



Disciplinary Knowledge Progression - Art

As **artists** we learn to:

- **Master techniques** - by developing the skills needed to create artwork.
- **Develop Ideas** - by thinking about and understanding how ideas for art develop.
- **Take Inspiration from the greats** - by learning from the artistic process and techniques used by great artists throughout history.

Each year the children become more skilled at, building upon their prior knowledge, and understanding. Our intention is that when they leave in Year 6, they are able to record their observations and use them to review and revisit ideas, and furthermore, improve their mastery of art and design techniques and know about great artists, architects, and designers in history, as well as comment on artworks with a fluent grasp of visual language.

| Disciplinary Knowledge & Skills | Milestone EYFS | Milestones KS1 | Milestones Year 3 & 4 | Milestones Year 5 & 6 |
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| <p>As an artist I will learn to –</p> <p>Master Techniques in Painting This involves developing a skill set so that ideas may be communicated.</p> | <p>ELG Expressive Arts and Design</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. <p>ELG Physical Development — Fine Motor Skills:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | <ul style="list-style-type: none"> • Use a variety of brush sizes and types • Mix primary colours to make secondary • Add white to colours to make tints • Add black to colours to make tones • Create colour wheels | <ul style="list-style-type: none"> • Use a range of brush techniques including using thick and thin brushes to create shapes, textures, patterns, and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds then add detail • Experiment with creating mood with colour • Use tints and shades | <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour • Use the qualities of watercolour and acrylic paints to create visually interesting pieces • Combine colours, tones, and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists • Create a colour palette based upon colours observed in the natural or built world |
| <p>As an artist I will learn to –</p> <p>Master Techniques in Drawing This involves developing a skill set so that ideas may be communicated.</p> | <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing. | <ul style="list-style-type: none"> • Experiment with and control marks made with different media (pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks) • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show pattern and texture by adding dots and lines • Investigate tone by drawing light/ dark lines, patterns, and shapes | <ul style="list-style-type: none"> • Use different grades of pencils to show varied line, tone, and texture • Sketch lightly • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture • Experiment with marks and lines using a wide range of media e.g. charcoal, chalk, pencil, crayon, pens etc. | <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight • Use a choice of techniques to depict movement, perspective, shadows, and reflection • Choose a style of drawing suitable for the work e.g. realistic or impressionistic • Use lines to represent movement • Develop close observational skills |

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| | <p>ELG Understanding the World – The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • | <ul style="list-style-type: none"> • Show different tones using coloured pencils | | <ul style="list-style-type: none"> • Experiment with wet or dry media to make different marks, lines, patterns, textures, and shapes within a drawing • Begin to develop an awareness of composition, scale, and proportion |
| <p>As an artist I will learn to – Master Techniques in Collage</p> <p>This involves developing a skill set so that ideas may be communicated.</p> | | <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn, and glued • Sort and arrange materials • Mix materials to create texture | <ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic, and montage to create images and represent textures | <ul style="list-style-type: none"> • Use different techniques, colours and textures (rough and smooth, plain and patterned) when designing and making pieces of work • Combine visual and tactile qualities • Use a range of media to create collages |
| <p>As an artist I will learn to – Master Techniques in Sculpture</p> <p>This involves developing a skill set so that ideas may be communicated.</p> | | <ul style="list-style-type: none"> • Use a combination of shapes • Include lines and texture • Use rolled up paper, straws, paper, card, and clay as materials • Manipulate malleable materials in a variety of ways such as rolling, kneading, cutting, moulding, and carving • Work safely with materials and tools • Experiment with constructing and joining recycled, natural, and manmade materials | <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression, or movement • Use clay and other mouldable materials • Develop skills in joining, extending, and modelling clay • Add materials to provide interesting detail • Use papier mache to create simple 3D effects | <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, texture, and pattern • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form • Develop skills in using clay including slabs, coils, slips etc. |
| <p>As an artist I will learn to – Master Techniques in Printing</p> <p>This involves developing a skill set so that ideas may be communicated.</p> | | <ul style="list-style-type: none"> • Use repeating or overlapping shapes to create patterns • Mimic print from the environment e.g. wallpapers • Use a range of hard and soft objects to create prints e.g. corks, fruit, vegetables, or sponges • Press, roll, rub and stamp to make prints • Create simple printing blocks for press print | <ul style="list-style-type: none"> • Use layers of two or more colours • Replicate patterns observed in natural or built environments • Create printing blocks using relief or impressed method • Develop print techniques e.g. mono-printing, block printing, relief or impressed method • Make precise repeating patterns | <ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern showing fine detail • Use a range of visual elements to reflect the purpose of the work • Experiment with overprinting motifs and colour |
| <p>As an artist I will learn to – Master Techniques in Textiles</p> | | <ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and/or a stitch • Use plaiting | <ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings | <ul style="list-style-type: none"> • Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces |

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| <p>This involves developing a skill set so that ideas may be communicated.</p> | | <ul style="list-style-type: none"> • Use dip dye techniques | <ul style="list-style-type: none"> • Quilt, pad and gather fabric | |
| <p>As an artist I will learn to- Take Inspiration from the Greats This involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | | <ul style="list-style-type: none"> • Describe the work of notable artists, artisans, and designers • Use some of the ideas of artists to create pieces | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans, and designers • Create original pieces that are influenced by studies of others | <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans, and designers. • Show how the work of those studied was influential in both society and to other artists • Create original pieces that show a range of influences and styles |
| <p>As an artist I will learn to: Develop Ideas – This involves understanding how ideas develop through an artistic process.</p> | | <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum • Collect information, sketches, and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on artworks using visual language | <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the qualities of materials to enhance ideas • Spot the potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language |
| <p>Vocabulary to be taught</p> | | <p>Similarities, differences, thick, thin, sketch, shade, smudge, blend, sculpture, construct, join, form, primary, secondary.</p> | <p>In addition to previous years: Scale, grades of pencil, refine, alter, colour scheme, tint, tone, hue, contrast, spectrum, surface, weave.</p> | <p>In addition to previous years: Media, distance, symbolic, subtle, complex, delicate, vibrant, warm colours, cold colours, digital media, comparison, purpose, atmosphere</p> |