Backworth Park Primary School Knowledge and Skills Progression Grid Art

	Taking inspiration and developing ideas	Drawing	Painting	Collage	3D	Printing	Metacognition	Critical thinking/creativity
EYFS Elements of art: *line, shape, form, space,* **colour,** *value,* **texture**	Share their creations, explaining the process they have used.	Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes. Explore big movements with the whole body while drawing. Explore small marks. Experiment with a variety of tools to draw lines *e.g. pens, pencils, wax crayons etc.*	Explore making marks on a variety of surfaces, paper, floor, walls etc Explore painting using big and small movements. Experiment with colour, texture, shape Identify hot and cold colours. Begin to name primary colours. Begin to identify how to make secondary colours. Paint using a range of materials, tools and techniques.	Create collages from different materials, fabric, textiles, paper etc Sort materials according to specific qualities *e.g. warm, cold, soft, shiny etc.* Stick a variety of materials.	Explore a variety of malleable materials *e.g. clay, play dough, plasticine, cooking dough.* Explore a variety of 3D materials *e.g. straws, sticks, leaves etc.* Construct towers, bridges, tunnels using building blocks and cardboard boxes.	Use graphic materials *e.g. oil pastels, pens etc* to make marks and drawings onto fabric. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Explore wrapping, weaving, tying, looping etc natural and man- made materials onto a fence, net framework etc.	**Plan:** Set simple goal ("I will make a tower") **Monitor:** Check progress ("Is it stable?") **Review:** Choose best version and explain why	**Explore:** Pose "What if I used blue instead?" **Imagine:** Invent a story for artwork **Reflect:** Talk about what they like most
Year 1 Elements of art: *line,* **shape,** *form, space,* **colour,** *value,* **texture**	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Respond to ideas and starting points. Explore ideas and collect visual information.	Make spontaneously expressive marks using lines and curves. Use drawing to represent objects seen, remembered or imagined. Draw to explore shape and space.	Name and use primary colours to mix secondary colours. Hold a brush correctly and clean it before changing colours. Use a brush to create texture by dabbing etc. Use colour to express mood. Use 'hot' and 'cold' colours.	Sort materials according to specific qualities *e.g. warm, cold, soft, shiny etc.* Cut and stick a variety of materials. Use collage to explore shape and colour. Use colour to express mood and Identify hot and cold colours. Begin to understand how artists use the	Explore a variety of natural materials *e.g. coastal materials*	Print using simple block printing on paper or fabric Explore colour registration	**Plan:** State clear objective ("I will mix green") **Monitor:** Observe colour changes **Review:** Identify one way to improve	**Compare:** Assess which sketch works best **Combine:** Blend elements from sketches **Predict:** Anticipate outcome of technique changes

	Explore different methods and materials as ideas develop.			natural environment as a stimulus for their art.				
Year 2 Elements of art: *line*, **shape**, *form*, *space*, **colour**, *value*, **texture**	Describe the work of artists using some technical vocabulary such as line, and tone Respond to stimuli (story, song, image or work of famous artists) Plan steps and materials in sketchbook Share plan for peer feedback	Use thick/thin, fast/slow in their work and in talking about their work. Exploring tone using different grades of pencil Represent texture using a variety of different marks. Work out ideas through drawing. Use drawing to express personal interest and feelings.	Name and use primary colours to mix secondary colours. Add different materials to paint to produce different textural effects *e.g. sand.*, glitter Use a limited palette. Mix black and white with other colours to make different tones. (Light---Dark)	Layer torn and cut paper to create depth Use reference photos to help guide proportion Write simple descriptions about their choices of materials		Use print to explore pattern, colour and shape. Use a range of different printing techniques Use stencils Print onto fabric using repeating patterns.	**Plan**: Write out shading approach **Monitor**: Check tone consistency **Review**: Note one successful aspect	**Analyze**: Identify effective elements **Adapt**: Modify plan when needed **Experiment**: Test layout variations
Year 3 *Elements of art*: **Line**, **shape**, *form*, *space*, **colour**, *value*, **texture**	Replicate some of the techniques used by notable artists, and designers. Create original pieces that are influenced by studies of others. Develop ideas from starting points throughout the curriculum.	Exploring line and tonal shading using a range of different media [e.g. pencil, pastels, watercolours and chalks]. Talk about different types of mark, and the ways they are created. Draw familiar objects from different viewpoints.	Name primary and secondary colours. Mix colour, shades with increasing confidence. Begin to recognise and explore complimentary colours. Use a range of brushes to demonstrate increasing control the types of marks made and experiment with		Recreate 2D images in a 3D piece. Create sculptures using a range of recyclable materials with an awareness of their properties (solid, able to bend) Show an awareness of texture, form and shape in creating a 3D form.		**Plan**: Introduce SMART goals through teacher modelling. **Monitor**: Compare sample to plan **Review**: Record two successful techniques	**Experiment**: Try unconventional tools **Design**: Develop personal motif **Question**: Rationale for material selection

			different effects and textures including blocking in colour, washes, thickened paint creating textural effects.					
	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 (e.g. colour, pattern and texture, line and tone, shape, form and space.)							
Year 4 *Elements of art:* **Line, shape,** *form, space,* **colour, value, texture**	Create detailed mood boards and thumbnails to inspire work based on a theme or famous artist Plan art projects that involve multiple stages. Use a timeline to organize the stages. Listen to and integrate peer feedback about their artwork. Start to discuss why art iis important to	Confidently use different grades of pencils and a range of different media [*e.g. pastels, pencils*], clay tools to explore line, tone and texture. Use drawing to explore line, tone, texture, form and colour. Use drawing as a means of designing. Develop intricate patterns using different grades of pencil and other implements to create lines and marks.	Choose from a range of brush sizes and use appropriately. Confidently mix colours to make a range of tones. Use black/white to make a deeper/lighter shade/tint of one colour. Give reasons why a colour is liked or disliked. Recognise and use neutral colours [black, white and grey].		Show awareness of sculptures and pottery over time. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint. Model and develop work through a combination of pinch, slab, and coil.		**Plan:** Collaboratively write SMART goals for the unit **Monitor:** Use visual checklists **Review:** Peer and self-review outcomes	**Critique:** Use structured questions **Innovate:** Propose method variations **Evaluate:** Rank design options

	them and its impact on culture.	Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. Use shading to add interesting effects to drawings, using different grades of pencil.	Identify and work with 'earthy' colours.		Adapt work as and when necessary and explain why.			
Year 5 *Elements of art:* **Line, shape, form, space, colour, value, texture**	Give details about the style of some notable artists and designers. Have an understanding of the importance of art. Show how the work of those studied is/was influential. Create original pieces that show a range of influences and styles. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present	Use drawing to plan a composition Use drawing to explore line, tone, texture, form and colour. Select appropriate materials for a task. Talk about perspective and proportion, use a single focal point and horizon.	Read a colour wheel. Identify and work with complimentary opposite colours/ colour harmonies. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Select and work with a limited palette. Confidently use watercolour and acrylic paints.		Work in a safe, organised way, caring for equipment. Secure work to continue later. Design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	Create printing blocks by simplifying an initial sketch book idea. Create repeating patterns. Print with two colour overlays	**Plan**: Map project workflow using SMART goals **Monitor**: Reflect at midpoint **Review**: Self-assess final piece	**Problem-solve**: Overcome design hurdles **Originality**: Develop unique style **Justify**: Explain artistic decisions
Year 6 *Elements of art:* **Line, shape, form, space,**		Work in a sustained and independent way to develop their own style of drawing. This style may be through	Work in a sustained and independent way to develop their own style of painting. This style may be through		Work in a safe, organised way, caring for equipment. Secure work to continue later.		**Plan**: Set SMART goals for series	**Synthesize**: Blend diverse influences

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colour, value, texture	ideas imaginatively in a sketchbook e.g. scrapbook/ mood board.	the development of: line, tone, pattern, texture.	the development of: shade, tone, pattern, texture.		Design and make more complex forms in digital dimensions, representing 3D objects.		Monitor: Maintain reflective diary	Reflect: Perform in-depth self-review
	Use the qualities of materials to enhance ideas.	Draw for a sustained period over a number of sessions working on one piece.	Confidently use paints, acrylics				Evaluate: Conduct formal critique	Innovate: Propose future project directions
	Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space.)	Explore the effects of charcoal/ graphite sticks and the light-use of an eraser.	Explore light and dark in more complex situations.		Work around armatures or over constructed foundations.			
		Use different techniques for different purposes e.g. shading, hatching within their own work, understanding which works well in their work and why.	Control the types of marks made and experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.		Solve problems as they occur. Use language appropriate to skill and technique.			
		Develop their own style using tonal contrast and mixed media.	Make informed decisions about colour. Understanding which works well in their work and why.					
		Develop an awareness of composition, scale and proportion.	Select colour for specific effects					
		Select shape/line for specific effects						

SMART Goals for art

S – Specific

- Goals should be clear and focused rather than broad or abstract.

- In art, this could mean targeting a particular skill, concept, or process.

  - e.g. *"Pupils will learn to use cross-hatching to create tonal shading in pencil drawings"* rather than *"Pupils will improve their drawing."*

M – Measurable

- Progress needs to be observed, assessed, or evidenced.

- In art, where outcomes can feel subjective, measurability often comes through agreed success criteria, rubrics, or observable techniques.

  - e.g. *"By the end of the lesson, pupils will produce a sketch showing at least three different shading techniques."*

A – Achievable

- Goals must be realistic given the pupils' age, prior knowledge, resources, and lesson time.

- In art, this might mean breaking big ambitions into steps.

  - e.g. Year 3 pupils won't "master perspective," but they could *"use overlapping shapes and scale to show near and far."*

R – Relevant

- Goals should link to the wider curriculum aims (NC in the UK, school intent, or the progression of art skills).

- In art, this ensures the task develops artistic literacy and not just a fun activity.

  - e.g. A printing activity isn't just about *"making patterns,"* but connects to understanding *"how artists use repeat motifs in design and culture."*

T – Time-bound

- There should be a timeframe for achieving the goal (lesson, unit, term).

- In art, this helps structure skill-building across a sequence.

  - e.g. *"By the end of this 6-week unit, pupils will be able to design, carve, and print a simple relief block print, showing an understanding of positive and negative space."*