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**Progression of Knowledge and Skills in Art**

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|  | **Drawing****Skills, control, techniques**  | **Painting****Skills, control, techniques** | **Craft****Textiles, Collage** | **Sculpture** | **Ideas, Knowledge, Evaluation***Artists, craftspeople, designers,**Evaluate and analyse own and others work* |
| **Year R** | * Develop control and confidence using a range of materials
* Draw from imagination and observation
* Create closed shapes with continuous lines and use these shapes to represent objects
* Draw with increasing complexity and detail
* Learn to shade areas and shapes neatly and carefully
 | * Learn how to hold and control a paintbrush
* Learn how to blend colours in a palette or on a painting surface
* Use a range of painting tools to experiment with mark making: brushes, sponges, tissue
* Play with colours, experimenting to “discover” new colours
* Learn that colours can be made lighter or darker by adding black or white
* Paint patterns
 | * Create art by cutting, sewing, gluing
* Decorate textiles with beads, sequins, coloured threads etc.
* Create collages selecting and cutting colours, shapes, textures and images
 | * Create form by cutting, forming and joining familiar 3d shapes such as packaging and cartons
* Form shapes and simple forms using modelling clay or similar
 | * Create art from personal experiences and imagination
* Investigate works of art and try to explain how the artwork makes them feel
* Orally describe their work
* Begin to learn the meaning of the words: colour, line, tone, shape, texture and pattern
* Begin to compare their art to significant works of art recognising what is the same and what is different
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| **Year 1** | * Use increasing control of line and use simple 2d shapes when drawing
* Explore concept of light and dark, learning how to create both
* Practise shading tones neatly and accurately
* Learn how to control the pressure of their drawing materials
* Use a range of drawing materials – sketching pencils, charcoal, crayons, coloured pencils
* Draw from imagination and observation
 | * Develop skills in mixing paint, blending colours in palettes and on the paper
* Develop ability in applying paint skilfully
* Paint on 3D surfaces such as models
* Use colours imaginatively learning that colour can be sued to express their thoughts and feelings
* Further develop ability to make colours darker and lighter and the understanding of how this affects from
* Paint patterns and add things to paint to make textures
* Paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours
 | * Create collage by selecting and cutting colours, shapes, textures and images to suit ideas and purpose
* Decorate textiles with more purpose using beads, sequins, coloured threads etc.
 |  | * Create art from personal experiences and imagination and by linking to ideas and themes within the topic they are studying
* Study famous works of artists, craftspeople and designers, learning how they were made
* Describe the contents and feelings conveyed by the works studied
* Learn the meaning of the words: colour, line, tone, shape, texture and pattern and begin to use them in their work
* Have opportunities to make creative decisions about their own work, selecting appropriate media
* Develop skills in orally describing their work – thoughts, intentions, ideas
* Begin to form opinions about the process of their work, saying what went well and how they might improve it
* Compare their art to significant works of art recognising what is the same and what is different
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| Year 2 | * Greater skill is evident in using formal elements to draw, using simple lines or geometric shapes to create forms
* Control pressure when using drawing implements to create lighter and darker tones
* Shade areas neatly without spaces and gaps
* Identify and draw detail, texture and pattern
* Learn to use a range of hard and soft pencils
 | * Develop brush control, identifying appropriate brushes and equipment, and learn to use different types of paint and painting surfaces
* Learn to paint neatly and carefully without leaving gaps or messy edges
* Learn to mix paint needed and apply paint sensitively and with control
* Learn to use different techniques to create effects such as spattering, stippling, dripping etc. to paint expressively
* Develop colour mixing to make finer variations in secondary colours
* Create original patterns and make textures
* Understand the importance of outlines
 |  | * Use cutting, forming, tearing and joining to shape a range of materials (e.g. clay, card, plastic, wire, things found or natural) to make things they have designed, invented or seen
* Make simple plans, deciding what tasks need to be done first allowing for drying and completion time
 | * Continue work over longer periods of time
* Study the work of artists and cultures and use elements to influence their own work
* Create art from personal experiences and imagination, e.g. creating imaginary things and places
* Study significant works of art, craft and design learning how and when they were made
* Describe the contents and feelings conveyed by the works studied to a more competent level
* Create more complex pieces of work using colour, line, tone, shape, texture and pattern; recognise when they are using these and describe their intentions; recognise these in the work of others
* Develop skills in orally describing their work – thoughts, intentions, ideas
* Talk about how they might improve their work and offer critical advice to others and giving confidence and praise
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