



Mytchett Primary Academy – Art Knowledge and Skills Progression



Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of tools to draw lines e.g. pens, pencils, wax crayons, markers etc.</p> <p>Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes.</p> <p>Explore big movements with the whole body while drawing.</p>	<p>Extend the variety of drawings tools.</p> <p>Make spontaneously expressive marks using lines and curves.</p> <p>Use drawing to represent objects seen, remembered or imagined.</p> <p>Draw to explore shape and space.</p> <p>Draw to explore pattern.</p>	<p>Exploring tone using different grades of pencil. Represent texture using a variety of different marks.</p> <p>Work out ideas through drawing. Use drawing to express personal interest and feelings.</p>	<p>Exploring line and tonal shading using a range of different media [e.g. pencil, felt tips, pastel and chalks].</p> <p>Talk about different types of mark, and the ways they are created.</p> <p>Draw familiar objects from different viewpoints.</p>	<p>Confidently use pencils HB to 6B and a range of different media [e.g. pastels, chalks, felt tips, watercolour pencils] to explore line, tone and texture.</p> <p>Create a story board.</p> <p>Compare drawings for different purposes e.g. Cartoons and advertisements.</p> <p>Use drawing as a means of designing.</p>	<p>Continue to explore line, tone, texture, form and colour returning to each study to improve.</p> <p>Develop quick studies from observation recording action and movement with fluency, accuracy and detail.</p> <p>Talk about perspective and proportion in their own work.</p> <p>Use drawing to plan a composition e.g. painting/collage.</p>	<p>Learn to make a distinction between a working sketch and a drawing.</p> <p>Confidently use a range of different media [e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture.</p> <p>Select the appropriate media and techniques to achieve a specific outcome.</p>
Vocabulary: Tools Mark Making Line Curve Straight	Vocabulary: Represent Pattern Observe Shape Space	Vocabulary: Tone Texture Light Dark	Vocabulary: Media Viewpoint Shading Direct Observation	Vocabulary: Pencil Grading Degree of hardness (with reference to pencils HB, 2B, 6B) Cartoon Design	Vocabulary: Improve Action Movement Sketch Composition Perspective	Vocabulary: Working Sketch Drawing Technique Outcome

Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Explore making marks on a variety of papers.</p> <p>Use a variety of tools to spread paint - straws, matchsticks as well as brushes.</p> <p>Explore and talk about what happens when colours are mixed.</p> <p>Choose particular colours for a purpose.</p> <p>Experiment to create different textures, adding in saw dust, glue , tissue to paints</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades.</p> <p>Experiment with different types of paint.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created. (composition)</p>
<p>Vocabulary:</p> <p>Mark making</p> <p>Brush</p> <p>Paint</p> <p>Purpose</p> <p>Mix</p> <p>Texture</p>	<p>Vocabulary:</p> <p>Tools</p> <p>Technique</p> <p>Primary</p> <p>Secondary</p> <p>Shades</p> <p>Scale</p>	<p>Vocabulary:</p> <p>Primary/Secondary/Tertiary</p> <p>Shade/tone</p> <p>Properties</p> <p>Tools</p> <p>Techniques</p> <p>Layering</p> <p>Mixing</p> <p>Scraping</p>	<p>Vocabulary:</p> <p>colour scheme</p> <p>warm/cool</p> <p>mood</p> <p>method</p> <p>relief/impressed</p> <p>blocking</p> <p>washes</p>	<p>Vocabulary:</p> <p>tint/tone/hue/shade</p> <p>Overlay</p> <p>Colour match</p>	<p>Vocabulary:</p> <p>Primary/Secondary</p> <p>Tertiary</p> <p>Complementary</p> <p>Contrasting</p>	<p>Vocabulary:</p> <p>Composition</p> <p>Foreground</p> <p>Background</p> <p>Depth</p>

Textiles/Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Experiment to create different textures.</p> <p>Explore materials by tearing, scrunching and rolling to make a collage picture.</p>	<p>Use combination of materials that are cut, torn and glued.</p> <p>Join materials using glue and or a stitch.</p> <p>Using joining processes such as tying and gluing.</p>	<p>Mix materials to create texture.</p> <p>Joining, positioning and manipulating materials with some independence including plaiting.</p> <p>Use dip dye techniques.</p>	<p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Use Colour fabric.</p> <p>Create weaving.</p>	<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Quilt, pad and gather fabrics.</p> <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p>	<p>Choose from a range of stitching techniques for a purpose.</p> <p>Mix textures (rough and smooth, plain and patterned).</p>	<p>Use ceramic mosaic materials and techniques.</p> <p>Combine visual and tactile quantities.</p> <p>Combine previously learned techniques to create a final piece.</p>
<p>Vocabulary:</p> <p>Texture</p> <p>Tear</p> <p>Scrunch</p> <p>Roll</p>	<p>Vocabulary:</p> <p>Join</p> <p>Tie</p> <p>Stitch</p>	<p>Vocabulary:</p> <p>Position</p> <p>Manipulate</p> <p>Plaiting</p> <p>Dye</p>	<p>Vocabulary:</p> <p>Coiling</p> <p>Tessellation</p> <p>Mosaic</p> <p>Montage</p> <p>Weave/weft/warp</p>	<p>Vocabulary:</p> <p>Cross stitch</p> <p>Back stitch</p> <p>Arrangement</p> <p>Effect</p>	<p>Vocabulary:</p> <p>Smooth</p> <p>Plain</p> <p>Patterned</p>	<p>Vocabulary:</p> <p>Ceramic</p> <p>Tactile</p> <p>Combine</p>

3D Form

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Manipulate materials to achieve a planned effect.</p> <p>Using materials to build and construct their own model.</p>	<p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects.</p> <p>Join simple objects together.</p>	<p>Mix materials to create texture.</p> <p>Joining, positioning and manipulating materials with some independence.</p>	<p>Use clay and other mouldable materials.</p> <p>Work independently with a wider range of materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Use clay and other mouldable materials.</p> <p>Include texture that conveys feelings, expression or movement.</p>	<p>Show life like qualities and real like proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, textures and pattern.</p>	<p>Use frameworks such as moulds or wire to provide stability and form.</p> <p>Combine visual and tactile quantities.</p>
Vocabulary: Plan Build Construct 3Dimensional model	Vocabulary: Join/combine Manipulate – squeeze, roll, pinch Familiar Fantasy	Vocabulary: Slip (name given to wet clay used to join clay together) Texture	Vocabulary: Mouldable Detail Embellish	Vocabulary: Convey Feelings Expression movement	Vocabulary: Proportions Qualities Abstract Realistic Interpretation	Vocabulary: Framework Stability Visual qualities Tactile qualities



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Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use objects, body parts, nature, to print to make patterns, make a picture.</p>	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Make rubbings.</p> <p>Use repeating or overlapping shape.</p> <p>Mimic print from the environment.</p>	<p>Press, roll, rub and stamp to print prints.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Design patterns of increasing complexity and repetition.</p>	<p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Make own printing blocks.</p> <p>Explore pattern and shape, creating own designs for printing.</p>	<p>Research, create and refine a repeating print using a variety of techniques.</p> <p>Resist printing including marbling/silkscreen.</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p>	<p>Choose a printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work. Work relatively independently.</p>
<p>Vocabulary:</p> <p>Print</p> <p>Pattern</p>	<p>Vocabulary:</p> <p>Mono</p> <p>Rubbing</p> <p>Overlap</p> <p>Mimic</p>	<p>Vocabulary:</p> <p>Press</p> <p>Roll</p> <p>Stamp</p> <p>Rub</p> <p>Pattern</p> <p>Repeat</p>	<p>Vocabulary:</p> <p>Process</p> <p>Printing blocks</p>	<p>Vocabulary:</p> <p>Resist</p> <p>Marbling</p> <p>Layers</p>	<p>Vocabulary:</p> <p>Symmetry</p> <p>Overlay</p> <p>Random</p>	<p>Vocabulary:</p> <p>Modify</p> <p>Alter</p> <p>layering</p>

Inspirations from Notable Artists						
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Talk about a piece of artwork. What do they notice?	Describe the work of notable artists.	Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers- Andy Warhol, Kadinsky	Create original pieces that are influenced by studies of others	Give details (including own sketches) about the style of some notable artists, artisans and designers	Create original pieces that show a range of influences and styles
Evaluating and Developing Work						
Review what they have done by talking to others and describing final piece.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Breadth of Study						
KS1 <ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design. 				KS 2 <ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 		