



Art in the early years					
Birth to three – babies, toddlers and your children will be learning to:	Physical Development	Develop manipulation and control. Explore different materials and tools.			
	Expressive Arts and Design	 Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 			
Three and Four-Year-Olds will be learning to:	Physical Development	 Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 			
	Expressive Arts and Design	 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. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 			
Children in Reception will be learning to:	Physical Development Expressive Arts and Design	 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. s Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 			
ELG	Physical Developm ent Expressive Arts and Design	Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Creating with Materials • 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.			





Veer 1	Veer 2	Drav Veer 2		Veer F	Veerf
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That a continuous	How different marks	Use shapes	Use pencils of	What print effects	Gestural and
ine drawing is a	can be used to	identified within in	different grades to	different materials	expressive ways to
drawing with one	represent words and	objects as a method	shade and add tone.	make.	make marks.
unbroken line.	sounds.	to draw.			
			Hold a pencil with	Analyse an image	Effects different
Properties of	That a combination	Create tone by	varying pressure to	that considers	materials make.
drawing materials.	of materials can	shading.	create different	impact, audience	
0	achieve the desired	0	marks.	and purpose.	The effects created
Hold and use	effect.	Achieve even tones			when drawing into
drawing tools in	cheett	when shading.	Use observation and	Draw the same	different surfaces
different ways to	That charcoal is	when shaung.			
			sketch objects	image in different	How to:
create different lines	made from burning	Make texture	quickly.	ways with different	
and marks.	wood.	rubbings.		materials and	Use symbolism as a
			Draw objects in	techniques.	way to create
Create marks by	Use different	Create art from	proportion to each		imagery.
responding to	materials and marks	textured paper.	other.	Make a collagraph	
different stimulus.	to replicate texture.			plate.	Combine imagery
		Hold and use a	Use charcoal and a	1	into unique
Overlap shapes to	Manipulate	pencil to shade.	rubber to draw tone.	Make a collagraph	compositions.
	-	pencii to shaue.			compositions.
create new ones.	materials and	T	11	print.	Line of the last
	surfaces to create	Tear and shape	Use scissors and		Use charcoal to
Jse mark making to	textures.	paper.	paper as a method	Develop drawn ideas	create chiaroscuro
replicate texture.			to 'draw'.	for a print.	effects.
	Use marks and lines	Use paper shapes to			
Look carefully to	to show expression	create a drawing.	Make choices about	Combine techniques	
make an	on faces.		arranging cut	to create a final	
observational		Use drawing tools to	elements to create a	composition.	
drawing.	Use drawing to tell a	take a rubbing.	composition.	composition	
arawing.	-	take a rubbilig.	composition.	Decide what	
c	story.				
Complete a		Make careful	Create a wax resist	materials and tools	
continuous line	Use charcoal to	observations to	background.	to use based on	
drawing.	avoid snapping and	accurately draw an		experience and	
	to achieve different	object.	Choose a section of a	knowledge.	
	types of lines.		drawing to recreate		
			and a second second		
		Create abstract	as a print.		
	Use drawing pens		as a print.		
	Use drawing pens.	compositions to	as a print.		
	Use drawing pens.	compositions to draw more	as a print.		
	Use drawing pens.	compositions to draw more expressively.			
Vear 1		compositions to draw more expressively. Painting and	mixed media	Year 5	Year 6
Year 1	Year 2	compositions to draw more expressively. Painting and Year 3	mixed media Year 4	Year 5	Year 6
Combine primary	Year 2 Mix a variety of	compositions to draw more expressively. Painting and Year 3 Use simple shapes to	mixed media Year 4 Mix a tint and a	Develop a drawing	Use sketchbooks to
Combine primary coloured materials	Year 2 Mix a variety of shades of a	compositions to draw more expressively. Painting and Year 3 Use simple shapes to scale up a drawing to	mixed media Year 4 Mix a tint and a shade by adding		Use sketchbooks to research and preser
Combine primary coloured materials to make secondary	Year 2 Mix a variety of	compositions to draw more expressively. Painting and Year 3 Use simple shapes to	mixed media Year 4 Mix a tint and a	Develop a drawing into a painting.	Use sketchbooks to
Combine primary coloured materials to make secondary	Year 2 Mix a variety of shades of a secondary colour.	compositions to draw more expressively. Painting and Year 3 Use simple shapes to scale up a drawing to make it bigger.	mixed media Year 4 Mix a tint and a shade by adding black or white.	Develop a drawing into a painting. Create a drawing	Use sketchbooks to research and preser information.
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ELBURTON PRIMARY SCHOOL – KNOWLEDGE AND SKILLS PROGRESSION IN



Academy School					An Academy
Academy school Make a paint colour darker or lighter (creating shades) in different ways. Year 1 Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper. Make larger structures using newspaper rolls	for contrast and effect. Add painted detail to a collage to enhance/improve it. Year 2 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. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay	Create different textures using different parts of a brush. Use colour mixing to make natural colours. Colours. Colours. Sculptur Year 3 Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card. Add surface detail to a sculpture using colour or texture. Display sculpture.	making choices about tools and materials. e and 3D Year 4 How different tools can be used to create different sculptural effects and add details and are suited for different purposes. 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	Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas. Year 5 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.	Year 6 Translate a 2D image into a 3D form. 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.
			materials to make 3D artwork. Try out different	sound and display.	
		Croft on	ways to display a 3D.		
Year 1	Year 2	Craft an Year 3	d design Year 4	Year 5	Year 6
What materials can be cut, knotted, threaded or plaited. How to:	Draw a map to illustrate a journey. Separate wool fibres ready to make felt.	That layering materials in opposite directions make the handmade paper stronger.	That a mood board is a visual collection which aims to convey a general feeling or idea.	The steps to make a monoprint. When a roller is sufficiently inked.	How different materials can be used to produce photorealistic artwork.
Wrap objects/shapes with wool.	Lay wool fibres in opposite directions	Use a sketchbook to research a subject	That batik is a traditional fabric	Make an observational	That macro photography is
Measure a length. Tie a knot, thread	to make felt. Roll and squeeze the	using different techniques and materials to present	decoration technique that uses hot wax.	drawing of a house. Use shapes and	showing a subject as larger than it is in real life.
and plait.	felt to make the fibres stick together.	ideas.	Select imagery and	measuring as methods to draw	Create a
Make a box loom. Join using knots.	Add details to felt by twisting small amounts of wool.	Construct a new paper material using paper, water and glue	use as inspiration for a design project. To know how to make a mood board.	accurate proportions. Select a small section of a drawing	photomontage. Create artwork for a design brief.





experiment with line for purpose, then use appropriate language to describe linesincreased skill and confidence. Use line for expression when drawing portraits.organic and geometric forms through different types of line.symmetry to draw accurate shapes. Analyse and describe in their work.a greater understanding of applying expression when using line.and understanding of using line when drawing portraits.Year 1Year 2Year 3Year 4Year 5Year 6Understand patterns in nature, design and marke patterns in a range of materialsConstruct a variety of patterns. Identify natural and man-made patterns. Create patterns. Identify natural and man-made patterns. Create patterns of their own.Construct a variety of patterns through of patterns through of patterns through of patterns through of patterns through pattern.Construct a variety of patterns through of patterns through of patterns through or patterns. Create original of patterns. Create patterns. Create patterns. Create patterns of their own.Construct avariety of patterns through of patterns through of patterns through or pattern.Construct patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.Construct patterns through patterns. Knowledge and understanding of pattern.Construct avariety of patterns their own.Create original techniques of the and emotions through patterns. Create patterns of their own.Year 3Year 4Year 5Year 6Year 1Year 2Year 3Year 4Year 5Year 6 <tr< th=""><th>Academy School</th><th></th><th></th><th></th><th></th><th>An Academy</th></tr<>	Academy School					An Academy
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	and use shape for	designs by adapting	-			
Create and form shapes. Analyse and work of others. Create abstract	purpose.	the work of other				-
			Create and form	shapes. Analyse and	work of others.	Create abstract



ELBURTON PRIMARY SCHOOL – KNOWLEDGE AND SKILLS PROGRESSION IN



cademy School					An Acade
	artists to suit their own ideas.	shapes from 3D materials	describe the use of shape in artist's work.	Analyse and evaluate artists' use of shape.	compositions using knowledge of other artists' work.
	•	Tex	ture		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use materials to	Identify and describe	Analyse and describe	Use a range of	Develop	Develop
create textures.	different textures.	texture within	materials to express	understanding of	understanding of
	Select and use	artists' work.	complex textures.	texture through	texture through
	appropriate			practical making	practical making
	materials to create			activities.	activities.
	textures				
		То	ne		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand what	Experiment with	Develop skill and	Use a variety of	Develop an	Increase awareness
tone is and how to	pencils to create	control when using	tones to create	increasing	of using tone to
apply this to their	tone. Use tone to	tone. Learn and use	different effects.	sophistication when	describe light and
own work	create form when	simple shading rules.	Understand tone in	using tone to	shade, contrast,
	drawing.		more depth to	describe objects	highlight and
			create 3D effects.	when drawing.	shadow. Manipulat
			Analyse and describe	Analyse artists' use	tone for halo and
			use of tone in artists'	of tone.	chiaroscuro
			work.		techniques.
		Sketch	nbooks		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use sketchbooks	To use sketchbooks	To use sketchbooks	Use sketchbooks for	Develop ideas	Make personal
through teacher	more effectively	to generate ideas	planning and refining	through sketches,	investigations and
modelling. Use	through further	and record thoughts	work, to record	enhance knowledge,	record observation
sketchbooks to	teacher modelling.	and observations.	observations and	skill and technique	in sketchbooks.
record thoughts and	Use sketchbooks to	Make records of	ideas and developing	using experimental	Record experiment
ideas and to	record thoughts and	visual experiments.	skill and technique.	media in	with media and try
experiment with	ideas and to			sketchbooks.	out new techniques
materials.	experiment with				and processes in
	materials				sketchbooks.