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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 |
| **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 |
| 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 |