



**St. John the Evangelist Catholic Academy – Progression in Art knowledge, concepts and skills  
EYFS, Key Stage 1, Key Stage 2 and Year 7**



Progression in ART knowledge, concepts & skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Using materials</b>  <i>concepts</i> (pattern colour shape form texture)	<p>Children will begin to learn how to use resources independently and safely e.g. glue and scissors.</p> <p>Children will be introduced to simple techniques, with adult guidance e.g. printing (including leaf printing), collaging, rolling and cutting play dough.</p> <p>Children will create a representation of a Remembrance Day Poppy, using different materials.</p> <p>Children will explore combining materials to</p>	<p>Children will learn how to add different media to represent objects, people and shapes.</p> <p>Children will create facial features using natural materials</p> <p>Children will explore colour and collage materials to create autumnal pictures</p> <p>Children will know how to mould clay/playdoh.</p> <p>Children will know how to</p>	<p>To know how to cut, roll &amp; coil materials</p> <p>To know how to use IT to create a picture</p>	<p>To know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p> <p>To know how to make a clay pot and know how to join two clay finger pots together</p> <p>To know how to use different effects within an IT paint package</p>					



St. John the Evangelist Catholic Academy – Progression in Art knowledge, concepts and skills  
EYFS, Key Stage 1, Key Stage 2 and Year 7



	<p>create representations of woodland animals (including clay/ plasticene).</p> <p>Children will learn how to create a fringed effect by using scissors to snip paper.</p> <p>Children will develop their own ideas about how to create representations of their favourite animals (combining materials/ drawing/ painting). -&gt;</p> <p>Children will create representations of 'Winter Trees', using different materials (including clay) and will explore different Winter colour tones.</p>	<p>mould clay/playdoh.</p> <p>Children will know how to use scissors, split pins and whole punches to create moving art work</p> <p>Exploring junk modelling to create igloos.</p> <p>Explore blob and fold paintings.</p> <p>String painting- Mendhi patterns</p> <p>Exploring junk modelling- creating 3d models- Chinese new year</p> <p>Using natural materials-</p>						
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	<p>Children will collaboratively create a junk model dragon for a Chinese New Year dragon dance.</p> <p>Children will use scissors to snip paper when adding to collage pieces.</p> <p>Children will explore creating with loose parts (Spring Trees, Easter Egg Designs).</p> <p>Children will create junk model 'Giant' inspired castles; they will be encouraged to have their own ideas and choose materials appropriately.</p> <p>Children will use model materials to create their own ideas.</p>	<p>learning how to join to create nests for birds</p> <p>Combining different media to create 3d animal pictures, models and collages</p> <p>(scissors, hole punches, glue, split pins, threading)</p> <p>Use recycled, collage materials to create 3d life cycles</p> <p>Using various materials to create moveable and 3d mini beasts.</p> <p>To use various media and recycled materials (soil, sand, shells,</p>							
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	<p>With adult guidance, children will mould and then decorate their own clay pot, inspired by 'The Magic Porridge Pot' text.</p> <p>Children will combine different media to create a Seaside Scene.</p> <p>Children will apply Artistic skills and techniques acquired throughout the year.</p>	rocks) to create Garden scene, seaside scene							
<p align="center"><b>Drawing painting &amp; sculpture concepts</b> (line colour shape tone form texture)</p>	<p>Children will freely explore colours and making marks with a range of tools, through different mark making activities.</p> <p>Children will paint a self-portrait, with adult guidance. They will be encouraged to think about how to</p>	<p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Designing masks for Chinese new year- children will learn how to add a variety of</p>	<p>To know how to show how people feel in paintings and drawings</p> <p>To know how to use pencils to create lines of different</p>	<p>To choose and use three different grades of pencil when drawing</p> <p>To know how to use charcoal, pencil and pastel to create art</p>	<p>To know how to show facial expressions in art</p> <p>To know how to use different grades of pencil to shade and to show different tones and textures</p>	<p>To know how to show facial expressions and body language in sketches and paintings</p> <p>To know how to use marks and lines to show texture in art</p>	<p>To know how to sculpt clay and other mouldable materials.</p> <p>To know how to use shading to create mood and feeling</p> <p>To know how to organise line, tone,</p>	<p>To know how to create an accurate print design following given criteria</p> <p>know how to overprint to create different patterns</p> <p>To know which media to use to create</p>	



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	<p>create a representation of their face with facial features, selecting colours appropriately. - &gt;</p> <p>Children will create Firework inspired Art, exploring colour, large scale mark making and previously introduced techniques (printing, collaging). -&gt;</p> <p>Children will explore how to represent different emotions in their paintings, with inspiration from 'The Colour Monster' text.</p> <p>Children will develop their own ideas about how to create representations</p>	<p>media for a purpose</p> <p>Representing emotion within drawings</p> <p>Still life art- possible visit out to paint surroundings (Spring Walk)</p> <p>Drawing and painting with increasing detail from imagination and observation.</p> <p>Listening to classical music (Korsakov- Flight of the bumble bees) and creating pictures related to Bees and children's</p> <p>Using skills they have previously learnt</p>	<p>thickness in drawings.</p>	<p>To know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>To know how to create a background using a wash</p> <p>know how to use a range of brushes to create different effects in painting</p>	<p>To know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</p> <p>know how to print onto different materials using at least four colours</p>	<p>shape and colour to represent figures and forms in movement</p> <p>know how to express emotion in art</p>	<p>maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art</p>	
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	<p>of their favourite animals (combining materials/ drawing/ painting). - &gt;</p> <p>Children will experience drawing in response to music - thinking about how they can represent movement/ noises. -&gt;</p> <p>Children will create observational drawings/paintings of daffodils.</p>	throughout the year							
<p>Use colour, pattern, texture, line, form, space &amp; shape concepts</p>	Children will freely explore colours and making marks with a range of tools, through different mark making activities.	Children will know how to mix primary colours to make secondary colours using poster paints.	<p>To know how to create moods in art work</p> <p>Children will know the names of the</p>	<p>To know how to mix paint to create all the secondary colours</p> <p>Children will know how to create</p>					



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<p>(line pattern colour shape tone form texture)</p>	<p>Children will paint a self-portrait, with adult guidance. They will be encouraged to think about how to create a representation of their face with facial features, selecting colours appropriately.</p> <p>Children will create Firework inspired Art, exploring colour, large scale mark making and previously introduced techniques (printing, collaging).</p> <p>Children will learn that colours can change, through exploration of colour mixing activities.</p> <p>Children will develop their own</p>	<p>Children will know how to make different shades of the same colour.</p> <p>Children will explore colour and collage materials to create autumnal pictures</p> <p>Explore Jackson Pollock when creating firework art</p> <p>Exploring Colour mixing</p> <p>Explore African Art and the Artist Sue Dickinson- Use Watercolour to recreate African animals</p>	<p>primary and secondary colours</p> <p>To know how to create a repeating pattern in print</p>	<p>brown with paint</p> <p>To know how to create tints with paint by adding white and know how to create tones with paint by adding black</p>					
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	<p>ideas about how to create representations of their favourite animals (combining materials/ drawing/ painting).</p> <p>Children will experience drawing in response to music – thinking about how they can represent movement/ noises.</p> <p>Children will create Spring inspired Art, exploring colour mixing to create pink tones, drawing and painting with increasing detail – from observation and imagination.</p> <p>Children will use knowledge of printing technique</p>	<p>Explore colour-through Spring time Art- Monet Colour mixing</p> <p>Still life art- possible visit out to paint surroundings (Spring Walk)</p>							
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	<p>to explore fruit printing.</p> <p>Children will explore colour and pattern within traditional African prints.</p> <p>With adult guidance, children will be introduced to the blob and fold technique to create butterflies.</p> <p>Children will create observational drawings/paintings of fruits, thinking about how they can use colour and details appropriately.</p> <p>Children will explore using bright colours to create Summer inspired Art.</p> <p>Children will apply Artistic skills and</p>								
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	techniques acquired throughout the year.								
<b>Study of Great Artists</b>	<p>Children will be introduced to the Artist Kandinsky when looking at Circles.</p> <p>Children will learn about the work of Artist Henri Matisse and create their own inspired Art piece, with inspiration from 'Snail Trail' text.</p>	<p>Children will explore the art and style of David Hockney</p> <p>Explore Jackson Pollock when creating firework art</p> <p>Explore African Art and the Artist Sue Dickinson- Use Watercolour to recreate African animals</p> <p>Explore colour-through Spring time Art- Monet Colour mixing</p>	<p>Children will describe what they can see and give an opinion about the work of an artist</p> <p>To ask questions about a piece of art</p>	<p>Children can suggest how artists have used colour, pattern and shape.</p> <p>To begin to know how to create a piece of art in response to the work of another artist</p>					
<b>Using Sketchbooks</b>					To know how to use sketches to produce a	To know how to integrate digital images into artwork	To begin to experiment by using marks and	Children will explain why different tools	<b>Foundation basics</b> intro to pencils/grades/tone/mark-making/modelling simple



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<p><b>concepts</b> (line colour tone texture)</p>					<p>final piece of art</p> <p>To begin to know how to use digital images and combine with other media</p> <p>Children will know how to use IT to create art which includes their own work and that of others</p>	<p>Children will use sketchbooks to help create facial expressions</p> <p>To use sketchbooks to experiment with different texture use photographs to help create reflections</p>	<p>lines to produce texture</p> <p>Children will experiment with shading to create mood and feeling</p> <p>Children will experiment with media to create emotion in art</p> <p>know how to use images created, scanned and found; altering them where necessary to create art</p>	<p>have been used to create art</p> <p>To explain why chosen specific techniques have been used</p> <p>Children know how to use feedback to make amendments and improvement to art</p> <p>To know how to use a range of e-resources to create art</p>	<p>shapes (pyramid, cylinder, cube, cone in 3d)</p> <p>Drawing of simple 3d shapes to demonstrate understanding of how to represent form using tone. The nature of 3d, light and shade.</p> <p><b><u>Crushed can drawing</u></b> (from b/w photocopy), tone/surface qualities/texture</p> <p>Development of the above, emphasising using of mark-making and pencil techniques to show both 3d-ness and the nature of surface. Could be expanded to cover drawing of metallic objects from observation, plus more varied surfaces such as those of dried sunflower heads, pine cones, flowers. Objective, to show that considered choice of drawn mark is key to visual description and visual knowledge/understanding.</p> <p><b><u>Cabbage section</u></b> (abstract), enlarge, viewfinder, colour theory/mixing, paint in water colour/poster</p>
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									<p>How to use a viewfinder to make an inventive selection from source material. How to enlarge such a view to fill an A4 sheet/how to grid-up a drawn study. Introduction to colour theory, colour wheel, types and groupings of colours. How to mix colours using both watercolour and poster paint (differences between these mediums as colouring 'agents'). Choice/use of paint brushes to apply paint types to an outline image. Introduction to abstraction as a visual 'type'. Abstraction in relation to composition, in respect of view through a viewfinder (shape/pattern/form). Use of colour types to produce an effective abstract composition. Possible development of finished image with oil pastel - another colour medium. Use of oil pastel, blending, tinting previously applied colours. <b>Use oil pastel to make depictions of V. Gogh</b></p>
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									<p>sunflowers – mark-making, colour mixing, compositions, use of odd viewpoints. Produce 'imaginative' image from description of V. Gogh painting. Produce a V. Gogh 'style' composition (the contents of which somehow 'represent' the individual student – 'self-portrait'). Colour, choice of mediums.</p> <p><b>Portraits</b> from observation, abstraction/Picasso/Cubism (contexts), paint/mixed media – possibly small card relief prints if time/3d card model of face</p> <p>Drawing of face from observation, proportions, measuring. Two versions, full-face and profile views. Re-visit abstraction (Term 1), focus Cubism (contexts, methods).</p> <p>Produce a Cubist portrait (A3) using observed drawings made – abstracting reality. Possible extension of small card reliefs of this abstract image, or a 3d card model of the abstract face. Look at abstract sculpture/relief to inform.</p>
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