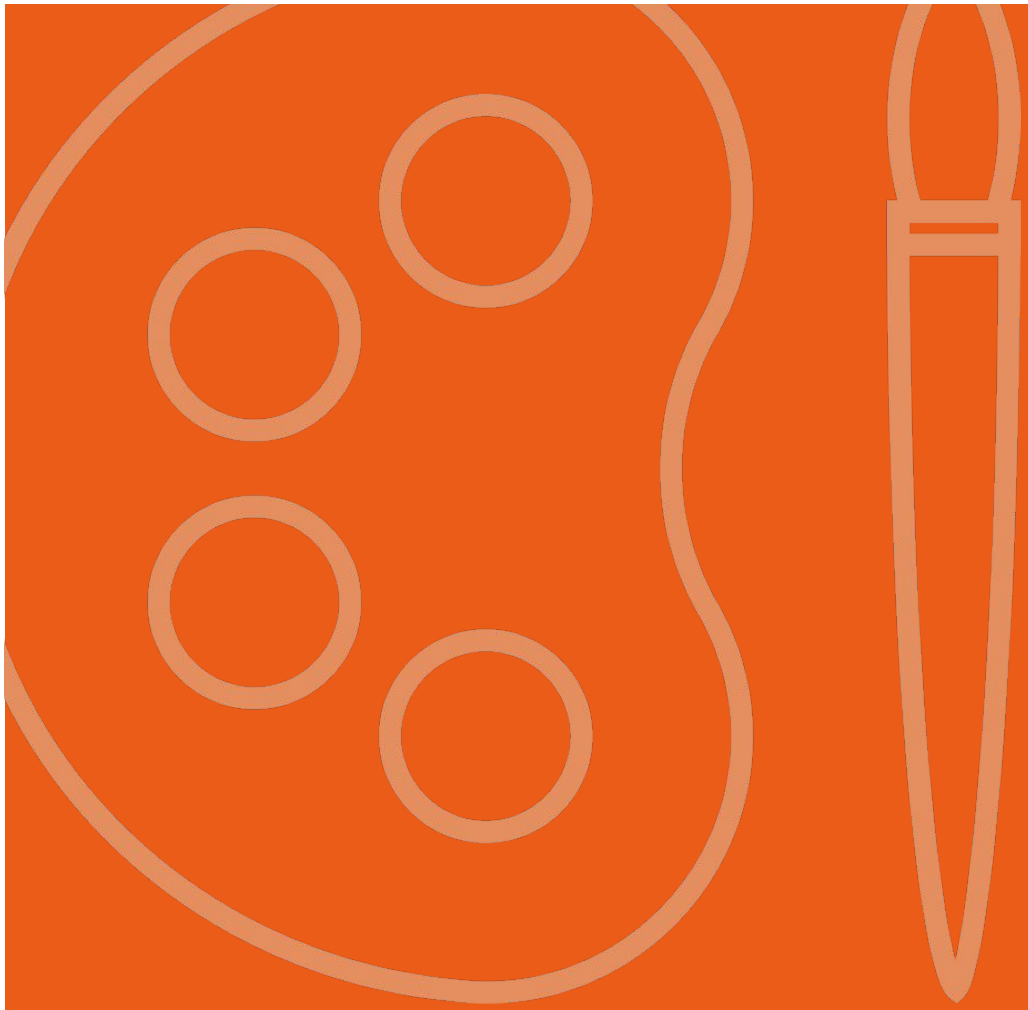

Art and design (revised scheme)

Progression of knowledge and skills

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Introduction

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of lessons.

This document was last updated on 04.09.24. Please check here for the most up to date version.

Other related documents:

This document is for those who follow our Art and design scheme standard Art and design: Long-term plan.

If you follow our Long-term plan - condensed version then please see the corresponding Progression of skills and knowledge - condensed version.

If you subscribe to both subjects and follow our D&T and Art long-term plan then please see the corresponding D&T and Art: Progression of skills and knowledge

If you follow our Long-term plan — mixed-age then please see the corresponding Progression of skills and knowledge - mixed-age.

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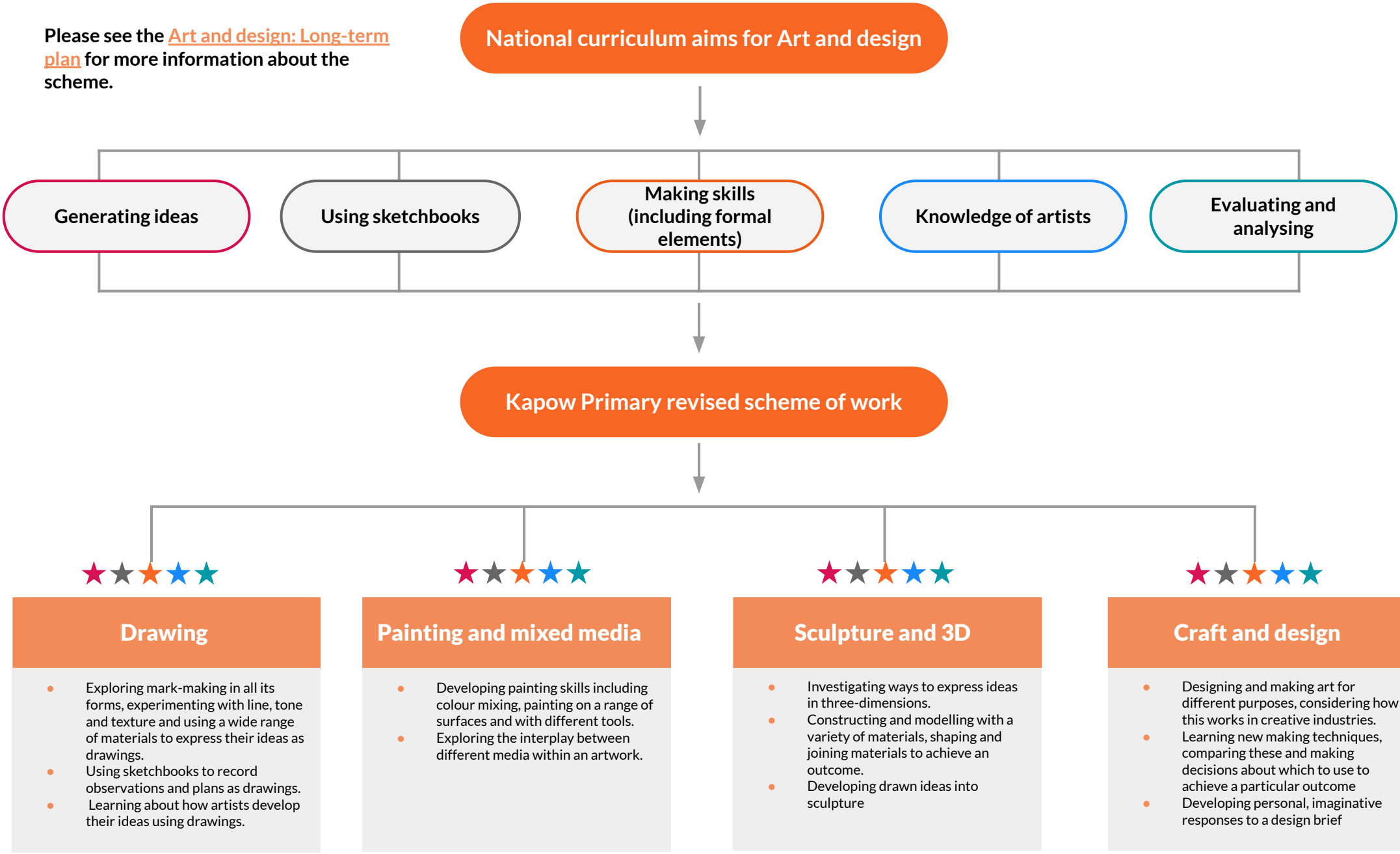
How is the revised Art and design scheme of work organised?

Please see the Art and design: Long-term plan for more information about the scheme.



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Types of knowledge in Art and design

The Ofsted research review series: Art and design, states that 'pupils make progress in the art curriculum when they build practical, theoretical and disciplinary knowledge and learn the connections between them.' This page aims to show how the Kapow curriculum and our strands achieve this.

Substantive knowledge

Practical

In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

In the Kapow Primary curriculum, this knowledge largely links to our **Making skills** strand.

Making skills (including formal elements)

Theoretical

Children gain knowledge of the history of art through our **Knowledge of artists** strand.

They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Knowledge of artists

Disciplinary knowledge

Disciplinary

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

What is art?
Why do people make art?
How do people talk about art?

In our scheme, the strand **Evaluating and analysing** covers this knowledge.

Evaluating and analysing

Generating ideas

Using sketchbooks

The three domains of knowledge, and the interplay between them, enable pupils to **generate ideas** and **use sketchbooks** to develop their own artistic identity.

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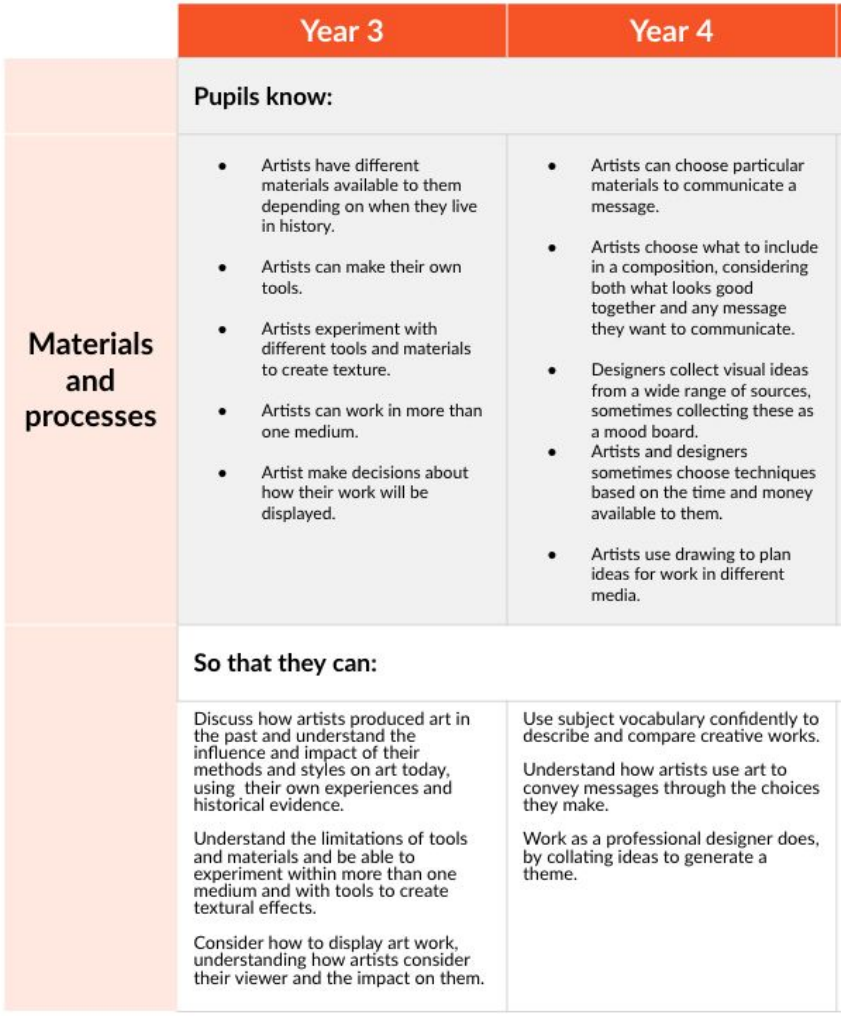
Using this document

This document aims to show how pupils progress in art by developing practical, theoretical and disciplinary knowledge in the **Making skills**, **Knowledge of artists** and **Evaluating and analysing** strands and how this knowledge underpins the skills, techniques and practices learned in the art curriculum.

Knowledge covered in the year group is shown in grey. For **Making skills**, as there is so much practical knowledge, it has been shown separately for each unit.



	Year 3	Year 4
	Pupils know:	
Materials and processes	• Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. • Artist make decisions about how their work will be displayed.	• Artists can choose particular materials to communicate a message. • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.
	So that they can:	
	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.

The skills, techniques and practices that children become more proficient at as a result of this knowledge are listed below.

These skills are taken from the skills progression which shows how pupils progress to meet end of key stage attainment targets.

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Drawing

	EYFS: Reception	Year 1	Year 2
Methods, techniques, media and materials	**Pupils know**		
	How to: • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	• That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing.	• How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. How to: • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens.
	So that they can:		***See skills progression here**
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

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Drawing

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	**Pupils know**			
	How to: • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively.	How to: • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.	• What print effects different materials make. How to: • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge.	• Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces How to: • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects.
	So that they can:		**See skills progression here**	
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.

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Painting and mixed media

	EYFS: Reception	Year 1	Year 2
Methods, techniques, media and materials	**Pupils know how to:** • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.	• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	• Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
	So that they can: **See skills progression here**		
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

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Painting and mixed media

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	**Pupils know how to:**			
	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.	• Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.
	So that they can:		**See skills progression here**	
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

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Sculpture and 3D

	EYFS: Reception	Year 1	Year 2
Methods, techniques, media and materials	**Pupils know how to:**		
	• Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.	• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.	• Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.
	So that they can:		**See skills progression here**
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

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Sculpture and 3D

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	**Pupils know**			
	How to: • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.	• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective.	How to: • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display.	How to: • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.
	So that they can:		**See skills progression here**	
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

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Craft and design

	EYFS: Reception	Year 1	Year 2
Pupils know			
Methods, techniques, media and materials	How to: • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions. .	• What materials can be cut, knotted, threaded or plaited. How to: • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials.	How to: • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.
So that they can:			**See skills progression here**
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

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Craft and design

	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials.	**Pupils know**			
	• That layering materials in opposite directions make the handmade paper stronger. How to: • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information.	• That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax. How to: • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Ue glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece.	• The steps to make a monoprint. • When a roller is sufficiently inked. How to: • Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea in into a design for a structure.	• How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life. How to: • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing.
	So that they can:			**See skills progression here**
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

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	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	The names of a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours *(statement also included under 'Tone')*. Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.
Line	Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.

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	EYFS: Reception	Year 1	Year 2
Pupils know:			
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours *(statement also included under 'Colour')*.

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	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	How an understanding of shape and space can support creating effective composition.
Line	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.

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	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Pattern	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

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	EYFS: Reception	Year 1	Year 2
	Pupils know:		
Meanings	*This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.*	• Some artists are influenced by things happening around them.	• Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	*This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.*	• Sometimes artists concentrate on how they are making something rather than what they make. • Artists living in different places at different times can be inspired by similar ideas or stories.	• Art can be figurative or abstract.
Materials and processes	• Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images.	• Artists can use everyday materials that have been thrown away to make art. • Artists choose materials that suit what they want to make.	• Illustrators use drawn lines to show how characters feel. • Artists try out different combinations of collage materials to create the effect they want. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
	So that they can: **See skills progression** here		
	Enjoy looking at and talking about art. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Knowledge of artists

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Meanings	• Art from the past can give us clues about what it was like to live at that time.	• Art can communicate powerful statements about right and wrong.	• Artists are influenced by what is going on around them; for example culture, politics and technology. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • How an artwork is interpreted will depend on the life experiences of the person looking at it.	• Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpret-ations	• The meanings we take from art made in the past are influenced by our own ideas.	• Designers can make beautiful things to try and improve people's everyday lives. • How and where art is displayed has an effect on how people interpret it.	• Artists use self-portraits to represent important things about themselves. • Artists create works that make us question our beliefs. • Visual designs can represent big ideas like harmony with nature or peace.	• Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it.

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	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Materials and processes	• Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. • Artist make decisions about how their work will be displayed.	• Artists can choose particular materials to communicate a message. • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.	• Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example digital imagery with paint or print. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	• Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. • Artforms are always evolving as materials and techniques change over time.
	So that they can:		**See skills progression here**	
	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Theme	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nature	Painting and mixed media: Paint my world Seasonal crafts: Autumn wreaths, Suncatchers		Painting and mixed media: Life in colour	Drawing: Growing artists Painting and mixed media: Prehistoric painting	Craft and design: Fabric of nature	Craft and design: Architecture	
Celebration	Seasonal crafts: Salt dough decorations, Egg threading						Sculpture and 3D: Making memories
Sustainability		Craft and design: Woven wonders			Sculpture and 3D: Mega materials		
Identity	Drawing: Marvellous marks	Sculpture and 3D: Paper play	Painting and mixed media: Life in colour		Sculpture and 3D: Mega materials	Drawing: I need space Painting and mixed media: Portraits	Drawing: Make my voice heard Painting and mixed media: Artist study Sculpture and 3D: Making memories
Stories			Drawing: Tell a story	Painting and mixed media: Prehistoric painting Craft and design: Ancient Egyptian scrolls	Sculpture and 3D: Mega materials	Sculpture and 3D: Interactive installation	Sculpture and 3D: Making memories
Right and wrong					Sculpture and 3D: Mega materials		Drawing: Make my voice heard
Symbols			Craft and design: Map it out	Craft and design: Ancient Egyptian scrolls		Drawing: I need space	Drawing: Make my voice heard

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	EYFS: Reception	Year 1	Year 2
	Pupils know:		
What is art?	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring…	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful.	
Why do people make art?			• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.
	So that they can:		**See skills progression here**
How do people talk about art?	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.

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	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
What is art?	• Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose.	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artworks can fit more than one genre.	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • Art, craft and design can be functional and affect human environments and experiences.	• Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography.
Why do people make art?	• People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People make art for fun, and to make the world a nicer place to be. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature.	• Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. • Artists make work to explore right and wrong and to communicate their own beliefs.	• People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People make art to portray ideas about identity. • People make art to fit in with popular ideas or fashions.	• Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People use art as a means to reflect on their unique characteristics.

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	Year 3	Year 4	Year 5	Year 6
How do people talk about art?	**Pupils know:**			
	• People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings.	• Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • Artists evaluate what they make and talking about art is one way to do this.	• People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
	So that they can:			**See skills progression here**
	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	**ELG: Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Sketch-books	Experiment in an exploratory way.	**ELG: Expressive Arts and design: Creating with materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	**ELG: Expressive Arts and design: Creating with materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG: Physical development: 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	• To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	**ELG: Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	**ELG: Expressive Arts and design: Creating with materials** • Share their creations, explaining the process they have used.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	

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	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• 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] • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	• About great artists, architects and designers in history.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • About great artists, architects and designers in history.

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This page shows recent updates to this document.

Date	Update
29.08.22	EYFS units added to p4, p.6, p.8, p.10
12.09.22	Updated the wording of some skills statements to accurately reflect now-completed units p.4-p.11
23.03.23	Updated to include more knowledge statements, showing how practical, theoretical and disciplinary knowledge build in our curriculum.
20.04.23	Structure changed to show how the component knowledge statements relate to the skills listed on the skills progression.
25.05.23	Format changed slightly in response to customer feedback - knowledge statements are now greyed. New skills statements added to **Knowledge of artists** and **Evaluating and analysing** strands (p.19-29) and a page showing an overview of themes added (p.22)
09.06.23	Formal elements statements updated p.15-18
04.09.24	Updated link. (p.3)

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