



Art Skills and Knowledge Progression

	Colour	Pattern and texture	Line and tone	Shape form and space
End of Key Stage 1	Describe colours as bright or dull, light or dark. Use the terms primary and secondary colours accurately. Describe hues of a colour, and introduce tertiary colours.	Find and discuss textures. Experiment with rubbing. Explore arranged and accidental pattern. Collect and categorise texture – use in 2D and 3D artwork, including textiles and ceramics.	Experiment with a variety of drawing tools including different thicknesses and softness to create different lines. Associate the type of line made with a particular tool. Observe and discuss lighter and darker areas of objects.	Look at how much space objects take up and talk about objects being in front of or behind each other and apply to 2D work. Use clay and willow/wire to create 3D forms.
End of Lower Key Stage 2	Recognise and make up names for warm and cool colours. Use a restricted colour range to create a feeling. Explore the use of monochrome – tones of one colour.	Recreate patterns and textures in clay, collage, prints and painting. Consider regular pattern – repeating, symmetry, reflection, rotational, translational... and use in artwork. Add texture to textiles and ceramics work.	Use different types of line in pen and ink to represent objects, texture and shade. Look at how light changes across a surface and alter the lighting to change the effect. Make a range of tones in a variety of media – paint, oil pastels, chalks, charcoal...	Draw with tone to create form. Create 3D forms considering different viewpoints. Alter lighting/draw the same object from a variety of angles using tone to create form.
End of Upper Key Stage 2	Explore complementary colours. Mix skin tones. Explore the use of colour to create mood and atmosphere.	Consider the use of pattern and texture when designing or to create mood and atmosphere.	Be able to describe the quality of line and tone in their own and others work. Consider the use of line and tone to create mood and atmosphere. When making 3D forms consider the effects of light and shadow. Use a wash to create different tones.	Draw objects in a still life group. Consider the shape and structure of the face and use tone and colour to show faces as 3D when face-on and in portrait. Distort proportion, scale and composition to create an emotional response.

Knowledge of artists, media and techniques

	Artist Studies	Drawing	Painting	Printing	Textiles	3D	Ceramics
End of Key Stage 1		Explore different grades of pencil (HB – 6B) Make collections of drawings around a theme using a variety of drawing tools and use as a starting point for other artwork	Make hues of one colour, e.g. different oranges by varying the amount of red and yellow. Mix a brown (tertiary colour)	Make two or more coloured press prints.	Learn to join two pieces of fabric together by over-stitching Add cords, plaits, buttons, beads etc to fabric Weave on a card frame	Use wire and willow to form structures	Make a thumb pot. Join two thumb pots together to form the basis of a figure or an animal
End of Lower Key Stage 2		Introduce pen and ink and use of line to represent objects, buildings or living things Use viewfinders such as reflections and gaps	Create images with different tones using only one colour Explore the use of watercolours Sustain a painting over a period of time – washes/backgrounds then detail	Use own printing blocks to create tessellating or overlapping patterns Create textures in monoprint Cut up and reorganise prints	Explore quilting, pleating, padding and gathering fabric to create different effects	Explore paper sculpture Investigate low relief	Develop slab building techniques to build pots
End of Upper Key Stage 2		Make sketches in different media which relate to a finished drawing Show light and shadows	Mix skin tones. Mix and blend from washes to detail in a painting Create mood and atmosphere through choice of colour, paint and technique or deliberate distortion of scale	Introduce screen printing Use stencils to build up a multi-colour image Design and print for a specific purpose	Learn to use a sewing machine Design and make utilitarian objects, clothes, soft sculptures or functional items, employing skills and techniques learnt	Consider the use of space in model making Depict ideas, feelings or memories in a 3D form	Model with clay, combining slab and coil building techniques Use clay to express thoughts, feelings and ideas