



Batheaston Church School

"That they may have life, life in all its fullness"

Knowledge & Skills Progression for Art

| Strand | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Investigating and exploring | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p> | <p>Talk about, describe and draw simple images and artefacts.</p> <p>Use simple drawings and sketches to record ideas, thoughts and feelings.</p> <p>Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods.</p> | <p>Make drawing in a sketchbook of artefacts and images adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, memory and imagination.</p> <p>Compare the differences and similarities between different practices and differences.</p> <p>In the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.</p> | <p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> | <p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p> <p>Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> | <p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.</p> | <p>Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings.</p> <p>Make informed and critical comments about own and other peoples' work.</p> <p>Show critical appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.</p> |



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| <p>Drawing</p> | <p>Make marks using a wide range of media, e.g., pencils, chalk, charcoal etc.</p> <p>Use vocabulary and create lines that are straight, curved, long, short, wavy, thick, thin, zig-zags and scribbles</p> <p>ELG Safely use and explore a variety of tools and techniques, experimenting with texture and form.</p> | <p>Talk about a range of mark-making media, e.g., pencils, chalk, charcoal etc.</p> <p>Use marks and pictures to describe thoughts and feelings.</p> <p>Make a range of marks using a wide range of tools.</p> <p>Use vocabulary and create lines that are diagonal, vertical and horizontal</p> | <p>Talk about the drawing tools and techniques used to share ideas.</p> <p>Use a wide range of different lines, e.g., thin, bold, faint, wavy, broken etc.</p> <p>Create simple drawings based on things observed in order to create designs.</p> <p>Use a viewfinder to select and record shapes and images.</p> <p>Use vocabulary and create lines that are bold and cross-hatched</p> | <p>Talk about the visual and tactile qualities of drawing and painting media.</p> <p>Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.</p> <p>Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image.</p> <p>Draw the outline of a simple figure.</p> | <p>Use an increasing range of visual and tactile techniques for example lines and marks e.g., direct, meandering, accidental and intentional.</p> <p>Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.</p> <p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p> <p>Create a composition showing more than one figure.</p> | <p>Apply appropriate visual and tactile techniques to suit the intended purpose,</p> <p>Including the use of computer packages. Use a framing device to isolate areas of images including the foreground, background and focal point.</p> <p>Use a wide range of techniques to create a range of effects.</p> <p>Create a composition showing a moving figure.</p> | <p>Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g., pens, pencils, charcoal, pastels, inks, computer packages.</p> <p>Use simple photographic techniques for recording and creating work.</p> <p>Combine a range of effects to support multi-media projects.</p> <p>Create a composition showing moving figures.</p> |
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| <p>Painting</p> | <p>Use the senses to explore a range of painting materials, e.g., thick, thin, ready mix, powder finger paints etc</p> <p>Use everyday objects to make marks in paint, e.g., cotton reels, sticks, wheels on cars etc</p> <p>Explore what happens when colours are mixed together.</p> <p>ELG Safely use and explore a variety of tools and techniques, experimenting with colour, texture and function.</p> | <p>Talk about a range of painting materials, e.g., ready mix, powder, poster, water colours</p> <p>Use a wide range of tools to make marks, e.g., brushes, rollers, palette knife.</p> <p>Use different kinds of paint to make marks, shapes and patterns. Talk about what happens when colours are mixed together.</p> | <p>Use an increasing range of paints to create different textures.</p> <p>Use an increasing range of painting tools and simple techniques. Identify the primary colours needed to mix all secondary colours. Experiment with the production of light and dark shades of colour.</p> | <p>Use a range of tools to apply paint and create pattern. Combine paint and other materials effectively to create detail and texture. Mix shades of primary and secondary colours. Identify complementary colours</p> | <p>Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.</p> | <p>Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use paint to represent objects in different ways, e.g., to show light that comes from more than one source etc. Use a range of brushstrokes to indicate changes in shape and form.</p> | <p>Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g., brushes, inks, paints, computer packages.</p> |
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| <p>3D modelling</p> | <p>Use the senses to explore a range of modelling materials, e.g., salt dough, play dough, junk modelling materials etc</p> <p>Use everyday objects to make marks in modelling materials e.g., cotton reels, sticks, wheels on cars etc</p> <p>ELG Safely use and explore a variety of tools and techniques, experimenting with texture and form and function.</p> <p>Share their creations, explaining the process they have used.</p> | <p>Talk about a range of modelling materials, e.g., salt dough, play dough, junk modelling materials etc</p> <p>Explore the use of a range of modelling materials.</p> <p>Use a range of tools to create marks and patterns.</p> | <p>Talk about and explore a range of modelling materials.</p> <p>Shape and join clay to make a thumb pot using slip and impress prints.</p> <p>Recreate prints and patterns based on the surface of natural and man-made objects.</p> <p>Use tools to create linear patterns.</p> | <p>Create a 3D model using a range of modelling materials.</p> <p>Roll and shape clay to produce a coil pot and relief tiles.</p> <p>Recreate detailed prints and patterns based on the surface of natural and man-made objects.</p> <p>Use tools to create sliding patterns.</p> | <p>Create free-standing 3D models using different materials.</p> <p>Shape and form clay to produce a slab pot or container based on a basis 3D shape.</p> <p>Mix and combine a range of different materials and tools to create surface texture and impressions.</p> <p>Create effective relief and radiating patterns.</p> | <p>Create increasingly complex 3D forms using a wide range of materials.</p> <p>Use a wide range of techniques to join, combine and shape clay.</p> <p>Apply a range of techniques to the surface of clay, e.g., spraying, stippling and sponging.</p> <p>Mix and combine a range of materials to create effective 3D models and collage.</p> | <p>Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay.</p> <p>Manipulate and decorate clay using a variety of techniques, e.g., coiling, modelling, carving, impressing, use of glazes.</p> |
| <p>Printing</p> | <p>Use the senses to explore a range of printing materials and tools, e.g., found objects, potato prints etc.</p> <p>Use everyday objects to make marks. e.g., cotton reels, sticks, wheels on cars etc</p> <p>ELG Safely use and explore a variety of tools and techniques, experimenting with colour, design and texture.</p> <p>Share their creations, explaining the process they have used.</p> | <p>Talk about a range of printing materials and tools, e.g., found objects, potato prints etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns.</p> <p>Use string to create symmetrical string pulled pictures.</p> | <p>Talk about and recreate patterns in the environment.</p> <p>Make prints and patterns using everyday natural and man-made objects.</p> <p>Cut a simple shape into card to create a stencil.</p> <p>Use string and glue to make a simple printing block.</p> | <p>Compare and recreate shapes and patterns in nature and the environment.</p> <p>Talk about the ways in which patterns are made, e.g., overlapping of shapes, repeats.</p> <p>Make prints based on surfaces taken from the environment.</p> <p>Make a simple paper stencil.</p> <p>Make a simple printing block.</p> | <p>Create and use shapes and patterns in nature, the environment and different cultures and times.</p> <p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Create surface texture using rollers, sponges, engraving and by printing from an inked surface.</p> <p>Make a 2-part paper stencil.</p> <p>Make a 2-colour block print.</p> | <p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times.</p> <p>Talk about and evaluate a wide range of complex patterns, e.g., the work of Esher.</p> <p>Create complex surface textures by mixing and combining techniques. Make a multi-layered stencil.</p> <p>Make a multi-coloured block print.</p> | <p>Use a variety of printing techniques and methods, e.g., mono/block printing techniques and various screen-printing methods.</p> |



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| <p>Textiles</p> | <p>Use the senses to explore a range of textiles and materials e.g., Wool, cotton, felt etc.</p> <p>Use a range of everyday fabrics and materials to create pictures.</p> <p>ELG Safely use and explore a variety of tools and techniques, experimenting with colour, design, form texture and function.</p> <p>Share their creations, explaining the process they have used.</p> | <p>Talk about a range of textiles and materials e.g., Plain patterned, textured etc.</p> <p>Plan and create multi-media pictures and collages.</p> <p>Use a range of materials to create large-scale models, weavings and collage.</p> <p>Create simple symmetrical patterns. Use a bobbin to create a simple wool chain.</p> | <p>Use and talk about natural and man-made materials.</p> <p>Draw a simple picture to represent a plan. Use a range of materials to create pictures and collage.</p> <p>Create a simple repeating pattern, e.g., over, under, over, under.</p> <p>Use a card loom</p> | <p>Apply one material to the surface of another a material (appliqué).</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use running stitch. Talk about the work of important crafts and design people.</p> <p>Make a simple loom and use different materials to produce a range of weft threads.</p> | <p>Use an increasing range of decorative techniques, e.g., fabric paints and dye, folds, pleats, beads etc.</p> <p>Create a simple paper pattern including a seam allowance.</p> <p>Use over stitch and cross stitch.</p> <p>Talk about and recreate the techniques of important crafts and design people throughout history.</p> <p>Create a range of weft patterns on a range of different sized looms.</p> | <p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Create a simple paper pattern including accurate measurements.</p> <p>Use blanket stitch, herringbone and embroidery.</p> <p>Recreate and use the techniques of important crafts people throughout history.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p> | <p>Work with textiles using a variety of materials, tools and techniques, e.g., painting, dyeing, weaving, felting, stitching, quilting, applique and collage</p> |
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