



EYFS	Key Stage 1	Key Stage 2
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Early Learning Goal - Creating with Materials:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Key stage 1 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>	<p><b>Key stage 2 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history</li> </ul>

## St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating Ideas Skills</b>	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.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Using Sketchbooks Skills</b>	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.

## St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Making Skills</b></p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>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.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<b>Making Skills</b>  <b>Knowledge</b>	<b>Colour</b> Mixing colours creates new colours.  Colours can be lighter or darker.  Colours can match things in the world or be chosen from imagination.	<b>Colour</b> That the primary colours are red, yellow and blue.  Primary colours can be mixed to make secondary colours.: <ul style="list-style-type: none"> <li>• Red + yellow = orange</li> <li>• Yellow + blue = green</li> <li>• Blue + red = purple</li> </ul>	<b>Colour</b> Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination.	<b>Colour</b> Using light and dark colours next to each other creates contrast.	<b>Colour</b> Adding black to a colour creates a shade. Adding white to a colour creates a tint.	<b>Colour</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	<b>Colour</b> Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
	<b>Form</b> Paper can be changed by rolling, folding and scrunching.  Clay can be shaped and decorated.	<b>Form</b> Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture.	<b>Form</b> 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.	<b>Form</b> Three -dimensional forms are either organic(natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	<b>Form</b> Using lighter and darker tones of a colour help to create 3D effects and show the form of an object.	<b>Form</b> The size and scale of three-dimensional artwork changes the effect of the piece.	<b>Form</b> The surface textures created by different materials can help suggest form in two-dimensional artwork.
	<b>Shape</b> Basic shapes (circle, square, triangle, rectangle).  Shapes can be combined to represent objects.	<b>Shape</b> A range of common shapes so they can identify and use them in their artwork. Paper can be shaped by cutting and folding it.	<b>Shape</b> Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns	<b>Shape</b> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	<b>Shape</b> How to use basic shapes to form more complex shapes and patterns.	<b>Shape</b> Shapes can be used to place the key elements in a composition and help to create compositions with depth.	<b>Shape</b> Elements such as perspective, depth and abstraction can change how shapes appear in a composition.

# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Making Skills</b></p> <p><b>Knowledge</b></p>	<p><b>Line</b> Different tools make different types of lines.</p> <p>Lines can be straight, wavy, zigzag, curved, thick, thin.</p> <p><b>Pattern</b> A pattern is created by repeating.</p> <p>Patterns can be natural or man-made.</p>	<p><b>Line</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>Pattern</b> That a pattern is a design in which shapes, colours or lines are repeated. Lines can create patterns like zig zags and wavy lines.</p>	<p>can be made using shapes.</p> <p>Objects can be recreated by identifying and combining basic shapes.</p> <p><b>Line</b> Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.</p> <p><b>Pattern</b> Patterns can be used to create texture.</p>	<p><b>Line</b> Combining more complex lines and marks can represent texture, tones and patterns.</p> <p><b>Pattern</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p><b>Line</b> Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.</p> <p><b>Pattern</b> Patterns can be irregular, and change in ways you wouldn't expect.</p>	<p><b>Line</b> Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Lines and marks can be expressive and show movement or emotion.</p> <p><b>Pattern</b> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday</p>	<p><b>Line</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern</b> Pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in</p>
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Making Skills</b></p> <p><b>Knowledge</b></p>	<p><b>Texture</b> Texture means how something feels.</p> <p>Different tools make different marks.</p> <p>Materials can represent real textures (soft, rough, shiny, etc.).</p>	<p><b>Texture</b> Different tools, and how they are used, create different types of marks.</p>	<p><b>Texture</b> That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Collage materials can be chosen to represent real-life textures.</p> <p>Collage materials can be overlapped and overlaid to add texture. Painting tools can create varied textures in paint.</p>	<p><b>Texture</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>That 'tone' in art means 'light and dark'. Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading creates different tones in artwork by changing the applied pressure. Shading helps make drawn objects look realistic by giving them form (dimension).</p>	<p><b>Texture</b> Complex marks can represent the textures and qualities of different surfaces.</p>	<p>objects to add detail to sculptures.</p> <p><b>Texture</b> Different marks can be used to suggest real-world textures and movement.</p>	<p>repeated shapes within a composition.</p>
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<b>Making Skills</b>  <b>Knowledge</b>	<b>Tone</b> Colours can be light or dark (tone).  Pressure changes tone.  Mixing paint creates different shades.	<b>Tone</b> There are many different shades (or 'hues') of the same colour.  Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.  Changing pressure when drawing can create light and dark tones.	<b>Tone</b> Different amounts of paint and water can be used to mix hues of secondary colours		<b>Tone</b> Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. Tone can create contrast between light and dark, adding shadows and highlights to an artwork.	<b>Tone</b> Tone can help show the foreground and background in an artwork. 'Blending' means transitioning between tones smoothly.	<b>Tone</b> Variations in tone can enhance composition and create spatial illusion.
	<b>Space</b> Big things look close, small things look far away.  Placing objects on the page changes how the picture looks. E.g. a curve upwards on a face makes a character look happy.	<b>Space</b> Children can arrange parts of a familiar subject, so their artwork looks recognisable.	<b>Space</b> 'Composition' means how things are arranged on the page.  Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	<b>Space</b> Careful observation helps them decide how to place objects and shapes to create a clear composition.	<b>Space</b> Objects can appear in the foreground or background, and size can be used to show distance.	<b>Space</b> Creating a foreground, middle ground and background creates depth, making artwork look like it has space and distance. An art installation is often a room or environment in which the viewer 'experiences' the art all around them.	<b>Space</b> Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. Using a vanishing point on a horizon can create a sense of distance in their artwork.

# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



Making Skills	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
<p><b>Knowledge</b></p>	<p>Different tools make different kinds of marks (thick, thin, soft, scratchy).</p> <p>Some materials feel different to use (e.g., smooth pencils, soft chalk, messy charcoal).</p> <p>Lines and marks can look different depending on how they are made.</p> <p>Drawing can be done with many things (pens, pencils, chalk, crayons, sticks, fingers).</p> <p>Drawings can be made by putting simple shapes together.</p> <p>Lines can go in different directions (straight, curved, zigzag, wavy).</p>	<p>Know that a continuous line drawing is a drawing with one unbroken line.</p> <p>Know properties of drawing materials- which ones smudge, which ones can be erased, which ones blend.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus e.g. music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing.</p>	<p>Know that different marks can be used to represent words and sounds.</p> <p>Use a combination of materials to achieve the desired effect.</p> <p>Know that charcoal is made from burning wood.</p> <p>Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures, e.g. scratching with tools or blending with fingers. Use arks and lines to show expression on faces. Make a concertina book.</p> <p>Use drawing to tell a story. Use charcoal to avoid snapping and to</p>	<p>Use shapes identified within in objects as a method to draw.</p> <p>Create tone by shading. Achieve even tones when shading.</p> <p>Make texture rubbings Create art from textured paper.</p> <p>Hold and use a pencil to shade. Tear and shape paper.</p> <p>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.</p>	<p>Use pencils of different grades to shade and add tone.</p> <p>Hold a pencil with varying pressure to create different marks.</p> <p>Use observation and sketch objects quickly. Draw objects in proportion to each other.</p> <p>Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'.</p> <p>Make choices about arranging cut elements to create a composition. Create a wax resist background.</p> <p>Use different tools to scratch into a painted surface to add contrast and pattern.</p>	<p>Know what print effects different materials make. Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph plate.</p> <p>Make a collagraph print.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on</p>	<p>Know gestural and expressive ways to make marks.</p> <p>Know effects different materials make.</p> <p>Know the effects created when drawing into different surfaces.</p> <p>Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro.</p> <p>Make handmade tools to draw with.</p> <p>Use charcoal to create chiaroscuro effects.</p>

## St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



	<p>Drawings can show ideas, memories, stories or feelings.</p> <p>You can draw things you see or things from your imagination.</p>	<p>Complete a continuous line drawing.</p>	<p>achieve different types of lines. Use drawing pens.</p>		<p>Choose a section of a drawing to recreate as a print.</p>	<p>experience and knowledge.</p>	
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



Making Skills	Painting and mixed media	Painting and mixed media	Painting and mixed media	Painting and mixed media	Painting and mixed media	Painting and mixed media	Painting and mixed media
<b>Knowledge</b>	<p>Primary colours can be used to make new colours.</p> <p>Mixing two colours together changes the colour.</p> <p>Adding more of one colour can change the shade or strength of a paint colour.</p> <p>Paint colours can be chosen to match things they see or things they imagine.</p> <p>Brushes come in different sizes and make different kinds of marks.</p> <p>Paint can be applied in different ways (brushing, dabbing, printing, splattering, blowing).</p> <p>Different painting tools (sponges,</p>	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways e.g.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials e.g. cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>	<p>Use simple shapes to scale up a drawing to make it bigger.</p> <p>Make a cave wall surface.</p> <p>Paint on a rough surface.</p> <p>Make a negative and positive image.</p> <p>Create a textured background using charcoal and chalk.</p> <p>Use natural objects to make tools to paint with.</p> <p>Make natural paints using natural materials.</p> <p>Create different textures using different parts of a brush.</p>	<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p>	<p>Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>Try out ideas on a small scale to assess their effect.</p>	<p>Use sketchbooks to research and present information.</p> <p>Develop ideas into a plan for a final piece.</p> <p>Make a personal response to the artwork of another artist.</p> <p>Use different methods to analyse artwork such as drama, discussion and questioning.</p>

## St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<b>Making Skills</b>	rollers, natural objects) make different textures.	adding water, adding a lighter colour.		Use colour mixing to make natural colours.			
<b>Knowledge</b>	Objects can be dipped into paint to create prints.  Materials have different properties (soft, shiny, rough, thick, thin).						

# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Making Skills</b></p> <p><b>Knowledge</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Sculpture and 3D</b></p>
	<p>Paper can be changed into different shapes by folding, rolling or scrunching.</p> <p>Paper and card can be cut to change their shape.</p> <p>Glue and tape can join paper and card.</p> <p>Rolled or folded paper can make strong 3D forms.</p> <p>Clay can be squashed, rolled, pinched and smoothed.</p> <p>Tools and fingers can make marks and textures in clay.</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper e.g. spiral, zigzag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>	<p>Join 2D shapes to make a 3D form.</p> <p>Join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Identify and draw negative spaces. Plan a sculpture by drawing.</p> <p>Choose materials to scale up an idea.</p> <p>Create different joins in card e.g. slot, tabs, wrapping.</p> <p>Add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p>	<p>Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.</p> <p>Use their arm to draw 3D objects on a large scale.</p> <p>Sculpt soap from a drawn design.</p> <p>Smooth the surface of soap using water when carving.</p> <p>Join wire to make shapes by twisting and looping pieces together.</p> <p>Create a neat line in wire by cutting and twisting the end onto the main piece.</p>	<p>Use everyday objects to form a sculpture.</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>Try out ideas for making a sculpture interactive.</p> <p>Plan an installation proposal, making choices about light, sound and display.</p>	<p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p>

# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



					<p>Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p> <p>Try out different ways to display a 3D piece and choose the most effective.</p>		
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Knowledge of artists</b></p> <p><b>Knowledge</b></p>	<p>To know an artist is someone who creates art-work.</p> <p>Artists get ideas from the world around them, such as things they see, hear, or feel.</p> <p>Artists can make art in different ways, such as making pictures of real things (figurative) or making art using shapes and colours (abstract).</p>	<p>Know that some artists are influenced by things happening around them.</p> <p>Know artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Know artists choose materials that suit what they want to make</p>	<p>Know that some artists create art to make people aware of good and bad things happening in the world around them.</p> <p>Know art can be figurative or abstract.</p> <p>Know illustrators use drawn lines to show how characters feel.</p> <p>Know artists try out different combinations of collage materials to create the effect they want.</p> <p>Know artists can use the same material (felt) to make 2D or 3D artworks.</p>	<p>Know art from the past can give us clues about what it was like to live at that time.</p> <p>Know artists have different materials available to them depending on when they live in history.</p> <p>Know artists can make their own tools.</p> <p>Know artists experiment with different tools and materials to create texture.</p> <p>Know artists can work in more than one medium.</p> <p>Know that artists make decisions about how their work will be displayed.</p>	<p>Know art can communicate powerful statements about right and wrong.</p> <p>Know how and where art is displayed has an effect on how people interpret it.</p> <p>Know artists can choose articular materials to communicate a message.</p> <p>Know artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p>	<p>Know artists are influenced by what is going on around them, for example culture, politics and technology.</p> <p>Know artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Know how an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Know artists use self-portraits to represent important things about themselves.</p> <p>Know artists create works that make us question our beliefs. Know artists can choose their medium to create a particular effect on the viewer.</p>	<p>Know artists can use symbols in their artwork to convey meaning.</p> <p>Know that sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Know that artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</p> <p>Know art can be a form of protest. Know that artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p>
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# St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



<p><b>Knowledge of artists</b></p> <p><b>Knowledge Continued</b></p>						<p>Know artists can combine materials; for example digital imagery with paint or print.</p>	<p>Know art sometimes creates difficult feelings when we look at it.</p> <p>Know that artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Know artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Know artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Know artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Know artforms are always evolving as materials and</p>
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## St Ann's R.C. Primary School Progression of Knowledge and Skills – Art and Design



							techniques change over time.
<b>Evaluating and Analysing Skills</b>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>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.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>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.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

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<p><b>Evaluating and Analysing Knowledge</b></p>	<p>Know that art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<p>Know art is made in different ways.</p> <p>Know art is made by all different kinds of people.</p> <p>Know that an artist is someone who creates.</p>	<p>Know people use art to tell stories.</p> <p>Know people make art about things that are important to them.</p> <p>Know people make art to share their feelings.</p> <p>Know people make art to explore an idea in different ways.</p> <p>Know people make art for fun.</p>	<p>Know that artists make art in more than one way.</p> <p>Know that there are no rules about what art must be.</p> <p>Know art can be purely decorative or it can have a purpose.</p> <p>Know people use art to tell stories and communicate.</p> <p>Know people make art for fun, and to make the world a nicer place to be.</p> <p>Know people use art to help explain or teach things.</p> <p>Know people make art to explore big ideas, like death or nature.</p> <p>Know people can have their own opinions about art and sometimes disagree.</p>	<p>Know artists make choices about what, how and where they create art.</p> <p>Know art can be all different sizes.</p> <p>Know art can be displayed inside or outside.</p> <p>Know art is interpreted differently depending on how it is displayed.</p> <p>Know artworks can fit more than one genre.</p> <p>Know artists make work to explore right and wrong and to communicate their own beliefs.</p> <p>Know art is influenced by the time and place it was made, and this affects how people interpret it.</p>	<p>Know sometimes people disagree about whether something can be called 'art'.</p> <p>Know art doesn't always last for a long time; it can be temporary.</p> <p>Know people make art to express emotion.</p> <p>Know people make art to encourage others to question their ideas or beliefs.</p> <p>Know people make art to portray ideas about identity.</p> <p>Know people make art to fit in with popular ideas or fashions.</p> <p>Know people can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by</p>	<p>Know art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Know art can represent abstract concepts, like memories and experiences.</p> <p>Know that sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Know that sometimes people make art to create reactions.</p> <p>Know that people use art as a means to reflect on their unique characteristics.</p> <p>Know that people can have varying ideas about the value of art.</p> <p>Know that art can be analysed and interpreted in lots of</p>
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<p><b>Evaluating and Analysing</b></p> <p><b>Knowledge continued</b></p>				<p>Know one artwork can have several meanings.</p>	<p>Know artists may hide messages or meaning in their work.</p> <p>Know artists evaluate what they make and talking about art is one way to do this.</p>	<p>using it as inspiration for their own work or by sharing ideas online.</p> <p>Know some artists become well-known or famous and people tend to talk more about their work because it is familiar.</p> <p>Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Know that comparing artworks can help people understand them better.</p>	<p>ways and can be different for everyone.</p> <p>Know that everyone has a unique way of experiencing art.</p>
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