Progression of Skills - Art and Design

Art Overview

Every child a leader – Every chance taken – Every day counts

The national curriculum for art aims to ensure that all pupils:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

National Curriculum Knowledge - Pupils should…

KS1	KS2
• use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn 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.	• create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists, architects and designers in history

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity

Overview	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	NURSERY	Reception						
Units Covered	Autumn 1 – All about Me! Family pics/mark making/exploring colour mixing Autumn 2 – Nursery Rhymes Drawing animals Diwali/ fireworks Spring 1 – Traditional Tales Spring 2- Big & Small Duckling art – simple representation Summer 1 – New Life Summer 2 – Our Class Author Looking at texture/collage	Drawing : Marvellous marks Autumn 1 Craft & design: Let's get crafty Spring 1 Sculpture and 3D : Creation station Summer 1	Drawing : Make your mark Autumn 1 Painting and mixed media : Colour splash Spring 1 Craft and design: Woven wonders Summer 1	Drawing : Tell a story Autumn 2 Sculpture and 3D : Clay houses Spring 1 Painting and mixed media : Life in colour Summer 1	Painting and mixed media : Prehistoric painting Autumn 1 Drawing : Growing artists Spring 1 Craft and design: Ancient Egyptian scrolls Summer 1	Painting and mixed media : Light and dark Autumn 1 Drawing topic – Power prints Spring 1 Sculpture and 3D : Mega materials Summer 1	Drawing : I need space Autumn 1 Painting and mixed media : Portraits Autumn 2 Sculpture and 3D : Interactive installation Spring 2	Drawing : Make my voice heard Autumn 2 Craft and design: Photo opportunity Spring 1 Sculpture and 3D : Making memories Summer 1

Knowledge of Artists		Cecilia Vicuna Jasper Johns Judith Scott - Sculpture Disability Louise Bourgeois	Romare Bearden Edurdo Paolozzi Quentin Blake Kim Soon-Im- South Korean Gender/ Maggie Scott-Black /Caribbean /feminist – Equality	Max Ernst Anthony Caro Ruth Asawa- Japanese American Robert Morris	SokariDoulas Camp- Nigerian William Morris Barbara Hepworth Jaume Plensa El Anatsui - Ghana Audrey Flack Clara Peeters	Teis Albers Cai Guo-Xiang-Chinese male equality Frida Kahlo Mexican- Vincent Van Gogh Rembrandt Cjila Kumari Singh Burman Friedensreich Hundertwasser Karen Rose Teis Albers Lorenzo Quinn Yayoi Kusama- Japanese	Deigo Rivera Dan Fenelon David Hockney Richard Brac-kenburg Paula Rego - gender John Singer Sargent Lubaina Himid - Zanzibar- Diversity Vermeeer Leonardo da Vinci Fiona Rae Frank Bowling Louise Nevelson Joseph Cornell Oscar Ukono- Nigerian Michael Gaskell

	Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DRAWING	Generating ideas	• Talk about their own ideas and explore different ways to record them using a range of media.	• Explore their own ideas using a range of media.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part 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.
	Sketchbooks	• Experiment with mark marking in an exploratory way.	• Use sketchbooks to explore ideas in an open-ended way.	• Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	• Use sketchbooks for a wider range of purposes e.g. recording things, using drawings 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)	• Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. • Work on a range of materials of different textures (eg. playground, bark). • Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	• Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Develop observational skills to look closely and reflect surface texture through mark-making. • To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	• Further develop mark-making within a greater range of media, demonstrating increased control. • Develop observational skills to look closely and reflect surface texture through mark-making. • Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	• Confidently use of a range of materials, selecting and using these appropriately with more independence. • Draw with expression and begin to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use growing knowledge of different drawing materials, combining media for effect. • Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	• To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. • Apply known techniques with a range of media, selecting these independently in response to a stimulus. • Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	• Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Apply new drawing techniques to improve their mastery of materials and techniques. • Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
	Knowledge of artists	• Enjoy looking at and talking about art.	• Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	• Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	• Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	• Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made.	• 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.	• 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.
	Evaluating and analysing	• Talk about their artwork, stating what they feel they did well.	• Describe and compare features of their own and other's art work.	• Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	• Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	• Build a more complex vocabulary when discussing their own and others' art. • 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. • 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. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	Vocabulary	**Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag**	**Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk**	**Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina**	**Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder**	**Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print**	**Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop**	**Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience**
	Enrichment Opportunities							

	Focus	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
PAINTING AND MIXED MEDIA	**Generating ideas**	• Explore different ways to use paint and a range of media according to their interests and ideas.	• Explore their own ideas using a range of media.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	• 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.	•
	Sketchbooks	**N/A**	• Use sketchbooks to explore ideas in an open-ended way.	• Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	• 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.	•
	Making skills (including formal elements)	• Explore paint including different application methods (fingers, splatter, natural materials and paintbrushes). • Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • Use mixed-media scraps to create child-led artwork with no specific outcome.	• Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. • Play with combinations of materials to create simple collage effects. Select materials based on their properties, *eg shiny, soft.*	• Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. • Create a range of secondary colours by using different amounts of each starting colour or adding water. • Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	• Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. • Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. • Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	• Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. • Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. • Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	• Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg *making choices about painting surfaces or mixing paint with other materials.* • Develop a painting from a drawing or other initial stimulus. • Add collage to a painted, printed or drawn background for effect. • Explore how collage can extend original ideas. Combine digital effects with other media.	•
	Knowledge of artists	• Enjoy looking at and talking about art.	• Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	• Talk about art they have seen using some appropriate subject vocabulary. • Be able to make links between pieces of art.	• Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	• Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made.	• 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.	•
	Evaluating and analysing	• Talk about their artwork, stating what they feel they did well.	• Describe and compare features of their own and other's art work.	• Explain their ideas and opinions about their own and other's art work, giving reasons.	• Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving	• Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.	•

				• Begin to talk about how they could improve their own work.	process and make changes to improve their work.	independently during the planning and making process.	• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	
	Vocabulary	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	
	Enrichment Opportunities							

	Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SCULPTURE & 3D	Generating ideas	• Explore and play with clay and playdough to make child-led creations.	•	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	•	• 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.
	Sketchbooks	• N/A	•	• Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	•	• 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)	• Push, pull and twist a range of modelling materials to affect the shape. • Create child-led 3D forms from natural materials. • Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	•	• Develop understanding of 3D forms to construct and model simple forms using a range of materials. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop basic skills for shaping and joining clay, including exploring surface texture..	•	• Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. • Show an understanding of appropriate finish and present work to a good standard. • Respond to a stimulus and begin to make choices about materials used to work in 3D.	• Investigate scale when creating forms in three dimensions. • Explore a greater range of materials to create 3D forms • *eg.wire and found materials* • Plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Persevere when constructions are challenging and work to problem solve more independently.	• Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combine materials and techniques appropriately to fit with ideas. • Confidently problem-solve, edit and refine to create desired effects and end results.
	Knowledge of artists	• Enjoy looking at and talking about art.	•	• Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	•	• Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to explain how art works may have been made.	• 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.	• 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.

	Evaluating and analysing	• Talk about their artwork, stating what they feel they did well.	•	• Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	•	• Build a more complex vocabulary when discussing their own and others' art. • 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. • 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. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Vocabulary	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet		Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing		Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactiv	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection
	Enrichment Opportunities							

	Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
C R A F T & D E S I G N	Generating ideas		• Explore their own ideas using a range of media.	•	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	•	•	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketchbooks		• Use sketchbooks to explore ideas in an open-ended way.	•	• 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.	•	•	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Making skills (including formal elements)		• Able to select materials, colours and textures to suit ideas and purposes. • Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. • Apply knowledge of a new craft technique to make fibre art.	•	• Learn a new making technique (paper making) and apply it as part of their own project. • Investigate the history of a craft technique and share that knowledge in a personal way. • Design and make creative work for different purposes, evaluating the success of the techniques used.	•	•	• Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. • Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.
	Knowledge of artists		• Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	•	• Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	•	•	• 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.
	Evaluating and analysing		• Describe and compare features of their own and other's art work.	•	• Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process	•	•	• Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials

					and make changes to improve their work.			and processes to try alternative solutions and make improvements to their work.
	Vocabulary	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag	Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom		Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform			Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion
	Enrichment Opportunities							

	Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F O R M A L Elements of Art	Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add make patterns Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that 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.	To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
	Tone	Know that 'tone' in art means 'light and dark' Know that we can add tone to a drawing by shading and filling a shape	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
	colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
	Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).	To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.	To know that the surface textures created by different materials can help suggest form in two-dimensional art work.

		To know that three dimensional art is called sculpture.	the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that organic forms can be abstract.	Know that simple structures can be made stronger by adding layers, folding and rolling.	To know that the size and scale of three-dimensional art work changes the effect of the piece.	
	Shape	Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
	Line	Know that drawing tools can be used in a variety of ways to create different lines.Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
	Enrichment Opportunities						