



# Subject Non- Negotiables – Art

Skills and knowledge components:

Progression document building from previous year’s learning

**Key Skills**  
 Painting and use of materials  
 Artistic Expression  
 Effective art techniques  
 Knowledge of Artists

## Art

|                                   | Reception  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|-----------------------------------|--|--|---|---|---|---|---|
| <b>Materials</b>                  | <p>Use materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture with different materials.</p> <p>Malleable materials such as clay and dough.</p> | <p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Malleable materials.</p> | <p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p> <p>Malleable materials.</p> | <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> | <p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work. Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> | <p>Experiment with working on different surfaces.</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p> <p>Acrylic paints. Oil pastels. Charcoal.</p> | <p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p> <p>Collaborative work. Large-scale drawings and paintings. Large-scale models and sculpture.</p> <p>Art in public sphere.</p> |
| <b>Expression and Imagination</b> | <p>Develop and share their own imagination and experiences through art.</p>  | <p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Begin to draw what is in front of them.</p>   | <p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p> <p>Begin to look at different artists’ work and attempt own interpretations of the style and technique.</p>   | <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas</p>   | <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or</p>  | <p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p> <p>Begin to build up a portfolio of their work.</p>   | <p>Use Art to express an abstract concept e.g war, love, creation. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.</p> <p>Continue with their portfolios.</p>  |



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|                   |   |  |  | and to explore technique and composition.  | as a starting point to learning.   |  |  |
| <b>Techniques</b> | Develop and use texture, colour, line, pattern, shape, form and space.  | Explore line and mark making in different ways.<br><br>Work with a variety of different brushes.<br><br>Threading and using a needle to create a stitch.<br><br>Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture.<br><br>Manipulating clay using fingers and tools. | Practise a variety of methods for dyeing material.<br><br>Explore shading with a pencil.<br><br>Creating light and dark colours by tinting.<br><br>Explore pattern through printing and stamping.<br><br>Create work using natural materials to develop skills on texture. | Manipulating clay using fingers and tools.<br><br>Decoration techniques such as embossing, engraving and imprinting.<br><br>Variety of stitching techniques (running, stabbing)<br>Draw outlines with reference to size and shape. | Mixing tertiary colours (browns, neutrals, flesh.)<br><br>Build up painting techniques (resist work, layering, and scraping.)<br><br>Use pencils and penwork to create tone and shade and intricate marks when drawing.<br><br>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures. | Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)<br><br>Continue to experiment with the techniques of different artists.<br><br>Practice skills to create different surfaces.<br><br>Develop sculpture techniques by manipulating natural materials to create a structure. | Use viewfinders and perspective techniques in composition.<br><br>Apply paint to show textures.<br><br>'Limited palette' work. Working with one colour and developing work using tints and shades.<br><br>Construct scale models using joining and drawing techniques.<br><br>Combine techniques and give reasons for choices. |
| <b>Artists</b>    | Look at a range of work by different artists.<br><br>Say whether they like or dislike it begin to give reasons why. | Explore a range of work by other artists, craft makers and designers.<br><br>Be able to give their opinion and say why they like/dislike the   | Continue to explore and be exposed to work by other artists and designers.<br><br>Be able to describe the similarities and differences between pieces of work by other artists.  | Begin to research great artists and designers through time.<br><br>Begin to include elements of other artists work in their own.   | Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.<br><br>Have an in-depth knowledge of one famous artist in time  | Use the work of a famous artist as a stimulus for their own work.<br><br>Use other artists work as a basis for critique.   | Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.<br><br>Be able to identify and appraise the work of  |



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|  |  | <p>work of other artists.</p> <p>Use a piece of artwork as a starting point for their own work.</p> | <p>Work alongside an artist in order to make links to their own work.</p> <p>To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p> | <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p> | <p>and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others’ work alongside set criteria.</p> | <p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.</p> | <p>designers through history.</p> <p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor; Grayson Perry; M5 ‘Wicker Man’; London Olympics Opening Ceremony)</p> |
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