey
	zig zag lines.		materials to				texture and
			convey texture				meaning.
	Classify		and meaning.				Combine a
	materials into						range of
	textures and						media and
	colours.						begin to take
							creative risks.
	Handling and						
	manipulating a						
	wide range of						
	natural and						
	made materials.						
Sculpt	Explore	Begin to		Know and		Understand and define the	
-ing	malleable media	understand the		define the term		term 'form' in art.	
and	such as	term 'form' as one		'form' in art.		Plan, design and make	
Model	clay, papier mac	of the elements of		Plan, design and		models from observation	
-ling	he, salt dough,	art.		make models		or imagination.	
	playdoh and			from observation		-	
	sand.			or imagination.			

## Our Curriculum Intent:

	Make models from	Develop skills in	Develop skills in modelling	
Cut shapes	observation	joining, shaping,	with wire, with or without	
using scissors	or imagination.	carving	Modroc.	
and other	Develop basic skills	and adding textur	Wodroc.	
modelling	in joining.	e to clay models.	Know how best to join a	
tools.	iii joiiiiig.	Construct and	range of materials.	
10013.	Construct and join	join recycled,	range of materials.	
Use tools such	recycled, natural	natural and man-	Use papier-mâché to create	
as scissors, clay	and mad-	made materials.	simple objects or to add 3D	
	made materials.		effects.	
tools, split pins		Use papier- mâché to create	enects.	
and shape	Use papier-mâché		Davidso original consta	
cutters	to create simple	simple objects or	Develop original ways to	
competently	objects or to add	to add 3D	upcycle found or unwanted	
and	3D effects.	effects.	materials.	
appropriately		Find interesting		
	Construct for	ways to upcycle	Construct for many	
To construct	pleasure and for	waste packaging	different	
with a purpose	practical purposes	Construct for	purposes e.g costume	
in mind, using a	(e.g. to make	many different	masks, props and historical	
variety of	objects connected	purposes e.g cost	artefacts.	
resources.	to a favourite	ume masks and		
	story)	historical		
To select tools		artefacts.		
and techniques				
needed to				
shape, assemble				
and join				
materials they				
are using.				
To construct				
objects from				
observation or				
imagination.				
Add simple				
decorations.				

