



PROGRESSION IN ART: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)

		EYFS					
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EYFS FRAMEWORK	<p>EYFS Framework 2021 Physical Development “Repeated and varied opportunities to explore and play with...arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”</p> <p>Early Learning Goals Physical Development Fine Motor Skills * Hold a pencil effectively. * Use a range of small tools... including paint brushes. * Begin to show accuracy and care when drawing.</p> <p>EYFS Framework 2021 Expressive Arts & Design “The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”</p> <p>Early Learning Goals Expressive Arts & Design 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.</p> <p>VOCABULARY: Colour; brush; pencil; picture; paint; line; tool; shape; pattern; mix.</p>						
	EXPLORING & DEVELOPING IDEAS, EVALUATING & IMPROVING WORK	<ul style="list-style-type: none"> * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work. * Develop their ideas – try ideas, make changes. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. * Review what they and others have done and say what they think and feel about it. * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. 	<ul style="list-style-type: none"> * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * 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 sketchbooks. 				

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DRAWING	<p>Teddy Bears</p> <ul style="list-style-type: none"> * Experiment with a variety of media - including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. * Draw on different surfaces with a range of media. * Control the types of marks made by different media. * Begin to explore the use of line, shape, tone and texture. 	<p>Ceramic Pots – Clarice Cliff</p> <ul style="list-style-type: none"> * Experiment with a variety of media - including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. * Draw on different surfaces with a range of media. * Control the types of marks made by different media. * Begin to explore the use of line, shape, tone and texture. 	<p>Anglo-Saxon Helmets</p> <ul style="list-style-type: none"> * Experiment with different grades of pencil and other implements to add additional surface detail to drawings. * Plan, refine and alter their drawings as necessary. * Use their sketchbook to collect and record visual information from different sources. * Draw for a sustained period of time at their own level. * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Begin to show awareness of objects having a third dimension. 	<p>Tudor Royalty Portraits</p> <ul style="list-style-type: none"> * Experiment with different grades of pencil and other implements to add additional surface detail to drawings. * Plan, refine and alter their drawings as necessary. * Use their sketchbook to collect and record visual information from different sources. * Draw for a sustained period of time at their own level. * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Begin to show awareness of objects having a third dimension. 	<p>Ancient Greece</p> <ul style="list-style-type: none"> * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Identify artists who have worked in a similar way to their own work. * Explore colour mixing and blending techniques with coloured pencils. * Use a sketchbook to collect and develop ideas. * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. * Show an awareness of how paintings are created i.e. composition. 	<p>Henry Moore</p> <ul style="list-style-type: none"> * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Identify artists who have worked in a similar way to their own work. * Explore colour mixing and blending techniques with coloured pencils. * Use a sketchbook to collect and develop ideas. * Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. * Show an awareness of how paintings are created i.e. composition.

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PAINTING	Mixing & Colour Wheels (Piet Mondrian) * Use a variety of tools and techniques including different brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Experiment with tools and techniques e.g. layering, mixing media, scrapping through. * Name different types of paint and their properties. * Identify primary and secondary colours by name. * Mix primary shades and tones. * Mix secondary colours.	Mixing & Colour Tones * Use a variety of tools and techniques including different brush sizes and types. * Mix and match colours to artefacts and objects. * Work on different scales. * Experiment with tools and techniques e.g. layering, mixing media, scrapping through. * Name different types of paint and their properties. * Identify primary and secondary colours by name. * Mix primary shades and tones. * Mix secondary colours. * Create textured paint by adding sand.			Gaudi & Klee * Make and match colours with increasing accuracy - knowing which primary colours make secondary colours. * Use more specific colour language e.g. tint, tone, shade, hue. * Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc... * Work confidently on a range of scales e.g. thin brush on small picture etc...	Ruth Daniels/Abel Rodriguez/ Matthew Palmer * Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. * Carry out preliminary studies to test different media and materials and mixing appropriate colours. * Create imaginative work from a variety of sources. * Develop a painting from a drawing. * Mix and match colours to create atmosphere and light effects. * Be able to identify and work with complementary and contrasting colours. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. * Show an awareness of how paintings are created i.e. composition.	Andy Warhol * Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. * Create shades and tints using black and white. * Carry out preliminary studies to test different media and materials and mixing appropriate colours. * Choose appropriate paint, paper and implements to adapt and extend their work. * Show an awareness of how paintings/images are created (composition). * Create imaginative work from a variety of sources. * Develop a painting from an initial drawing/sketch/design. * Mix and match colours to create atmosphere and light effects. * Be able to identify and work with complementary and contrasting colours.

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PRINTING		<p>Animal T-Shirts</p> <ul style="list-style-type: none"> * Print with a range of hard and soft materials. * Make simple marks on rollers and printing palettes. * Use a variety of techniques, including block, press and fabric printing and rubbings. * Design patterns of increasing complexity and repetition. * Build repeating patterns and recognise pattern in the environment. * Create simple printing blocks with press print. * Design more repetitive patterns. * Experiment with differing colours. 	<p>Roman Costume Design</p> <ul style="list-style-type: none"> * Print using a variety of materials, objects and techniques including layering. * Talk about the processes used to produce a simple print. * To explore pattern and shape, creating designs for printing. * Design patterns of increasing complexity and repetition. * Use a variety of techniques, including block, press and fabric printing and rubbings. 	<p>Tudor Rose Layered Prints</p> <ul style="list-style-type: none"> * Research, create and refine a print using a variety of techniques. * Select broadly the kinds of material to print with in order to get the effect they want. * Create printing blocks using a relief or impressed method. * Create repeating patterns. * Print with two colour overlays. 		<p>Andy Warhol</p> <ul style="list-style-type: none"> * Describe varied techniques. * Be familiar with layering prints. * Be confident with printing on paper and fabric. * Choose the printing method appropriate to task. * Build up layers and colours/textures. * Organise their work in terms of pattern, repetition, symmetry or random printing styles. * Choose inks and overlay colours.
COLLAGE & TEXTILE <small>(TEXTILE CROSS-CURRICULAR LEAD WITH DESIGN & TECHNOLOGY)</small>	<p>Floral Mobile</p> <ul style="list-style-type: none"> * Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. * Arrange and glue materials to different backgrounds. * Sort and group materials for different purposes e.g. colour texture. * Fold, crumple, tear and overlap papers. * Work on different scales. * Collect, sort, name match colours appropriate for an image. * Create and arrange shapes appropriately. * Create, select and use textured paper for an image. <p>FURTHER TEXTILE ASPECTS WITHIN D.T. DOCUMENT</p>		<p>Anglo-Saxon Jewellery</p> <ul style="list-style-type: none"> * Use a variety of techniques (e.g. printing, dyeing, quilting, weaving, and embroidery) to create different textural effects. * Name the tools and materials they have used selecting the most appropriate combinations for the task. * Develop skills in stitching, cutting and joining. * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. * Use collage as a means of collecting ideas and information and building a visual vocabulary. <p>FURTHER TEXTILE ASPECTS WITHIN D.T. DOCUMENT</p>			<p>Olympic Pictograms</p> <ul style="list-style-type: none"> * Awareness of the potential of the uses of material. * Use different techniques, colours and textures etc. when designing and making pieces of work. * Join fabrics in different ways, including stitching. * Use different grades and uses of threads and needles. * Extend their work within a specified technique. * Use a range of media to create collage. * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <p>FURTHER TEXTILE ASPECTS WITHIN D.T. DOCUMENT</p>

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3-D FORM		<p>Clay Pots</p> <ul style="list-style-type: none"> * Explore sculpture with a range of malleable media, especially clay. * Manipulate clay for a variety of purposes, including thumb pots or simple coil pots and by rolling, kneading and shaping. * Change the surface of a malleable material. * Understand the safety and basic care of materials and tools. * Experiment with, construct and join recycled, natural and man-made materials. 	<p>Tile Mosaics (Roman & Frank Matcham: Theatre Façade)</p> <ul style="list-style-type: none"> * Plan, design and make models from observation or imagination. * Join materials/clay adequately and construct a simple base for extending and modelling other shapes. * Create surface patterns and textures in a malleable material. * Understand the safety and basic care of materials and tools. 	<p>Egyptian Masks</p> <ul style="list-style-type: none"> * Plan, design and make models from observation or imagination. * Join materials/clay adequately and construct a simple base for extending and modelling other shapes. * Create surface patterns and textures in a malleable material. * Understand the safety and basic care of materials and tools. * Employ safe practice with tools. 		<p>Olympic Pictograms</p> <ul style="list-style-type: none"> * Shape, form, model and construct from observation or imagination. * Use recycled, natural and man-made materials to create sculptures. * Plan a sculpture through drawing and other preparatory work. * Produce intricate patterns and textures in a malleable media. * Employ safe practice with tools.
VOCABULARY	colour, pattern, texture, line, shape, form, space, primary colours, collage	colour, pattern, texture, line, shape, form, space, primary colours, secondary colours	colour, pattern, texture, line, shape, form, space, primary colours, secondary colours, perspective, collage	tint, tone, shade, hue, complementary colours, perspective, geometric	focal point, perspective, horizon, background, foreground, proportion, scale, shade, atmosphere	Mixed media, form, negative space, positive space, tint, shade, collage, tone, contrast
<p>Each year group has key art vocabulary. This must be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of technical art vocabulary. Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive. This list is never exhaustive just a core starting point and should be open to addition throughout any study. There will also be subject specific vocabulary linked to the art unit being taught in addition to this overarching set.</p>						