Marston Thorold Primary School – Art Knowledge Progression

How can the upper year group or high achieving pupils be extended?

When our art curriculum was planned, some key knowledge extensions were added into the knowledge progression to extend the learning of the upper year group. However, when the knowledge extension is not in place, there are many other ways of extending the upper year group.

If a child is achieving highly in the lesson, the key is to ask the right questions, such as:

- That's excellent work, how would you like to develop this work further?
- In what way might you build on this work?
- How might you apply this pattern?
- Can you think of alternatives?
- What would happen if you used different colours?

Other methods of extension:

- If a pupil finishes their work quickly, ask them to check it and think about how they might improve it.
- When drawing and painting, pupils finishing early can nearly always improve their use of colour, shading and/or the tone in their work.
- They should be asked to think about what THEY would like to do next. Pupils who are more able and finish work quickly usually have a head packed full of ideas that they want to express.
- Have an extension box in the classroom filled with interesting work. Try to build a collection of activities, tasks and objects that can inspire a piece of artwork. You might be able to download many of these from the internet or from photo-copiable booklets.
- Encourage 'free drawing time' which the pupils love! It is also a great gap filler and extension task in lessons.
- Why not simply allow a pupil some free time to study an art book of their choice? It's quick, easy and very educational!

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EYFS Art Knowledge		
Expressive Art and Design	3&4-year-olds will be learning to:	Children in reception will be learning to:
	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings e.g. colour mixing to match the colours they see • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills to make a piece of artwork. • Draw freely • Develop their small motor skills so that they can use a range of tools competently, safely and confidently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors • Closely observe the colour, shapes and textures of the natural work and draw pictures of animals and plants

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Making Skills (Procedural Knowledge including formal elements)				
	EYFS	**Y1/2**	**Y3/4**	**Y5/6**
Methods, techniques, media and materials	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.
Drawing	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing. Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces.	Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. Use pencils of different grades to shade and add tone.	Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create

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		Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.	Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.	
Painting and Mixed media	Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.	Combine primary-coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.	Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas. Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.

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Craft, design, materials and techniques	Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials. Join using different methods.	Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue. Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information. Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece.	Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure. Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.
Sculpture and 3D	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely,	Use hands to as a tool as well as another clay tool. Make a mark in the clay using one tool. With support, roll clay into a ball or cylinder. Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture.	Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture.	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display. Translate a 2D image into a 3D form.

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		focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Use hands in different ways as a tool to manipulate clay. Use a range of clay tools to score clay.	Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.	Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.
	Colour	The names of a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. Different amounts of paint and water can be used to mix hues of secondary colours *(statement also included under 'Tone')*. Colours can be mixed to 'match' real life objects or to create things from your imagination.	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
	Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece. The surface textures created by different materials can help suggest form in two-dimensional art work.
	Line	Lines can be curved or straight and described in simple terms such as:	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Using different tools or using the same tool in different ways can create different types of lines. Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. How line is used beyond drawing and

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		wiggly,' 'straight,' 'round'.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	drawing.	can be applied to other art forms.
	Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns. Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	Shape	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition. How an understanding of shape and space can support creating effective composition.
	Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks. Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials. Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

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Generating Ideas (Conceptual Knowledge)							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbooks	Experiment in an exploratory way.	Use sketchbooks to explore ideas. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Creating original artwork	Talk about their ideas and explore different ways to record them using a range of media.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	

Knowledge (Factual Knowledge)				
	EYFS	**Y1/2**	**Y3/4**	**Y5/6**

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Knowledge of artist	**Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.**	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects. Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display artwork, understanding how artists consider their viewer and the impact on them. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

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Evaluation (Metacognitive Knowledge)				
	EYFS	**Y1/ 2**	**Y3/4**	**Y5/6**
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.