

Knowledge and Skills

Our progressive objectives show what pupils should know and be able to do in each aspect of Art and Design by the end of each group. The key concepts of art are developed through each unit of work. These are used to support planning and the ongoing assessments of pupils' work.

Year Group	Knowledge of artists and designers
EYFS	I can give simple opinions about the work of an artist or designer.
1	I am able to give my opinion and say what I like or dislike the work of artists.
	I can talk about and comment upon the style of an artist or designer.
2	I can describe the similarities and differences between pieces of work by other artists.
	I can recognise some of the styles of artists and designers and use these ideas to inform my own work.
3	I am able to research and appraise work of artists and designers and show their influences in my work.
4	I have an understanding of significant artists throughout history and am able to link my work to them.
	I can explain the historical or cultural significance of the work of a chosen artist or art form.
5	I can research and develop the techniques of great artists and designers and apply this in my own work.
	I understand how a chosen artist or art form has contributed to the culture and/or history of a nation.
6	I am able to critically analyse the work of artists, architects and designers throughout history.
	I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation.

Year Group	Exploring and developing ideas.
EYFS	I can safely use and explore a variety of materials tools and techniques to create my own art work.
1	I can create artwork from both personal experiences and my imagination.
	I can explain the choices that I have made for tools, materials and media that I have used.
2	I can develop and record my ideas using artistic techniques in response to my observations and experiences.
	I can advance my artwork taking inspiration from great artists.
	I can justify why I have chosen specific tools, materials and media.
3/4	I can use my sketchbook to experiment techniques used by great artists.
	I can use my sketchbook to record my ideas, plan and refine my work.
	I can explain my artistic intention.
5/6	I can use my sketchbook to experiment with my ideas and make conscious decisions about which ideas to develop further.
	I can record my thoughts and ideas in my sketchbook using it to refine techniques and annotating my pieces.
	I can use my sketchbook to experiment with new techniques.
	I can use appropriate artistic language to discuss my work.

Year Group	Evaluation of my work
EYFS	I can say what I like or dislike about my work.
1	I can talk about the techniques that I have used (encompassing, design, prototype and finished composition).
	I can critique artwork; explaining what I like and dislike. Moreover, I can talk about my work artwork, explaining what I like and how it could be improved.
2	I can describe in detail the techniques and materials that I have used.
	I can use artistic vocabulary to discuss my work.
	I can explain how and why I have changed my work.
3/4	I can make comparisons between my artwork and that of my peers and great artists.
	I can annotate my sketchbook to explain techniques that work, potential developments and improvements.
5/6	I can critique the work of great artists using artistic vocabulary linked to the technique used.
	I can consider the work that I have completed and that of others; making evaluations and justifications for my thoughts and feelings.
	I can annotate my compositions; making critical evaluations and thus developing my ideas further.

Year Group	Drawing
EYFS	I can explore mark making in different ways with a variety of different tools.
	I can explore mark making through drawing irregular shapes.
	I can create patterns.
	I can create drawings of myself and others.
1	I can use a variety of drawing tools with increased control.
	I can develop my mark making through drawing lines and dictated regular shapes.
	I can experiment with different lines (weight, thickness, shape and curve).
	I can use line drawing and mark making to explore texture.
	I can carefully view pattern (both man-made and natural) and experiment with recreation.
	I can carefully view human face (anatomy) and experiment in creating recognisable compositions.
	I can select suitable drawing tools for the activity (informed choice).
	I can select suitable paper on which to create my composition and explain my decision.
	I am able to record my ideas and explorations in a sketchbook.
	I can talk about my work and the choices I have made.
2	I can explore drawing techniques and begin to apply tone to describe form.
	I can show a greater degree of control of my drawing tool.
	I can choose which drawing tool to use based upon the intended outcome for the piece of artwork.
	I can investigate the impact line, pattern, shape and colour have upon the final composition.
	I can explore tone and the impact it may have upon my final composition.
	I can use mark making and pattern to build up texture.
	I can apply my drawing skills to produce recognisable impressions of objects (single and groups).
	I can use a view finder to experiment with different perspectives.
	I can record my observations of landscapes and seascapes using previously taught skills.
	I can continue to record my ideas in a sketchbook, building my bank of skills.
I can talk about my work, explaining my decisions.	
3	I can expand my dexterity and enhance my control upon selected media.

	I am able to experiment with different grades of pencils within my sketch book; applying previously taught skills.
	I can experiment with the creation of tone and shade with different pencil grades.
	I can investigate how shade can be created through the use of pressure applied and pencil grades.
	I can draw an object/scene carefully applying year group taught skills and previously taught skills to have the maximum impact upon the audience.
	I can discuss my drawings using artistic vocabulary.
	I can record my drawings in my sketchbook (annotating where appropriate).
	I can apply further detail to compositions when making careful observations with a viewfinder.
	I can observe anatomy and investigate how proportion and position impacts upon the effectiveness of the final composition. – Portraits.
	I can draw objects from different viewpoints, exploring how the position of light impacts upon composition.
4	I can make informed choices about which paper and media to use with support from an adult.
	I can select a suitable gradient of pencil to achieve the desired artistic effect.
	I can experiment with further drawing techniques including; hatching, cross hatching, smudging and spotting.
	I can annotate images of drawing techniques and compositions exploring techniques I may use.
	I can create plans and experiment with different styles for my final composition within my sketchbook. Furthermore, I can explain my choices.
	I can evaluate my work and provide constructive feedback to others.
	I can develop my artistic ideas over the course of several planning stages, using a visual journal within my sketchbook.
	I can draw still life from observations.
	I can show an understanding of geometry and proportion in my drawings.
5	I can select suitable media to portray line, texture, tone, colour, shape and pattern.
	I can make relevant alterations and refinements to my compositions and justify my changes using artistic vocabulary.
	I can research artists and artistic styles; recording my observations in my sketchbook; using a range of images and self-created observations.
	I can investigate a range of great artists to develop my drawing style and techniques based upon personal interest.
	I can explore the impact light has on an object and how it can come from different directions.
	I can use shading techniques to represent the impact that light has on an object (representing shadows and shade).
	I am able to further refine my ability to use the techniques of shading, line-making, hatching, cross-hatching, smudging and spotting.
	I can experiment with scale through the study of geometrical structures and how to measure appropriately.
6	I can select drawing media and papers independently according to the desired outcome for the final composition.
	I can alter and refine drawings, justifying the decisions with artistic vocabulary.
	I can create and use a visual journey to feed into my final composition. Moreover, I can annotate my visual journey.
	I can use drawings to research, plan and compose original work.

	I can explore and select from a range of artists to inspire my own drawing styles and techniques.
	I can use scale and proportion effectively to create my compositions.
	I can create compositions that use perspective as a focus.
	I can investigate how tone impacts upon perspective.

****Drawing tools encompasses; pencils, specialist sketching pencils, chalk, pastels, oil pastels, pens and electronic arts apps.**

Year Group	Painting
EYFS	I can explore making patterns, shapes and pictures using paint.
	I can experiment with mixing colours.
1	I can name primary and secondary colours.
	I can develop skill and control when painting.
	I can paint with expression.
	I can create different shades of the same colour (dark and light)
	I can mix paint consistently to recreate colour creations.
	I can apply paint with a range of tools (sponges, brushes, foam pads, straws and brushes).
2	I can paint with creativity and expression.
	I can discuss colour around me.
	I can create tint through creation of different tones using white.
	I can create shade through darkening colour without adding black.
	I can create different depths of lines (thick, fine, straight, flowing) through brush handling skills.
	I can achieve flat areas of colour.
3	I can blend paint on the page.
	I can create greater expression and creativity to my paintings.
	I can create colour wheels.
	I can use a range of brushes to create my composition.
	I can add colour using different techniques (dotting, scratching, stippling, splashing).
	I can experiment using different media and materials; recording in my sketchbook.
4	I can paint with expression, analysing painting by great artists.
	I can mix colour with an awareness of the principles of hue, tint, tone and shade.
	I can discuss how colour reflects mood.
	I can create a colour wheel which shows; primary, secondary and tertiary colours.
	I can select suitable materials and equipment for my composition.
	I can use warm and cold colours.
5	I can show understanding of complementary and contrasting colours.
	I can control brush strokes and apply tints and shades when painting.
	I can explore texture in paint (adding sand, glue, sawdust).
	I can use wash techniques.
	I can select paint type, texture, marks made and method of application to express mood.
	I can choose the most suitable brush for the composition e.g. thickness; thin for detail, thick for texture.
6	I can select paper size and type for desired outcome.
	I can apply tonal techniques and more complex colour theory to my work.
	I can explore the effect of light, colour, texture and tone on natural and manmade objects.
	I can explore the use of hue, tint, tone and shade to create mood and feelings.
	I can use black appropriately to a colour wheel to create shade.
	I can express mood using a range of methods including colour, tools and techniques.

	I can use a wider range of paints including water colour, powder and acrylic to meet the needs of my composition.
	I can independently research artistic methods for inspiration.

Year Group	Sculpting
EYFS	I can explore materials and joining techniques.
1	I can create a simple form through making sculpture.
	I can use simple language to describe form and space.
	I can work imaginatively to express experiences and create responses.
	I can create 3D structures using rigid and malleable materials.
	I can use basic modelling tools to create pattern and texture.
	I can use descriptive language when talking about the texture and feel of materials.
2	I can create a 3D sculptural form.
	I can explore ideas about shape, pattern and decoration in the environment.
	I can use taught clay techniques of carving and joining to create texture and pattern.
3	I can explore shape, form and space as well as colour and texture to create rigid sculptures e.g. internal withy framework and external tissue skin.
	I can manipulate rigid frame works to create 2D and 3D shapes e.g. withy sticks.
4	I can work independently and imaginatively to express experiences and create responses.
	I can model form in 3D using a range of materials
	I can make annotated visual plans for my designs based upon my own research.
	I can experiment with and manipulate materials to create sculptures.
	I can work with others to create larger scale sculptures.
5	I can represent the human form in drawing media to develop an understanding of proportion.
	I can apply my understanding of proportion to sculpting.
	I can express my feelings and emotions using abstract sculpting.
	I can use clay tools and skills of clay work independently and effectively.
6	I can express and articulate a personal message through sculpture.
	I can work independently and imaginatively to express experiences and create responses.
	I can manipulate willow withies to create 2D and 3D shapes.
	I can develop large scale design focusing on shape, form and space.
	I can apply colour theory knowledge to sculpture.