



Concept	Component	Reception	Year 1	Year 2	Year 3	Year 4
Knowledge of Art/artists		Jackson Pollock Henri Rousseau	Rembrandt Kandinsky Hundertwasser	Brian Wildsmith Van Gogh Andy Goldsworthy	Georgia O'Keefe Picasso Giacometti	Renoir Constable Clarice Cliff
Knowledge of formal elements	Colour	Children learn the primary colours. Mixing the colours together	Remember the primary colours and how to mix them to create secondary colours. Introduce the colour wheel. Create light and dark colours (tints and shade).	Mix, apply and refine colour mixing for purpose. Describe their colour selections. Understand warm/ cold colours on the colour wheel.	Increase awareness and understanding of mixing and applying colour creating secondary colours and complementary colours (opposite on the colour wheel) to highlight features. Use aspects of colour such as tints and shades, for different purposes. Use of the colour wheel.	Increase awareness and understanding of mixing and applying colour creating secondary colours and creating tertiary colours, using a colour wheel. Analyse and describe colour and painting techniques in artist's work. Creating a landscape with light/ dark colours to create perspective. Use tone to create shadows and folds in drawing.
	Form	Using junk modelling to	Learn about form (3D) through making sculptures	Extend their practical ability to create 3D forms through drawing.	Further develop their ability to describe 3D form in a range of	Develop their ability to describe and model



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		form 3D sculptures.	and developing language by the 3D shapes and designs they see.	Begin to understand how to represent form when drawing.	materials, including drawing (shape, line, tone, texture).	form in 3D using a range of materials. Using line to create 3D perspective, using shading. Analyse and describe how artists use and apply form in their work.
	Line	Children are introduced to mark making. Straight, curved	Use, express and experiment with line. Thick and thin lines. Use appropriate language (curved, wavy, straight, outline) to describe lines.	Draw lines with increased skill and confidence. Develop detail in using line for overdrawing.	Demonstrate knowledge of geometric and organic lines and apply to their own work. To use perspective and viewpoint when creating lines through drawing.	Analyse and describe how artists use line in their work. Use line for expression when drawing portraits. Using line with greater confidence to highlight form and shape.
	Pattern	Children talk about patterns they see, repeating shapes, colours.	Repeating patterns by looking at shapes.	Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Further develop knowledge and understanding of pattern, including repeating patterns.	Create original designs for patterns. Analyse and describe how other artists use pattern.



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	Shape	Learning about shapes and identifying shapes in the environment	Identify, describe and use shape for purpose.	Compose geometric and organic designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials, wire sculpture.	Analyse and describe the use of shape in artist's work. Create and form shapes from 3D materials
	Texture		Identify and describe how objects look real through texture. Drawing texture to create wood effect etc..	Identify and describe different textures. Select and use appropriate materials to create textures (paint and drawing).	Analyse and describe texture within artists' work. Create and use texture within 3-D form, through drawing.	Use a range of materials to express complex textures. Use lines and shading for desired effects and decoration.
	Tone			Experiment with paint to create tone. Use tone to create form when drawing (smudging, blending).	Develop skill and control when using tone through painting, colour mixing. Through drawing, light and dark, shading. Learn and use simple shading rules.	Use a variety of tones to create different effects (shade/highlights, the way real life light is used) Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
Generating ideas	Sketchbooks	N/A	To use sketchbooks through heavy teacher modelling.	To use sketchbooks more effectively through further teacher modelling.	To use sketchbooks to annotate and explain	To use sketchbooks to annotate, evaluate and explain the



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			<p>Use sketchbooks to record thoughts, observations and ideas and to experiment with materials.</p> <p>Use of stickers for date and 'I KNOW'</p>	<p>Annotating Artist's work using the key elements.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Use of stickers for date and 'I KNOW'</p>	<p>Artist's work using the key elements.</p> <p>To use sketchbooks to generate ideas and record thoughts and observations.</p> <p>Make records of visual experiments.</p> <p>Chn to clearly label Date and 'I KNOW'</p>	<p>Artist's work using the key elements.</p> <p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p> <p>Chn to clearly label Date and 'I KNOW'</p>
	Looking and talking	<p>To discuss what the children can see.</p> <p>Enjoy looking at artwork made by the artist, designer</p>	<p>To discuss the use of the formal elements within the artwork – Colour, Shape, Line and form.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Be given time and space to engage with the physical world to stimulate</p>	<p>To identify and discuss the use of formal elements within the artwork – Colour, Shape, Line, Form, Tone, Pattern and Texture.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art</p>	<p>To reflect on the use of the formal elements within the artwork – Colour, Shape, Line, Pattern, Texture, Form and Tone.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc</p>	<p>To compare the use of the formal elements within the artwork - Colour, Shape, Line, Pattern, Texture, Tone and Form.</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts:</p>



Art Progression Map

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			<p>a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 	<p>work in galleries and objects in museums.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like. Why? • How does it make you feel? • What would you like to ask the artist? 	<p>and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? 	<p>literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p>



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					<ul style="list-style-type: none"> • How might it inspire you in making your own art? 	<ul style="list-style-type: none"> • Describe the artwork. • What do you like/dislike? Why? • Which other senses can you bring to this artwork? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • If you could take this art work home, where would you put it and why?
Making	Drawing	<p>Explore mark making, experiment with drawing lines</p> <p>know a line is made by a 'dot' that moves I know that lines can create shapes I know that when a line</p>	<p>Explore mark making, experiment with drawing lines, smudging, blending and use 2D shapes to draw.</p> <p>Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc</p>	<p>Explore drawing techniques, add detail by overdrawing and develop skill and control with a range of drawing materials.</p> <p>Draw objects focussing on observation.</p> <p>Make drawings that focus on pattern</p>	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p>	<p>Draw from observation and from mark making.</p> <p>Further develop understanding of geometry, form and mathematical proportion when drawing.</p> <p>Draw demonstrating an understanding of</p>



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		meets up with where it started, this make a shape I know that there are many different characteristics of line (including solid, dotted, straight, curved, zigzag)	<p>Draw as an individual and as part of a group on a large drawing</p> <p>Make drawings as a starting point for work in other areas</p> <p>Using colouring pencils to shade and colour in</p> <p>Communicate something about themselves in their drawing.</p>	<p>Draw with charcoal and pastel, blending and smudging</p> <p>Can use ball point pen to make fine marks</p> <p>Begin to create pattern and texture in their drawing</p>	<p>Use small sketches to produce a final piece</p> <p>Write an explanation of their sketch</p> <p>Use shading to create tone</p> <p>Use different pressures to create hard and soft lines</p>	<p>line, tone, scale, texture and depth</p> <p>Begin to show facial expression in their drawings</p> <p>Show light reflections</p> <p>Explain why they have chosen specific materials to draw with (graded pencils)</p>
	Painting	<p>Develop skill and control when painting. Develop knowledge of creating colour and use of line.</p> <p>know what is meant by colour I know that primary colours are colours that cannot be made by mixing other colours together</p>	<p>Develop skill and control when painting- different ways to hold a paint brush.</p> <p>Develop knowledge of creating colour and use of line, thick and thin</p> <p>develop a vocabulary to discuss colour –</p>	<p>Further improve skill and control when painting.</p> <p>Paint with creativity and expression using colour and texture.</p> <p>Make paintings and draw on top to add detail, mix tints, tones (adding black and white) and secondary colours.</p>	<p>Increase skill and control when painting.</p> <p>Increased control and precision with painting detail, lines and edges of shapes.</p> <p>Select an appropriate brush type, size and style depending on the task.</p> <p>Develop knowledge about complimentary</p>	<p>Demonstrate skill and control when painting. Paint with expression. Analyse painting by artists.</p> <p>Can mix colours with accuracy – tertiary colours from primary/secondary colours (clay)</p> <p>Create a background using a wash</p>



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		I can name the primary colours I know that when I mix colours, it creates a new colour I know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates	(tone) light/dark, warm/cold Mix secondary colours from primary colours Create tints and shades.	Look at the work of other artists and experiment with their approaches. Use paint to create texture through varying consistency.	colours and how to use them. Create moods in their paintings. Mix and match colours for purposes. Apply greater expression and creativity to own paintings through use of tone to represent feelings. Use artists' work as a starting point and create work in the style of different artists	Look at and make paintings with background, foreground and middle ground and use perspective Mix different thicknesses of paints
	Sculpture	Learn a range of techniques to join materials to construct sculptures. know that an object will look different from different angles I know that texture describes the way an object feels to	Learn a range of techniques to join materials to construct sculptures. Make models from balls of paper, tubes of paper and other junk materials Make sculpture by exploring different	Learn a range of techniques to combine materials to construct natural sculptures. Talk about sculpture, what it is made of, what it is for etc Work with natural materials Select and combine materials	Learn techniques to combine wire and Modroc materials to construct sculptures. Learn how to display and present work. Experiment and combine materials and process to design and make a 3d form.	Learn techniques to shape form in clay to construct pots. To roll and cut clay effectively. Explore techniques to add decorative effects to clay. Be able to make a clay pot/ plate/ cup



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		the touch I know that different materials/objects can be combined and arranged to create new forms	ways to join materials together Make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out			Learn how to display and present work.
	Collage	The children will learn process of finding, collecting, arranging and sticking	N/A	N/A	N/A	N/A
Evaluation	Use of element	N/A	Identify each of the elements - Colour, Shape, Line, Form, Pattern used within the artwork.	Identify the elements - Colour, Shape, Line, Pattern, Texture, Tone and Form, used within the artwork.	Discuss the effect of each of the formal elements - Colour, Shape, Line, Pattern, Texture, Tone and Form, used within the artwork	Discuss the effectiveness of each of the formal elements - Colour, Shape, Line, Pattern, Texture, Tone and Form, used within the artwork.
	Identify similarities and differences to others' work	N/A	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.



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	Reflecting	Describe what they feel about their work and the art of others.	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.