



Forest Town Primary School
Art and Design Knowledge Progression Grid

Kind
Adventurous
Persevere
Responsible
Independent
Together

At Forest Town, we are artists! As an artist, we want our children to appreciate art and learn how to express themselves. We want children to take part in practical art and design sessions to stimulate creativity and imagination through the use of a wide range of media. We want to develop pupil's skills by looking at various artists, sculptors, architects and designers that are often linked to other parts of the curriculum. We want children to learn about art and design in different cultures and throughout history. We encourage children to become their own artists and challenge them to experiment, invent and create their own unique pieces of art.

At the end of KS2, we would like to ensure that all children become:

- **Adventurous** and create imaginative pieces of work using a range of media.
- **Independent** and create their own unique style.
- **Responsible** for their work and talk about how they were influenced to create their final outcomes.
- Students who **persevere** and develop different techniques and skills.
- Able to work **together** to reflect on their own and other's work using **kindness** and constructive feedback.

ART AND DESIGN

CURRICULUM LEADER

KEELEY DAY

REVIEWED – SEPTEMBER 2024



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Reviewed 2024

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This is how our children's SUBJECT knowledge builds from EYFS to Year 6.

*For pupils to become confident artists, they must learn, practice and secure the practical, theoretical and disciplinary knowledge. This will provide the scaffolding for pupils to experiment, invent and create work of their own. The progression plan will inform planning to ensure that learning is built within the lesson sequence, within the topic, within the year and overtime.
 We want our children to move from being a novice to becoming an expert artist*

Expressive Art and Design in Early Years
 Children at the expected level of development will:
 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.
 - Make use of props and materials when role playing characters in narratives and stories.

The National Curriculum (KS1)
 Pupils should be taught:
 - to use a range of materials creatively to design and make products
 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

The National Curriculum (KS2)
 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.
 Pupils should be taught:
 - to create sketch books to record their observations and use them to review and revisit ideas
 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history]

Becoming a critical, reflective artist		Drawing	Painting	Sculpting	Study of great artists		
<i>Create sketch books to record their observations and use them to review and revisit ideas. Also demonstrate knowledge of tools and techniques.</i>		<i>Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and sculpture</i>			<i>Taught about great artists, architects, and designers in history</i>		
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Becoming a critical, reflective artist.							
Sketchbooks		Know how to sketch to make records in sketch books.	Build on prior knowledge and: Know that a sketchbook can be used to record ideas and experiences.	Build on prior knowledge and: Know that a sketchbook can be used for different purposes, including recording, observations, planning and shaping ideas (<i>recording and experimenting in sketchbooks</i>).	Build on prior knowledge and: Know that a sketchbook can be used to improve understanding, inform ideas and plan outcomes (<i>sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome</i>).	Build on prior knowledge and: Know that a sketchbook can be used for a variety of purposes, including: recording observations, developing ideas, testing materials, planning, and recording information (<i>often independently</i>).	Build on prior knowledge and: Know how to systematically investigate, research and test ideas and plans using sketchbooks and other approaches (<i>sketchbooks will show in advance how work will be produced and how the qualities of materials will be used</i>).
Sketching		Know how to create a sketch that is a quick drawing with little detail.	Build on prior knowledge and: Know how to create a selection of sketches that are quick, loose and have little detail.	Build on prior knowledge and: Know how to create initial sketches for painting.	Build on prior knowledge and: Know how to create initial sketches for painting, sculpture and other media.	Build on prior knowledge and: Know that sketches are used to develop ideas for a final piece.	Build on prior knowledge and: Know how to develop sketches into a final piece of art.
Feedback		Know that we can suggest ways of improving our sketches.	Build on prior knowledge and: now that sketches can be developed and improved.	Build on prior knowledge and: Know that initial sketches can be changed after feedback from a friend or an adult.	Build on prior knowledge and: Know how to explain what initial changes have been made after feedback from others.	Build on prior knowledge and: Know how to explain the journey of improvement from the feedback they were given.	Build on prior knowledge and: Know that feedback is used to make amendments and improvements to art
Tools and techniques	Know that different tools can be used. Know how to choose appropriate lines, shapes and colours.	Build on prior knowledge and: Know the names of tools, techniques and the formal elements (colour, texture, form, tone, line, pattern). Know that materials and processes have different qualities, and to experiment with them.	Build on prior knowledge and: Know how to exercise some care and control over the range of tools and materials they use (they seek to refine and improve from the first mark). Know how to use particular techniques for a given purpose.	Build on prior knowledge and: Know how to select and appropriately use a variety of tools, materials and techniques to create art work	Build on prior knowledge and: Know and be able to demonstrate how tools, they have chosen to work with, should be used effectively and with safety. Know how to apply the technical skills they are	Build on prior knowledge and: Know how to investigate and exploit the potential of new and unfamiliar tools and materials. Know and describe the processes they are using and how they hope to achieve high quality outcomes.	Build on prior knowledge and: Know how to refine their technical skills in order to improve their mastery of materials and techniques Know and use the technical vocabulary and techniques for modifying the qualities of different materials and processes.

					learning to improve the quality of their work		
Evaluation	Know how to describe their picture.	Build on prior knowledge and: Know how to recognise and describe key features of their own and others' work.	Build on prior knowledge and: Know and express clear preferences and give some reasons for these, when looking at creative work ("I like that because....").	Build on prior knowledge and: Know how to reflect upon what they like and dislike about their work to improve it (for instance, they think carefully before explaining what they like and what they will do next, making judgements).	Build on prior knowledge and: Know that they need to regularly reflect upon their own work and use comparisons with the work of others (making judgements).	Build on prior knowledge and: Know that they need to regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Build on prior knowledge and: Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions, and context behind the work.
Mastery of Techniques							
Drawing Media and Tools	Know different media makes different marks	Build on prior knowledge and: Know how to begin to control the types of marks (using pressure) made with a range of media. Know how to explore a range of drawing tools to make marks (pencil, charcoal, chalk, pastel, felt-tip, etc).	Build on prior knowledge and: Know how to use a range of media and understand the different effects e.g. charcoal, pencil and pastel. Know how to control marks made with different media (pencil, charcoal, chalk, pastel, felt-tip, etc). Know how to experiment with tools and surfaces.	Build on prior knowledge and: Know how to experiment with various pencils, eg, B, HB, 2B, 4B Know that the flat edge of the pencil can be used for shading. Know how to experiment with mark-making using alternative tools (making the same marks with different tools)	Build on prior knowledge and: Know the correct materials to use to create the desired outcome. Know how to use pastels and colour blend.	Build on prior knowledge and: Know which media and pencil techniques can be used to achieve a specific outcome.	Build on prior knowledge and: Know how to develop their own style
Sources	•Know how to draw simple images such as animals, houses, vehicles, trees, plants, flowers and rainbows and include details such as drawing a house with a door, windows, roof and chimney	Build on prior knowledge and: Know how to draw from imagination Know how to draw from observation (Copy real life items or photographs).	Build on prior knowledge and: Know how to draw on experiences and feelings and begin to make drawings with some observation.	Build on prior knowledge and: Know how to draw from observation and imagination. Know how to draw with accuracy	Build on prior knowledge and: Know that accurate observations will support more accurate drawings.	Build on prior knowledge and: Know how to work from a variety of sources including observation and photographs to develop work	Build on prior knowledge and: Know the importance of different sources (including observation and photograph) in developing their own work and research independently.
Elements		Build on prior knowledge and: Know how to explore and represent different textures. Know how to investigate textures by describing, naming, rubbing and copying Know how to produce a range of patterns and textures	Build on prior knowledge and: Know what texture means and produce a range of patterns. Know how to investigate tone by drawing light/ dark lines using pencil, or with shading	Build on prior knowledge and: Know that pattern can be used to create texture. Know that different tones can be created with different grades of pencils. Know how to discuss and re-create shadows, light and dark with accuracy.	Build on prior knowledge and: Know what tone, pattern and texture are and begin to use these in drawings. Know that shadows, light and dark can be created through shading. Know how to develop techniques to create intricate patterns with a range of media	Build on prior knowledge and: Know how to work in a sustained and independent way to create an accurate, detailed drawing, developing key elements of their work (line, tone, pattern, texture) Know how to use and develop different styles of shading to create light and dark effects.	Build on prior knowledge and: Know what line, tone, pattern, and texture are and include these in drawings confidently. Know that tone can be used to achieve depth. Use and develop different styles of shading to create light and dark effects with confidence.
Composition					Build on prior knowledge and: Know how to consider and represent scale and proportion	Build on prior knowledge and: Know what a horizon line is and how this is used in drawing. Know that different viewpoints impact on drawing. Know what perspective is and begin to use it in drawings.	Build on prior knowledge and: Know how to develop drawing with perspective and focal points

<p>Painting</p>	<p>Know how to hold a paintbrush</p> <p>Know that paintbrushes need washing before using a new colour</p> <p>Know how to experiment with different tools when painting</p> <p>Know that paint needs to dry</p> <p>Know how to copy techniques modelled to them (printing, stippling, stamping, colour washing, marbling)</p>	<p>Build on prior knowledge and: Know how to explore a range of paint, brush sizes and tools</p> <p>Know that before the brush is added to a new colour, excess water needs to be blotted and if two wet paint colours are next to each other they will run/bleed.</p>	<p>Build on prior knowledge and: Know that different sized paintbrushes make different strokes and lines.</p> <p>Know how to use a range of paint and discuss why some are more suited to particular painting styles.</p>	<p>Build on prior knowledge and: Know how to clean a brush correctly. Know that different brushes are used for different pieces of work.</p> <p>Know the different types of paints and say why different types are better suited to a particular piece of work.</p> <p>Know how to control the types of marks made to create certain effects (e.g. dry-brush, wash, etc.)</p>	<p>Build on prior knowledge and: Know what equipment to use when given a specific painting task.</p> <p>Know that different brush strokes can be used. Explore when they might be used.</p> <p>Know how to improve their technical skills and improve the quality of their work.</p>	<p>Build on prior knowledge and: Know how the paintbrush and other tools can be used to make controlled types of marks and experiment with different effects and textures.</p> <p>Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>Build on prior knowledge and: Know that it is important to control the types of marks, brushstrokes used to create desired effects.</p> <p>Know how to independently select and effectively use relevant processes to create successful and finished work.</p> <p>Know how to work in a sustained and independent way, developing</p>
<p>Colour mixing</p>	<p>Know the primary colours</p>	<p>Build on prior knowledge and: Know how to explore and experiment with primary colours</p> <p>Know how to mix primary colours to create secondary colours</p> <p>Know how to describe colours and why colours may be used for different purposes</p> <p>Know how to discuss and use warm and cold colours</p>	<p>Build on prior knowledge and: Know how to mix a range of secondary and tertiary colours</p> <p>Know how to discuss the colour wheel in terms of where colours are in relation to each other</p> <p>Know and describe a range of colours (e.g. warm and cool colours).</p> <p>Know why they have selected colours for their artwork and discuss this.</p>	<p>Build on prior knowledge and: Know what a tint is and be able to make tints of one colour by adding white.</p> <p>Know that you can darken and lighten colours without using black / white.</p> <p>Know why they have selected colours for their artwork and how it reflects mood.</p>	<p>Build on prior knowledge and: Know what a tint, tone and shade is and know how to create these with white, grey, and black.</p> <p>Know how to observe colour and suggest why it has been used and what effect it creates.</p> <p>Know what colours reflect certain moods.</p>	<p>Build on prior knowledge and: Know what a hue, tint, tone, and shade is.</p> <p>Know that different colours can be mixed to give shades, tones, tints and be able to explain choices.</p> <p>Know how to select colour for purpose, explaining choices</p> <p>Know that colour can be used to express ideas, feelings, and mood.</p>	<p>Build on prior knowledge and: Know a range of harmonious and contrasting colours and where they are placed on the colour wheel.</p> <p>Know that different colours can be mixed to give shades, tones, tints, and shades as well as further colour mixes.</p> <p>Know which colours express certain feelings.</p>
<p>Sculpture (3D shape and Architecture)</p> <p>Understanding sculpture</p>		<p>Know that sculptures can be made using a range of materials e.g. papier mâché, clay, dough.</p> <p>Know how to discuss the different types of buildings in the locality.</p>	<p>Build on prior knowledge and: Know that natural and man-made materials can be used to create sculpture.</p> <p>Know how to create models from imagination and direct observation.</p>	<p>Build on prior knowledge and: Begin to understand what environmental sculpture is.</p>	<p>Build on prior knowledge and: Know how to recognise different types of sculptures.</p>	<p>Build on prior knowledge and: Know sculptural forms in the environment and use these as inspiration for their own work.</p>	<p>Build on prior knowledge and: Know and understand sculptural forms in the environment and use these as inspiration for their own work.</p> <p>Know what relief and freestanding work is and the types of media that can be used.</p>
<p>Construction</p>	<p>Know how to create basic shapes in clay/dough</p> <p>Know how to combine materials using tape and glue</p>	<p>Build on prior knowledge and: Know how to build a construction using a variety of objects.</p> <p>Know how to construct using a range of media.</p> <p>Know how to manipulate a range of materials.</p>	<p>Build on prior knowledge and: Know how to cut, roll and coil materials.</p> <p>Know how to join materials together and apply decorative techniques.</p> <p>Know that when clay is dry, it can't be changed.</p>	<p>Build on prior knowledge and: Know how to plan, shape, mould and make constructions from different materials.</p> <p>Know how to make slip to join and secure pieces of clay.</p>	<p>Build on prior knowledge and: Know that there are techniques for joining and securing pieces of clay together (e.g., score and slip technique).</p>	<p>Build on prior knowledge and: Know that there are techniques for joining and securing pieces of clay together and use these methods accurately.</p>	<p>Build on prior knowledge and: Know that there are techniques for joining and securing pieces of clay together and use these methods accurately.</p>
<p>Tools and Techniques</p>	<p>Know how to make marks/ textures in clay/ dough</p>	<p>Build on prior knowledge and: Know how to cut shapes using scissors and other modelling tools in a safe way</p>	<p>Build on prior knowledge and: Know how to use tools and everyday objects to add pattern and texture to clay</p>	<p>Build on prior knowledge and: Know that surface patterns are made using a range of processes.</p> <p>Know how to develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques</p> <p>Know how to select and use appropriately a variety of</p>	<p>Build on prior knowledge and: Know how to work in a safe, organised way, caring for equipment.</p> <p>Know that surface patterns are made using a range of processes and produce intricate patterns.</p> <p>Know how to improve their technical skills and improve the quality of their work.</p>	<p>Build on prior knowledge and: Know how to investigate and exploit the potential of new and unfamiliar materials.</p> <p>Know different ways of finishing work (e.g., glaze, paint, polish, varnish).</p> <p>Know how to use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>Build on prior knowledge and: Know and explain how to work in a safe, organised way, caring for equipment.</p> <p>Know that a range of media can be selected (due to their properties) for different purposes.</p> <p>Know how to independently act to refine their technical and craft skills to improve their mastery of materials and techniques.</p>

				materials and techniques to create own work.			Know how to independently select and effectively use relevant processes to create successful and finished work.
Study of great artists	Know some simple characteristics of different kinds of art, craft and design	Build on prior knowledge and: Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times Know how to discuss the work of other sculptors and relate these to their own ideas and designs	Build on prior knowledge and: Know and describe the work of some artists, craftspeople and designers Artists studied Cycle A William Morris LS Lowry Cycle B	Build on prior knowledge and: Know and discuss the work of other sculptors, artists, crafts people, and designers. Know how to identify the techniques used by different artists. Know how to compare the work of different artists. Know and recognise when art is from different cultures Know and recognise when art is from different historical periods. Artists studied Van Gough Claude Monet David Hockney	Build on prior knowledge and: Know the work of other sculptors, architects, artists and how these have influenced their own work/designs. Know the styles used by other artists and experiment with them. Know how different artists developed their specific techniques Know how to explain some of the features of art from historical periods. Artists studied Norman Cornish	Build on prior knowledge and: Know, through research, the work of an artist and use their work to replicate a style (taking account of their cultural context and intentions). Know that there are different concepts linked with the different styles of art. Artists studied Henry Moore	Build on prior knowledge and: Know and explain the style of art used and how it has been influenced by a famous artist or artists. Understand what a specific artist is trying to achieve in a piece of work. Understand why art can be very abstract and what message the artist is trying to convey. Know and explain the different concepts of traditional, modern, and contemporary art. Artists studied

Formal Elements	Expected KS1 Art Vocabulary			Expected LKS2 Art Vocabulary			Expected UKS2 Art Vocabulary		Descriptive Art Vocabulary (Additional vocabulary to describe artwork)
Line	straight curved long short wavy	diagonal thick solid simple faint	scribble fine thin sketched flowing	bold strong parallel vertical	broken controlled delicate continuous	confident angular hesitant	powerful fluent undulating	abstract figurative technique modern contemporary traditional realistic formal still life portrait landscape cityscape seascape multicultural foreground middle-ground background off-centre perspective	
Colour	pale primary secondary cool cold warm	bright gloomy gentle deep mixed	shade dull wash glowing blend	bold earthy contrasting bleached opaque natural blend tone	neutral pure powerful tertiary clash faded tint subtle	complementary subtle atmospheric balanced harmonious flamboyant vibrant pastel	translucent transparent dramatic intense luminous saturated sombre		
Texture	rough smooth fine raised bumpy soft	prickly scratchy shiny flat furry	hairy plain splatter thick delicate	uneven glossy jagged matt	gritty brushstroke textured pitted	coarse uniform hatching	impasto serrated		
Pattern	repeating symmetrical simple spotted striped	spiral overlap patterned swirling diamonds	natural delicate {names of shapes}	broken criss-cross even geometric	tessellated complex spaced chequered	well-balanced irregular artificial ornate uniform	asymmetric linear radial proportion		
Shape & Form	flat twisted solid rounded curved mould	rough sharp jagged man-made natural overlapping	floating pointed sculpt 2d / 3d sculpture figure	geometric regular irregular form enlarge coiled	aerial view scale precise perspective angular bulbous	mechanical negative space positive space sweeping organic	proportioned curvaceous conical tapering elongated		
Tone	strong shade soft light dark	deep heavy pale faded bright	smooth gentle shadow harsh	contrasting muted tint blurred highlight	mid-tone varied graduated dapple	cross-hatching value negative positive bleach	crisp gradation dramatic ethereal intense		