



Progression of Skills & knowledge

Generating ideas

EYFS: Reception

Skills

- ✓ Talk about their ideas and explore different ways to record them using a range of media.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Key Stage 1

Year 1

Skills

- ✓ Explore their own ideas using a range of media.

Year 2

Skills

- ✓ Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.



Key Stage 2

Year 3

Skills

- ✓ Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Year 4

Skills

- ✓ Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

National curriculum – end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.

Year 5

Skills

- ✓ Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Year 6

Skills

- ✓ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

National curriculum – end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.



EYFS: Reception



Skills

- ✓ Experiment in an exploratory way

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Key Stage 1



Year 1

Skills

- ✓ Use sketchbooks to explore ideas.

Year 2

Skills

- ✓ Experiment in sketchbooks, using drawing to record ideas.
- ✓ Use sketchbooks to help make decisions about what to try out next.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ About the work of a range of artists, craft makers and designers.



Key Stage 2



Year 3

Skills

- ✓ 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.

Year 4

Skills

- ✓ Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.

Year 5

Skills

- ✓ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Year 6

Skills

- ✓ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.



Making skills

EYFS: Reception

Skills

- ✓ 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).

Knowledge

Colour

- ✓ The names of a wide range of colours.
- ✓ Colours can be mixed to make new colours.

Form

- ✓ Modelling materials can be shaped using hands or tools.

Shape

- ✓ The names of simple shapes in art.

Line

- ✓ Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.

Pattern

- ✓ When they have made a pattern with objects/colours/drawn marks and be able to describe it.

Texture

- ✓ Simple terms to describe what something feels like (eg. bumpy).

Tone

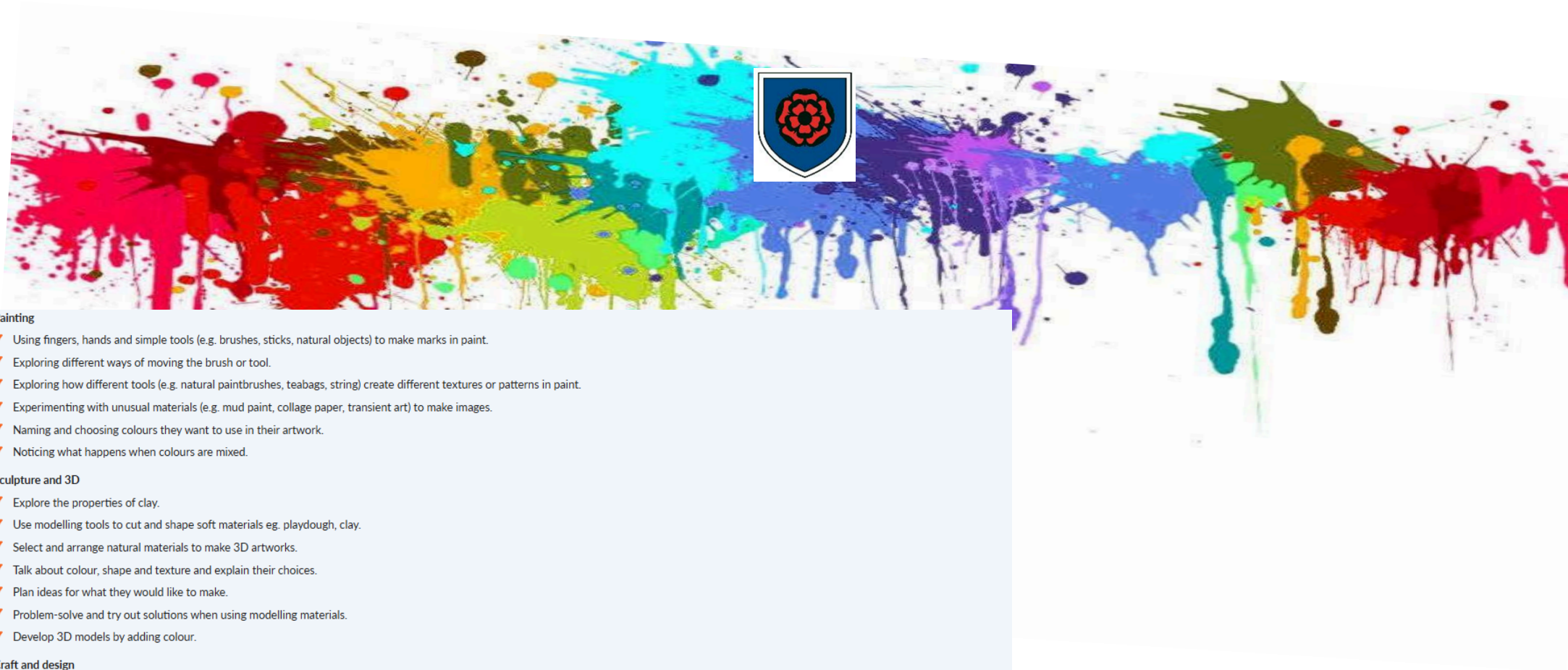
- ✓ There are different shades of the same colour and identify colours as 'light' or 'dark'.

Drawing

- ✓ Explore mark making using a range of drawing materials.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.



Painting

- ✓ Using fingers, hands and simple tools (e.g. brushes, sticks, natural objects) to make marks in paint.
- ✓ Exploring different ways of moving the brush or tool.
- ✓ Exploring how different tools (e.g. natural paintbrushes, teabags, string) create different textures or patterns in paint.
- ✓ Experimenting with unusual materials (e.g. mud paint, collage paper, transient art) to make images.
- ✓ Naming and choosing colours they want to use in their artwork.
- ✓ Noticing what happens when colours are mixed.

Sculpture and 3D

- ✓ 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.

Craft and design

- ✓ 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.



Year 1

Skills

- ✓ 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.

Knowledge

Colour

- ✓ Know that the primary colours are red, yellow and blue.
- ✓ Know primary colours can be mixed to make secondary colours: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple

Form

- ✓ Know paper can change from 2D to 3D by folding, rolling and scrunching it.
- ✓ Know that three dimensional art is called sculpture.

Shape

- ✓ A range of common shapes so they can identify and use them in their artwork.
- ✓ Know paper can be shaped by cutting and folding it.

Line

- ✓ Using different tools or using the same tool in different ways can create different types of lines.

Pattern

- ✓ Know a pattern is a design in which shapes, colours or lines are repeated.
- ✓ Know lines can create patterns like zig zags and wavy lines.

Texture

- ✓ Different tools, and how they are used, create different types of marks.

Year 2

Skills

- ✓ 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.

Knowledge

Colour

- ✓ Different amounts of paint and water can be used to mix hues of secondary colours.
- ✓ Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form

- ✓ 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

- ✓ Collage materials can be shaped to represent shapes in an image.
- ✓ Shapes can be organic (natural) and irregular.
- ✓ Patterns can be made using shapes.
- ✓ Objects can be recreated by identifying and combining basic shapes.

Line

- ✓ Lines can be used to fill shapes, to make outlines and to add detail or pattern.

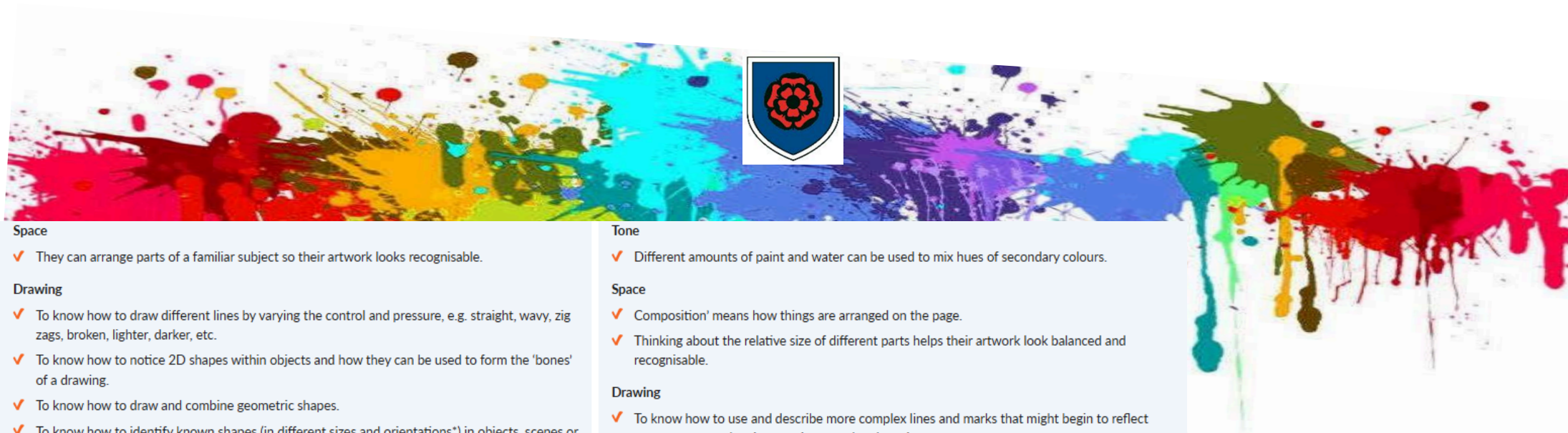
Pattern

- ✓ Patterns can be used to create texture.

Texture

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.



Space

- ✓ They can arrange parts of a familiar subject so their artwork looks recognisable.

Drawing

- ✓ To know how to draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc.
- ✓ To know how to notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing.
- ✓ To know how to draw and combine geometric shapes.
- ✓ To know how to identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw.
- ✓ To know how to apply more pressure when drawing or colouring to create a darker tone.
- ✓ To know how to create an area with a single, consistent tone when colouring/shading.
- ✓ To know how to demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees.

Painting

- ✓ Developing control of brushes to make more deliberate marks.
- ✓ Practising different grips and learning how to drag and move the brush in different directions.
- ✓ Using and beginning to choose different brush sizes and types to create different marks.
- ✓ Filling spaces with paint and covering surfaces evenly and smoothly.
- ✓ Cleaning the brush when switching colours to prevent unwanted mixing.
- ✓ Wiping off extra paint and water from the brush to stay in control.
- ✓ Recognising that adding water to paint makes it runnier and harder to control.
- ✓ Naming common colours when using ready-mixed paint.
- ✓ Beginning to notice differences between similar colours (e.g. light blue, dark blue).

Sculpture and 3D

Tone

- ✓ Different amounts of paint and water can be used to mix hues of secondary colours.

Space

- ✓ Composition' means how things are arranged on the page.
- ✓ Thinking about the relative size of different parts helps their artwork look balanced and recognisable.

Drawing

- ✓ To know how to use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure.
- ✓ To know how to recognise that shapes and marks can be refined rather than accepting the first attempt.
- ✓ To know how to compose more complex drawings by combining shapes.
- ✓ To know how to use shading to show light and dark areas.
- ✓ To know how to use the same tool to colour/shade different tones by adjusting pressure.
- ✓ To know how to develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people.

Painting

- ✓ Improving control of brushes and using different grips confidently.
- ✓ Selecting appropriate brushes and/or parts of the brush for different marks (e.g. thick and thin).
- ✓ Experimenting with the consistency of the paint (e.g. adding water) to see how it changes the marks they can make.
- ✓ Exploring different paint consistencies for different purposes (eg. covering a large space).
- ✓ Naming the primary colours: red, yellow and blue.
- ✓ Knowing that primary colours cannot be made by mixing other colours.
- ✓ Mixing secondary colours: orange, green and purple.



- ✓ To know how to tie a knot, thread and plait.
- ✓ To know how to make a box loom.
- ✓ To know how to join using knots.
- ✓ To know how to weave with paper on a paper loom.
- ✓ To know how to weave using a combination of materials.

Craft and design

- ✓ To know how to draw a map to illustrate a journey.
- ✓ To know how to choose materials to represent texture, pattern or colour.
- ✓ To know how to create 3D effects by layering materials
- ✓ To know how to choose which parts of their drawn map to represent in their 'stained glass'.
- ✓ To know how to overlap cellophane/tissue to create new colours.
- ✓ To know how to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- ✓ To know how to apply paint or ink using a printing roller.
- ✓ To know how to smooth a printing tile evenly to transfer an image.
- ✓ To know how to try out a variety of ideas for adapting prints into 2D or 3D artworks.



Year 3

Skills

- ✓ Confidently use 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.

Knowledge

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.

Form

- ✓ Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- ✓ Organic forms can be abstract.

Shape

- ✓ Negative shapes show the space around and between objects.
- ✓ Artists can focus on shapes when making abstract art.

Year 4

Skills

- ✓ 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 forms.
- ✓ 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.

Knowledge

Colour

- ✓ Adding black to a colour creates a shade.
- ✓ Adding white to a colour creates a tint.

Form

- ✓ Using lighter and darker tones of a colour help to create 3D effects and show the form of an object.
- ✓ Simple 3D forms can be made by creating layers, by folding and rolling materials.

Shape

- ✓ How to use basic shapes to form more complex shapes and patterns.

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.



- ✓ Shading creates different tones in artwork by changing the applied pressure.
- ✓ Shading helps make drawn objects look realistic by giving them form (dimension).

Space

- ✓ Careful observation helps them decide how to place objects and shapes to create a clear composition.

Drawing

- ✓ To know how to use and apply more complex lines and marks to represent texture, tone, pattern, etc., and describe their qualities, e.g. thick and thin.
- ✓ To know how to recognise more organic shapes within objects.
- ✓ To know how to attempt to draw 3D forms using line and shape.
- ✓ To know how to place tonal shading by experimenting and recognising how it can help to show that a shape has form.
- ✓ To know how to sketch out an idea or composition using short, fast, light strokes and 2D shapes.

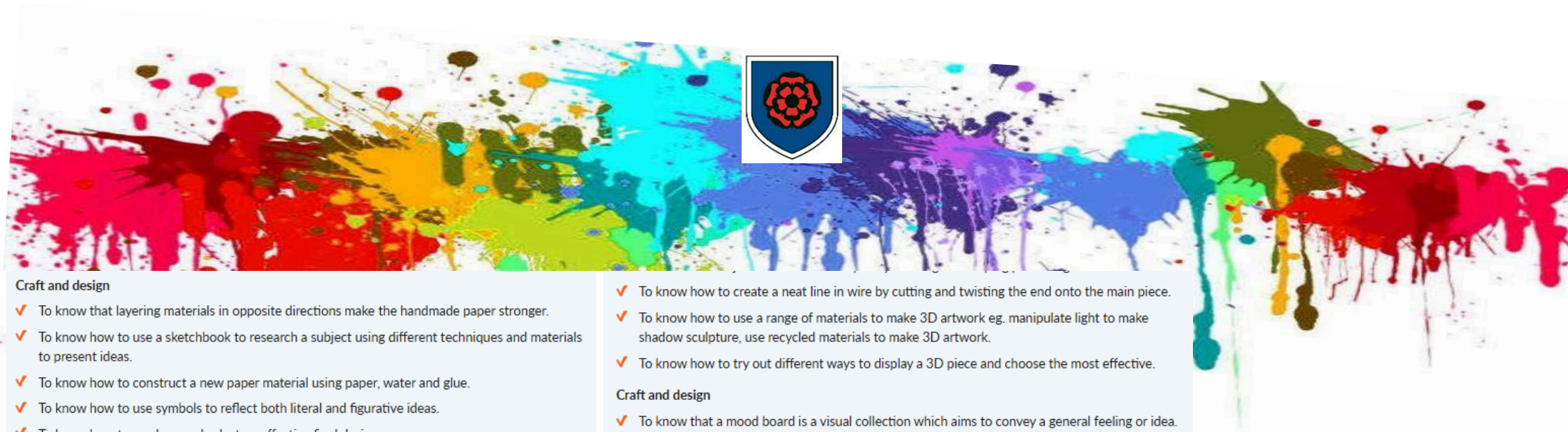
Painting

- ✓ Beginning to intentionally use different brush techniques and brushstrokes to create effects.
- ✓ Using a variety of tools to create different textured effects.

- ✓ Objects can appear in the foreground or background and size can be used to show distance.

Drawing

- ✓ To know how to use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.
- ✓ To know how to represent geometric 3D shapes more accurately and begin to include organic forms.
- ✓ To know how to use a more diverse range of marks to convey a subject's form.
- ✓ To know how to combine lines and marks to create light and dark areas of a drawing.
- ✓ To know the impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light.
- ✓ To know how to Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones.
- ✓ To know how to Sketch to plan the placement of their composition elements for visual effect.
- ✓ To know how to draw more accurately in relative size/proportion.
- ✓ To know how to recognise whether something is in the foreground or background of a composition and how size can show distance.



Craft and design

- ✓ To know that layering materials in opposite directions make the handmade paper stronger.
- ✓ To know how to use a sketchbook to research a subject using different techniques and materials to present ideas.
- ✓ To know how to construct a new paper material using paper, water and glue.
- ✓ To know how to use symbols to reflect both literal and figurative ideas.
- ✓ To know how to produce and select an effective final design.
- ✓ To know how to make a scroll.
- ✓ To know how to make a zine.
- ✓ To know how to use a zine to present information.

- ✓ To know how to create a neat line in wire by cutting and twisting the end onto the main piece.
- ✓ To know how to use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.
- ✓ To know how to try out different ways to display a 3D piece and choose the most effective.

Craft and design

- ✓ To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- ✓ To know that batik is a traditional fabric decoration technique that uses hot wax.
- ✓ To know how to select imagery and use as inspiration for a design project.
- ✓ To know how to make a mood board.
- ✓ To know how to recognise a theme and develop colour palettes using selected imagery and drawings.
- ✓ To know how to draw small sections of one image to focus on colours and texture.
- ✓ To know how to develop observational drawings into shapes and pattern for design.
- ✓ To know how to transfer a design using a tracing method.
- ✓ To know how to make a repeating pattern tile using cut and torn paper shapes.
- ✓ To know how to use glue as an alternative batik technique to create patterns on fabric.
- ✓ To know how to use materials like glue in different ways depending on the desired effect.



Year 5

Skills

- ✓ 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.

Knowledge

Colour

- ✓ Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.

Form

- ✓ The size and scale of three-dimensional artwork changes the effect of the piece.

Year 6

Skills

- ✓ 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.

Knowledge

Colour

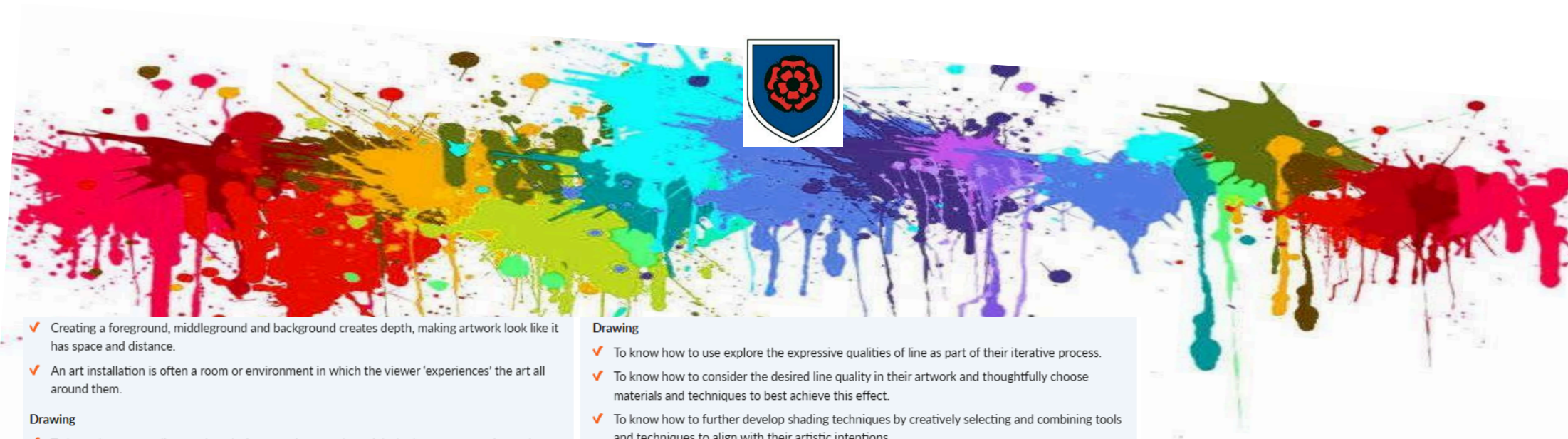
- ✓ Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form

- ✓ The surface texture created by different materials can help support form in two-dimensional artwork.

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.



- ✓ Creating a foreground, middleground and background creates depth, making artwork look like it has space and distance.
- ✓ An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

Drawing

- ✓ To know how to use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion.
- ✓ To know how to capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition.
- ✓ To know how to describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed.
- ✓ To know how to identify qualities and techniques that resonate and begin to develop personal

Drawing

- ✓ To know how to use explore the expressive qualities of line as part of their iterative process.
- ✓ To know how to consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect.
- ✓ To know how to further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions.
- ✓ To know how to find a point in the distance to draw from (one-point perspective).
- ✓ To know how to scale drawings up or down while aiming to keep proportion.

Painting

- ✓ Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create.



- ✓ To know how to use everyday objects to form a sculpture.
- ✓ To know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- ✓ To know how to try out ideas for making a sculpture interactive.
- ✓ To know how to plan an installation proposal, making choices about light, sound and display.

Craft and design

- ✓ To know the steps to make a monoprint.
- ✓ To know when a roller is sufficiently inked.
- ✓ To know how to make an observational drawing of a house.
- ✓ To know how to use shapes and measuring as methods to draw accurate proportions.

- ✓ To know how to use a camera or tablet for photography.
- ✓ To know how to identify the parts of a camera.
- ✓ To know how to take a macro photo, choosing an interesting composition.
- ✓ To know how to manipulate a photograph using photo editing tools.
- ✓ To know how to use drama and props to recreate imagery.
- ✓ To know how to take a portrait photograph.
- ✓ To know how to use a grid method to copy a photograph into a drawing.



Knowledge of artists

Mossfield Primary School

Skills

- ✓ 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.

Knowledge

- ✓ 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.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Year 1**Skills**

- ✓ 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.

Knowledge

- ✓ Some artists are influenced by things happening around them.
- ✓ 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.
- ✓ Artists can use everyday materials that have been thrown away to make art.
- ✓ Artists choose materials that suit what they want to make.

Year 2**Skills**

- ✓ 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

- ✓ Some artists create art to make people aware of good and bad things happening in the world around them.
- ✓ Art can be figurative or abstract.
- ✓ Artists use line and tone to show how people 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'.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Year 3**Skills**

- ✓ 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.

Knowledge**Year 4****Skills**

- ✓ 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.

Knowledge

- ✓ Art can communicate powerful statements about right and wrong.
- ✓ Designers can make beautiful things to try and improve people's everyday lives.

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.

Year 5

Skills

- ✓ 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.

Knowledge

- ✓ 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 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 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.

Year 6

Skills

- ✓ 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.

Knowledge

- ✓ 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.
- ✓ 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.
- ✓ 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.

National curriculum – end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.

Evaluating and analysing

Mossfield Primary School

Skills

- ✓ 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.

Knowledge

- ✓ Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Year 1

Skills

- ✓ 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.

Knowledge

- ✓ 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.

Year 2

Skills

- ✓ 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.

Knowledge

- ✓ 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.

National curriculum — end of KS1

- ✓ 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.
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ✓ 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.

Year 3

Skills

- ✓ 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.

Year 4

Skills

- ✓ 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 independently and begin to make their own problem-solving process.

Knowledge

National curriculum — end of KS2

- ✓ To create sketch books to record their observations and use them to review and revisit ideas.
- ✓ 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.
- ✓ About great artists, architects and designers in history.

