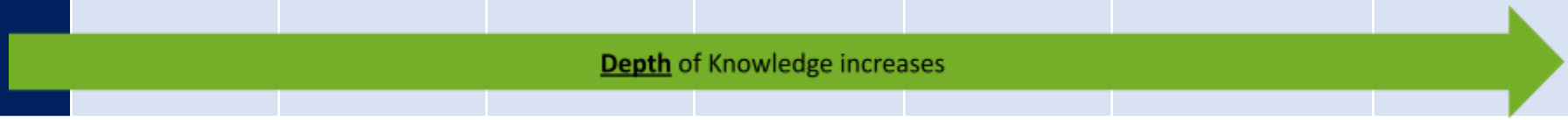
Knowledge progression mapping document

'Mark-making to express my creativity'

Subject: Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Strand A Drawing	**Nursery** Hold a pencil/mark making tool Recognise shapes Label emotions they want to express **Reception** Hold a pencil/mark making tool confidently Label emotions they want to express from a stimulus	Identify different types of lines (straight, wavy, zigzag) Identify thick and thin lines when drawn Be able to describe a pattern drawn identify and draw 2D shapes	To use and identify different media to draw with. To explain tone (light and dark) Define texture To draw from one perspective	To explain how different pencils have different effects Hold a pencil confidently for an extended period of time To explain how different medias change line, texture, tone, colour, shape and pattern.	To identify different tools and media to use. Have an understanding of line and tone, pattern and shape, line and texture (eg cross-hatching) Define gradients (light to dark or thick to thin) Draw still life from observation and for mark making.	To identify a variety of stimulus material to use for their work. To define shading and how light affects objects. Draw using perspective, mathematical processes, design, detail and line.	To identify a variety of stimulus material to use for their work. Define the elements of art: line, tone, pattern , texture, form, space, colour and shape. Independently make gradients in their drawings (light to dark or thick to thin)
Learning Strand B Painting	NURSERY: Ongoing throughout the year	Know how thick and thin brushes create different effects. Identify primary and secondary colours.	Begin to know how to make secondary colours Know how to lighten/darken colours (by adding black and white)	Know which primary colours make secondary colours. Know how to lighten/darken	Understand complimentary colours (colour wheel). Know how to create different effects and textures with	Know about primary and secondary, warm and cold, complementary and contrasting colours.	Know how to create shades and tints using black and white or intensity (adding water).

	To label colours RECEPTION: To understand colours sums (ie adding two colours together)			colours (by adding water/paint) To describe texture created by different paints.	paint according to what they need for the task.		Know how implements impact a piece of work-appropriate paint, paper and implements. Show an awareness of how paintings are created (composition).
Learning Strand C Sculpting	Know what join means. Explain safety rules Label materials/ tools	Define texture Define: rolling, kneading and shaping (clay). Describe shape and form.	Describe the effect of a tool. Define: construct and manmade v natural materials.	To begin to explore joining techniques To know the affects of water on clay To define a thumb pot To explain safety requirements of modelling Talk about their work understanding that it has been sculpted, modelled or constructed.	To explain how to join wood joints Explain how to construct a simple clay base for extending and modelling other shapes. Explain how to cut and join wood safely and effectively. To explain tools and materials chosen. To understand proportion within a single object	To explain tools and materials chosen and their effects. To understand proportion across objects To explain modelling techniques (etching and joining).	To describe how to join clay in different ways Explain the difference between slab and pot in modellings. Explain different ways of etching and carving into a slab. Use a variety of materials. Explain skills in using clay inc. slabs, coils, slips, etc.

				Describe the different qualities involved in modelling, sculpture and construction (with different materials).	To begin to explain modelling techniques (etching and joining).		
Learning Strand D Artists/Styles				Facts about the artist (country, style, medium) Compare with other artists	Facts about the artist (country, era, style, medium) Compare with other artists Link with history (tools available)	Facts about the artist (country, era, style, medium, influences) Compare with other artists Compare with other styles Link with history (tools available) Link with other artists	Facts about the artist (country, era, style, medium, influences) Compare with other artists Compare with other styles Link with history (tools available, events occurring…) Link with other artists
Learning Strand E Exploring/ Evaluating (sketchbooks)				Thinking hats for observation (Black, white, yellow) Thinking hats for assessment	Thinking hats for observation (Red, white, black, yellow, green) Thinking hats for assessment	Thinking hats for observation (Red, green, white, black, yellow) Thinking hats for assessment	Thinking hats for observation (Red, green, white, blue, black, yellow) Thinking hats for assessment

				(Black, white, yellow) Explore Create Evaluate	(Red, white, black, yellow,) Explore Create Evaluate	(Red, green, white, black, yellow) Explore Create Evaluate	(Red, green, white, blue, black, yellow) Explore Create Evaluate
Learning Strand F