

**Highfield Hall Primary School**

**Knowledge & Skills Progression: Art**

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|  | **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| **Expressive Art and Design** | * 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. * 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. * Explore colour and colour mixing. * Show different emotions in their drawings – happiness, sadness, fear etc. | * 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. | **Creating with Materials**   * 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. * Make use of props and materials when role playing characters in narratives and stories. |
| **Physical Development** | * Use large-muscle movements to wave flags and streamers, paint and make marks. * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop overall body-strength, balance, coordination and agility. | **Fine Motor Skills**   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. |
| **Understanding the World** |  |  | **The Natural World**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. |

**Year 1**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **‘Making’**  NC - use a range of materials creatively to design and make products  NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Children should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. | **‘Knowledge’**  NC – Children will need to acquire this knowledge in order to describe the differences and similarities between different practices and disciplines. |  |  |
| * I know that ideas can be expressed in pictures (paintings, drawings etc) and objects (sculptures, buildings, quilts etc) in art. * I can experiment with an open mind   (for instance, I am keen to try out and use all materials that my teachers put out for the class to use; I don’t just use things I know or think will work best). | * I try out a lot of different materials and ways of making a piece of art (e.g. collage, drawing, painting, pottery and weaving); I know that different materials have different qualities. * I choose and use materials because they have the qualities to give me the effects that will suit my piece of work or what I want to do. | * I respond to questions about my own work from my peers and give an appropriate positive response.   I might comment on what I did, how I achieved a certain part or one of the choices that I made that might help to them to achieve what they have shown an interest in. | * I actively engage in an Artist’s work * I show an appreciation of the work of Artist’s (both professionals and my peers) by looking at their work and asking sensible questions about it. * I show respect for the work of other Artists and can describe what I think about it. | * I know the names of the tools, techniques and the elements of art (colours, shapes, tones etc.) that I use. * I can spot and describe some characteristics of different kinds of art, craft and design. | Curious  Creative  Respectful  Critical-thinking  Resilient  Individual liberty  Mutual respect | **Current trips**  Visit architecture informally as we do the George Stephenson trip with the Urban Studies Centre.  **Future trips**  Take part in a scarecrow festival.  Meet a great artist |

**Year 2**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **‘Making’**  NC - use a range of materials creatively to design and make products  NC - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Children should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. | **‘Knowledge’**  NC – Children will need to be taught how to describe the differences and similarities between different practices and discipline if they are to achieve this. |  |  |
| * I try out different activities and make sensible choices about what to do next. * I use drawing to record my own ideas, observations and imagination | * I use drawing to make a record of my ideas and experiences * I deliberately choose particular art techniques for what I want to do or create. * I am careful/intentional/purposeful when I am using different art materials. * I practise and improve my control when drawing, painting and creating in other ways. (For instance, I do not accept the first mark but try to make it better.) | * When looking at creative work I express clear preferences and give some reasons for these   - (for instance, be able to say  “I like that because…”  “ I don’t like that because...”  “l like the way they have…”  “I don’t like the way they…”   * When comparing 2 pieces of creative work I can describe similarities and differences between them.   (This could be 2 class members work, it could be 2 pieces of the artist’s work, pieces from 2 different artists or the artist’s work and their own work. | * When comparing my own work with the work of the Artist I am learning about, I can identify similarities and differences.   (The similarities and differences we are looking to develop are those that refer to the elements of Art such as…   * The colours/ types of colours used * The shapes in the work * The texture created * The lines used * The form (3D art) or * The types of marks * The way materials have been used * The techniques used * The qualities taught of the artist being studied or their ‘style’. This could be about the artist you have taught them or one learnt in a previous year group. * The patterns that feature in the work. * The tones (light/dark) * The space (foreground/background/middle ground) * The disciplines or practises the artist has used. | * I know that different forms of creative works are made by artists, architects, craft makers and designers from a variety of cultures and times. * I can describe the work of some artists, craftspeople, architects and designer | Curious  Creative  Respectful  Critical-thinking  Resilient  Mutual respect  Individual liberty | **Current trips**  Toy Workshop  (Work with an artist)  **Future trips**  Take part in a scarecrow festival.  Meet a great artist |

**Year 3**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - Pupils are taught to make sketchbooks to record their ideas and review and revisit them. | **‘Making’**  NC - Pupils are taught how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Pupils will need to be taught about great artists, architects and designers in history and analyse and evaluate their work using the language of Art, Craft and Design. | **‘Knowledge’**  NC – Pupils will need to be taught about great artists, architects and designers in history and understand the historical and cultural development of their Art forms. |  |  |
| * I use a sketchbook for different purposes. I record my observations, I use it to experiment with ideas and materials, I use it to plan my work and to improve or shape my ideas. * I collect and gather images, objects and other information in my sketchbook that is linked to what I want to do to help me to shape my ideas and refer back to parts of an artist’s work that I may wish to try out or use. * I use my sketchbook as I work to experiment and refer back to the things I have gathered as I work. | * I develop my drawing, painting and other art skills by experimenting with them, and looking at the qualities of a range of different materials and techniques * I choose and can use (in sensible ways), a range of different materials and techniques to create my own art work. | * I take the time to think carefully about what I like and dislike about my own work in order to improve it. (For instance I think carefully before explaining to my teacher what I like and what I will do next.) | * When comparing or analysing the work of artists, I can identify similarities and differences using some of the terminology of Art, Craft and Design.   (The similarities and differences we are looking to develop are those that refer to the elements of Art such as…   * The colours/ types of colours used * The shapes in the work * The texture created * The lines used * The form (3D art) or * The types of marks * The way materials have been used * The techniques used * The qualities taught of the artist being studied or their ‘style’. This could be about the artist you have taught them or one learnt in a previous year group. * The patterns that feature in the work. * The tones (light/dark) * The space (foreground/background/middle ground) * The disciplines or practises the artist has used. | * I know about and I can describe the work of **some** artists, craftspeople, architects and designers * I can explain why their Art or in fact they themselves are considered significant in the context of their cultural context, impact on society or historical time. * I understand the language I need to describe what I have done accurately when discussing an Artist’s work. * I can use this language to explain how to use some of the tools and techniques I have chosen to work with. | Curious  Creative  Respectful  Critical-thinking  Resilient  Mutual respect  Individual liberty | **Current Trips**  **Future Trips**  Meet a great artist to begin learning about what goes into a sketchbook.  Work with a great artist who has an impact on society or does art from a particular culture. |

**Year 4**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - Pupils are taught to make sketchbooks to record their ideas and review and revisit them. | **‘Making’**  NC - Pupils are taught how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Pupils will need to be taught about great artists, architects and designers in history and analyse and evaluate their work using the language of Art, Craft and Design. | **‘Knowledge’**  NC – Pupils will need to be taught about great artists, architects and designers in history and understand the historical and cultural development of their Art forms. |  |  |
| * The resources and references I choose to add to my sketchbook are of increasing relevance to where my ideas are heading. * I use my sketchbook and the drawings I do within it to help me to improve as an artist.   For this to be true my sketchbook might show…  I have explored several different variations on the same idea.  From my first idea, my research and developments might show you the journey I made and how I got to my improved outcome. | * I investigate the nature and qualities of different art materials and processes systematically or with more of a purposeful sequence. * I use the technical art skills I am learning to improve the quality of my pictures and objects I make in art.   (For instance, in painting I choose and use different brushes for different purposes, In drawing I use different types of pen or different marks or moulding and shaping movements in sculpture. | * I regularly think carefully about my work, and look for similarities and differences before explaining them verbally. * When talking about similarities and differences between my work and other people’s I use this information to inform my next steps.   I might turn one of their differences into something I could try next or consider what other similarities I could aim for in order to improve my own work. | * When analysing the work of an artists, I can comment on several elements of Art using the terminology of Art, Craft and Design.   (The similarities and differences we are looking to develop are those that refer to the elements of Art such as…   * The colours/ types of colours used * The shapes in the work * The texture created * The lines used * The form (3D art) or * The types of marks * The way materials have been used * The techniques used * The qualities taught of the artist being studied or their ‘style’. This could be about the artist you have taught them or one learnt in a previous year group. * The patterns that feature in the work. * The tones (light/dark) * The space (foreground/background/middle ground) * The disciplines or practises the artist has used. | * I know about and can describe some of the key ideas, techniques and working practices of **a variety of** different artists, craftspeople, architects and designers that I have studied. * I can name and talk about tools (e.g. different types of paint brush) I have worked with and can show others how they should be used properly and safely. | Curious  Creative  Respectful  Critical-thinking  Resilient  Individual liberty  Mutual respect | **Current Trips**  **Future Trips**  Work with a great artist.  Visit to a local Art Gallery with their sketchbook and look at a range of work. |

**Year 5**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - Pupils are taught to make sketchbooks to record their ideas and review and revisit them. | **‘Making’**  NC - Pupils are taught how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Pupils will need to be taught about great artists, architects and designers in history and analyse and evaluate their work using the language of Art, Craft and Design. | **‘Knowledge’**  NC – Pupils will need to be taught about great artists, architects and designers in history and understand the historical and cultural development of their Art forms. |  |  |
| I can take part in research and exploration as I think of and develop my own ideas.  I confidently use my sketchbook for different purposes including: recording my observations; developing ideas; testing materials; planning my art work and recording information.  I make annotations in my sketchbook to communicate what I liked, what I didn’t like, what I want to try next or what I will change about my last attempt. | I show confidence when I investigate and make the most of new and unfamiliar materials exploring the breadth of marks and effects that can be achieved with them. (For instance, I try out several different ways of using tools and materials that are new to me.)  I use the knowledge, experience and expertise I have gained from my own explorations to produce work which matches my ideas and intentions effectively. | I regularly think about and analyse the progress of my work in detail, taking account of what I hoped to achieve. I can describe how my work has developed; I can modify my work as I produce my art so that it turns out how I wanted it to and I can include some improvements.  I can describe the ups and the downs, the choices I made along the way and what improvements I made or will make if I had the opportunity to take it further. | I regularly think about and analyse the work of the artist I am studying, asking questions about their intentions, methods, processed and modifications. | I can research and discuss the ideas and ways of working (approaches) of some different artists, craftspeople, designers and architects.  I can compare and discuss these with others, including taking account of the culture they worked in and their intentions/purposes.  I can describe the art processes I am using and how I hope to achieve or did achieve a high quality outcome. | Curious  Creative  Respectful  Critical-thinking  Resilient  Individual liberty  Mutual respect | **Current Trips**  **Future Trips**  Look at the range of Art at the Tate Modern? Research the different ways people approach Art. |

**Year 6**

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| **Skills** | | | | **Knowledge** | **Core and British Values** | **Additional Cultural Capital Experiences** |
| **‘Generating Ideas’**  NC - Pupils are taught to make sketchbooks to record their ideas and review and revisit them. | **‘Making’**  NC - Pupils are taught how to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **‘Evaluating’**  **My work**  NC - Children should be taught about the work of a range of artists, craft makers and designers …and making links to their own work. | **‘Evaluating’**  **Artist’s work**  NC - Pupils will need to be taught about great artists, architects and designers in history and analyse and evaluate their work using the language of Art, Craft and Design. | **‘Knowledge’**  NC – Pupils will need to be taught about great artists, architects and designers in history and understand the historical and cultural development of their Art forms. |  |  |
| * I can work independently to develop a range of ideas which show curiosity, imagination and originality. * I work systematically when I investigate, research and test ideas and plans using my sketchbook and other suitable approaches.   (For instance, my sketchbook shows in advance how my work will be produced and how the qualities of materials will be used; it shows how I have chosen relevant visual and other information from my research in my art work.) | * I can independently select and effectively use relevant processes in order to create successful and finished work * Without any prompting, I use my sketchbook to refine my skills and the mastery of materials. * I make sensible choices when selecting suitable art processes. * I use and combining these effectively. * I use a variety of recording methods and techniques, materials and processes to combine and organise line, shape, form and space and apply colour, tone, pattern and texture. | * I can provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work | * I can provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work | * I know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. * I know about the technical vocabulary and techniques for modifying the qualities of different materials and processes | Curious  Creative  Respectful  Critical-thinking  Resilient  Individual liberty  Mutual respect | Visit a theatre and look at the use of masks and costume and how Artist’s use Art to create characters  Work with a mask/sculptural artist/mosaic artist/textile artist.  Look in Eyam for cultural representations of the plague, housing at the time etc. |