



# Upton Noble – Art Knowledge and Skills Progression

	EYFS	KS1	Lower KS2	Upper KS2
<b>Key Objectives</b>	<p><b>EYFS.</b></p> <ul style="list-style-type: none"> <li>-Can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (paint, acrylics, collage, pastels, sewing, printing, sculpture)</li> <li>-Can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>- Can share my creations explaining the processes used.</li> <li>-Can explore different techniques for joining different materials and can construct with a variety of resources.</li> <li>-Am beginning to talk about my creations, what I like and what I can change.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>-Can begin to use a range of materials creatively to design and make products.</li> <li>-Can begin to use drawing, painting and sculpture to develop and share my ideas, experience and imagination.</li> <li>-Can begin to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>-Am beginning to find out about the work of a range of artists, craft makers and designers (George Scurat, Albert Namatjira – aboriginal artists) describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>- Can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>-Can experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</li> <li>-Can explain what I like or dislike about my own work.</li> <li>-Know about some of the great artists, architects and designers in history and can describe their work.</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>- Can develop different ideas which can be used and explain my choices for the materials and techniques used.</li> <li>-Can confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within my work.</li> <li>-Can evaluate my work against my intended outcome.</li> <li>-Can research and discuss various artists and discuss their processes and explain how these were used in the finished product.</li> </ul>
		<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>- Can use a range of materials creatively to design and make products.</li> <li>-Can use drawing, painting and sculpture to develop and share my ideas, experience and imagination.</li> <li>-Can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>-Can find out about the work of a range of artists, craft makers and designers, (Andy Goldsworthy, Yayoi Kusama, Klee, Kandinsky, Andy Warhol, Van Gogh) describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>- Can use taught technical skills to adapt and improve my work.</li> <li>-Can articulate how I might improve my work using technical terms and reasons as a matter of routine.</li> <li>-Can describe some of the key ideas, techniques and working practices of artists, architects and designers who I have studied.</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>-Can select ideas based on first hand observations, experience or imagination and develop these through open ended research.</li> <li>-Can refine my use of learnt techniques.</li> <li>-Can adapt my own final work following feedback or discussion based on my preparatory ideas.</li> <li>-Can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>-Can explain and justify preferences towards different styles and artists.</li> </ul>

<b>Printing</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 3</b>	<b>YEAR 5</b> <b>N/A</b>
	<p><b>-With support I can use different objects to print and understand the processes that are involved to achieve a recognisable print using paint and ink.</b></p> <p>- Can use printing techniques to create autumn trees using a range of recyclable materials.</p> <p>- Can print using leaves and natural materials by adding paint to the object.</p> <p>-Can use plasticine to create my own printing block and can experiment with shape and form to create a London skyline.</p>	<p>-Can use a variety of materials such as: sponges, fruit, blocks and corks to make and copy prints and patterns.</p> <p>-Can begin to demonstrate a range of techniques: rolling, pressing, stamping and rubbing.</p> <p>-Can begin to use vocabulary to demonstrate my knowledge and understanding: <b>colour, shape, printing, patterns, repeating, shapes, objects.</b></p>	<p>- Can use more than 1 colour to layer in a print.</p> <p>-Can begin to replicate patterns from observations.</p> <p>-Can make printing blocks for examples cave painting with string.</p> <p>-Can make repeated patterns with precision.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding : <b>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</b></p>	<p style="text-align: center;"><b>YEAR 4</b> <b>N/A</b></p>

<b>Drawing</b>		<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 3</b>	<b>YEAR 5</b>
		<b>YEAR 2</b>	<b>YEAR 4</b>	<b>YEAR 6</b>	
		<p>-can use a range of mark making materials (body parts, chinks, crayons, pencils and paint sticks)</p> <p>- Can draw an outline with a drawing pencil before painting, shading or colouring.</p> <p>-I can use pencils to create a range of drawings including observational drawing.</p> <p>- Can use my knowledge of shadows to create a 'shadow' picture.</p>	<p>- Can use different materials to draw: chalk, pastels, pencils,</p> <p>-Can draw a thick and thin line.</p> <p>-Can begin to use dots and lines to demonstrate pattern and texture</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>detail, self-portrait, portrait, pastels, bold, size, space, line.</b></p>	<p>- Can experiment with showing line, tone and texture with different hardness of pencils.</p> <p>-Can use different materials to draw. For example: Pastels, chalk, charcoal.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline.</b></p>	<p>- Can use a variety of techniques to add effects. For example: shadows, reflection, hatching, cross hatching.</p> <p>-Can depict movement and perspective in drawings.</p> <p>-Can select appropriate tools. For example: Pastels, chalk, charcoal, variety of pencils.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, blend, smudge, mark, hard, soft, light, heavy, mural, portrait, graffiti.</b></p>
		<p>- Can use different materials to draw: chalk, pastels, pencils, charcoal</p> <p>-Can draw lines of varying thickness.</p> <p>-Can use dots and lines to demonstrate pattern and texture.</p> <p>-Can begin to explore using different techniques for shading.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>detail, self-portrait, portrait, pastels, bold, size, space, line, line drawing, shading, smudge, blend.</b></p> <p>.</p>	<p>- Can experiment with showing line, tone and texture with different hardness of pencils.</p> <p>-Can us shading to show light and shadow effects.</p> <p>-Can use different materials to draw. For example: Pastels, chalk, charcoal.</p> <p>-Can show an awareness of space</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline.</b></p>	<p>-Can use a variety of techniques to add effects. For example: shadows, reflection, hatching, cross hatching.</p> <p>-Can depict movement and perspective in drawings.</p> <p>-Can select appropriate tools. For example: Pastels, chalk, charcoal, variety of pencils.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, blend, smudge, mark, hard, soft, light, heavy, mural, portrait, graffiti.</b></p>	

<b>Painting</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 3</b>	<b>YEAR 5</b>
	<ul style="list-style-type: none"> <li>-Can explore paint mixing and can talk about what I notice.</li> <li>- Can use paint sticks and ready mix paints.</li> <li>- Can develop colour mixing techniques with guidance when appropriate.</li> <li>- Can wash and dry my brush between colours when painting so colours do not get mixed.</li> <li>- Can use my knowledge to represent a whale with baleen plates using paint adding effect by using small brush strokes.</li> <li>- Can mix colours to create skin colour before painting a self-portrait.</li> <li>- Can use powder paint to paint my London Landmark, adding texture where necessary.</li> <li>- Can use acrylic paints to paint a mini beast, and background on a tile using colours appropriate to task. I am mindful that acrylics are different to standard paints.</li> </ul>	<ul style="list-style-type: none"> <li>- Can name the primary colours and begin to name secondary colours.</li> <li>-Can explore a range of materials e.g powder, ready mix, acrylic.</li> <li>-Can begin to select brushes of different sizes to achieve a desired effect.</li> <li>-Can explore the effect of adding white and black to alter colours.</li> <li>-Can use key vocabulary to demonstrate my knowledge and understanding: <b>primary colours, secondary colours, warm colours, cool colours, lighter and darker</b></li> </ul>	<ul style="list-style-type: none"> <li>- Can use a variety of brush techniques to create shapes, textures, patterns and lines.</li> <li>-Can mix colours effectively using the correct language. For example: tint, shade, primary, secondary.</li> <li>-Can use key vocabulary to demonstrate knowledge and understanding: <b>colour, foreground, middle, ground, background, abstract, emotion, warm, blend, mix, line, tone.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Can create a colour palette demonstrating mixing techniques</li> <li>-Can use a range of paint to create visually interesting pieces (acrylic, oil paints, water colours)</li> <li>-Can use key vocabulary to demonstrate knowledge and understanding: <b>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</b></li> </ul>
	<b>YEAR 2</b>	<b>YEAR 4</b>	<b>YEAR 6</b>	
	<ul style="list-style-type: none"> <li>-Can name the primary and secondary colours and use colour mixing techniques to make secondary colours.</li> <li>-Can explore a range of materials eg ready mix, powder, acrylic, water colours.</li> <li>-Can use a variety of different brushes and experiment in using a range of brush strokes.</li> <li>-Can add white and black to alter tints and shades.</li> <li>-Can use key vocabulary to demonstrate knowledge and understanding: <b>primary colours, secondary colours, warm colours, cool colours, neutral colours, tints, shades, water colour, wash, dab, bold brush stroke, acrylic, powder, tone.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Can use a variety of brush techniques to create shapes, textures, patterns and lines.</li> <li>-Can create different textures and effects with paint. Give details</li> <li>-Can use key vocabulary to demonstrate knowledge and understanding: <b>colour, foreground, middle, ground, background, abstract, emotion, warm, blend, mix, line, tone.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Can create a colour palette demonstrating mixing techniques</li> <li>-Can use a range of paint to create visually interesting pieces (acrylic, oil paints, water colours)</li> <li>- Can use key vocabulary to demonstrate knowledge and understanding: <b>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</b></li> </ul>	

<b>Collage</b>	<p><b>EYFS</b></p> <p>-Using templates, I can use PVA and pritt sticks to add material to create individual and group collages, sometimes changing their form. For example, scrunching.</p> <p>-Can explore different techniques for joining different materials and can construct with a variety of resources.</p>	<p><b>YEAR 1</b></p> <p>-Begin to use a combination of materials that have been cut, torn and glued. For example: paper, craft material.</p> <p>-Can begin to sort and arrange materials.</p> <p>-Can begin to add texture by mixing materials.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding such as: <b>collage, squares, gaps, cut, place and arrange.</b></p>	<p><b>YEAR 3</b></p> <p>-Can select colours and materials to create an effect, given reasons for their choices.</p> <p>-Can refine as I work to ensure greater precision</p> <p>-Can learn and practice a variety of techniques: Overlapping, tessellation, mosaic and montage.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>texture, shape, form, pattern, mosaic, montage.</b></p>	<p><b>YEAR 5</b></p> <p>-Can collage to a painted or printed background.</p> <p>-Can create and arrange accurate patterns.</p> <p>-Can plan and design a collage and use a range of mixed media.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>texture, shape, form, pattern, mosaic, montage, arrange, fix.</b></p>
		<p><b>YEAR 2</b></p> <p>-Can use a combination of materials that have been cut, torn and glued: Paper, magazines, cellophane.</p> <p>-Can sort and arrange materials and think about the effect being created.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding such as: <b>collage, squares, gaps, features, cut, place, arrange, overlap, texture.</b></p>	<p><b>YEAR 4</b></p> <p><b>N/A</b></p>	<p><b>Year 6</b></p> <p><b>N/A</b></p>
<b>Sculpture</b>	<p><b>EYFS</b></p> <p>- Working collaboratively with adult support I can create resources for role play: paint castles, pictures.</p> <p>-can use play dough to make 3D structures. For example Diva lamp.</p>	<p><b>YEAR 1</b></p> <p>-Can begin to a variety of natural, recycled and manufactured materials for sculpting. For example: clay, straw and card.</p> <p>-Can use a variety of techniques. For example; rolling, cutting, pinching</p> <p>-Can experiment with constructing and joining giving reasons for my choices.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>model, 3D, sculptor, cutting, rolling, joining, pinching, carving.</b></p>	<p><b>YEAR 3</b></p> <p><b>N/A</b></p>	<p><b>YEAR 5</b></p> <p>-Can plan and design a sculpture and reflect and adapt.</p> <p>-Can use tools and materials to carve, add shape, texture and pattern.</p> <p>-Can develop cutting and joining skills. For example: using wire, coils, slips, slabs.</p> <p>-Can use materials other than clay to create a 3D sculpture.</p> <p>-Can use key vocabulary to demonstrate knowledge and understanding: <b>form, structure, texture, shape, mark, soft, join, tram, cast.</b></p>

	<ul style="list-style-type: none"> <li>- Can use play dough, plastercine and clay to create a number of 3D structures.</li> <li>- Can use and express my own ideas to make a structure from junk materials.</li> <li>-</li> </ul>	<p style="text-align: center;"><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>-Can use a variety of natural, recycled and manufactured materials for sculpting. For example: clay, straw and card.</li> <li>-Can use a variety of techniques. For example; rolling, cutting, pinching, applying slip, coil.</li> <li>-Can choose the correct material to cut and join giving reasons for my choices.</li> <li>-Can use key vocabulary to demonstrate knowledge and understanding: <b>model, 3D, sculptor, cutting, rolling, joining, pinching, carving, statue, materials, abstract, structure.</b></li> </ul>	<p style="text-align: center;"><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can cut, make and combine shapes to create recognisable forms</li> <li>-Can use clay and other malleable materials and refining joining techniques.</li> <li>-Can add materials to the sculpture to create detail.</li> <li>-Can sue key vocabulary to demonstrate knowledge and understanding: <b>teachers to add for example shadow, marionette puppet, concrete, architect.</b></li> </ul>	<p style="text-align: center;"><b>YEAR 6</b> <b>N/A</b></p>
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