



Farnborough Primary School Progression of Knowledge and Skills Art -Reception


|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|--|---|--|---|---|
| EYFS Reception | I can talk about my ideas and explore different ways to record them using a range of media. | I can experiment in an exploratory way | I can use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create. I can cut, thread, join and manipulate materials safely. I can begin to develop observational skills (for example, by using mirrors to include the main features of faces) | I can enjoy looking at and talking about art. I recognise that artists create varying types of art and use lots of different types of materials. I recognise that artists can be inspired by many things. | I can talk about my artwork, saying what they feel they did well. I can say if they like an artwork or not and begin to form opinions by explaining why. |
| EYFS Framework Early Learning Goals Linked to Art | | | | | |
| | Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | Expressive Arts /Design Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, Form and function. | Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Physical development: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. | Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used. |

Farnborough Primary School Progression of Knowledge and Skills Art -Year One


|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|--|---|---|--|---|
| Year 1 | I can explore my ideas using a range of media. | I can use sketchbooks to explore ideas. | I can develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. I can make choices about which materials to use to create an effect. I can explore and analyse a wider variety of ways to join and fix materials in place. I can develop my observational skills to look closely and reflect surface texture. | I can describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link to my work. I understand how artists choose materials based on their properties in order to achieve certain effects. | I can describe and compare features of my and others' artwork. I can hold an opinion on artwork with an understanding of how art can be varied and made in different ways and by different people. |




Farnborough Primary School Progression of Knowledge and Skills Art—Year Two

|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|--|---|--|--|--|
| Year 2 | I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | I can experiment in sketchbooks, using drawing to record ideas. I can use sketchbooks to help make decisions about what to try out next. | I can demonstrate increased control with a greater range of media. I can make choices about which materials and techniques to use to create an effect. I can use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. I can develop my observational skills to look closely and aim to reflect some elements of art (colour, pattern, texture, line, shape, form and space) in my work. | I can talk about art I have seen using some appropriate subject vocabulary. I can create work from a brief, understanding that artists are sometimes commissioned to create art. I can create and analyse art, recognising some of the techniques used. I can apply my understanding of art materials to begin purposefully choosing materials for a specific effect. | I can explain my ideas and opinions about my and others' artwork, beginning to recognise the stories and messages within in and show an understanding of why the work was made. I can begin to talk about how I could improve my work. I can talk about how art is made. |


Farnborough Primary School Progression of Knowledge and Skills Art -Year Three

|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|---|---|--|--|---|
| Year 3 | <p>I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> | <p>I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in the making process.</p> | <p>I can confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>I can use my hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>I can develop my observation skills, for example by using tonal shading and start to apply an understanding of shape to communicate form and proportion</p> | <p>I can discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using my experiences and historical evidence.</p> <p>I understand the limitations of tools and materials and am able to experiment within more than one medium and with tools to create textural effects.</p> <p>I consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> | <p>I can explain my ideas and opinions about my work and others' artwork, with an understanding of what art can be and know that there are many ways to make art.</p> <p>I can discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>I can problem-solve and make changes to improve my work.</p> |


Farnborough Primary School Progression of Knowledge and Skills Art -Year Four

|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|---|---|--|---|---|
| Year 4 | <p>I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop my ideas and plan more purposefully for an outcome.</p> | <p>I can use sketchbooks purposefully to improve my understanding, develop ideas and plan for an outcome.</p> | <p>I can 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.</p> <p>I can use my growing knowledge of different materials, combining media for effect.</p> <p>I can use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>I can apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of my individual style.</p> | <p>I can use subject vocabulary confidently to describe and compare creative works.</p> <p>I understand how artists use art to convey messages through the choices they make.</p> <p>I can work as a professional designer does, by collating ideas to generate a theme</p> | <p>I can use more complex vocabulary when discussing my work and others' art.</p> <p>I can discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>I can evaluate my work at each step during the planning and making process with greater independence.</p> |

Farnborough Primary School Progression of Knowledge and Skills Art -Year Five

|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|---|---|---|---|--|---|
| Year 5 | <p>I can develop ideas more independently from my research.</p> <p>I can explore and record my plans, ideas and evaluations to develop my ideas towards an outcome.</p> | <p>I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome with more independence.</p> | <p>I can 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>I can combine a wider range of media, e.g. photography and digital art effects.</p> <p>I can create artwork over a period of time and apply my understanding of tone, texture, line, colour and form.</p> | <p>I can 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.</p> <p>I can discuss how artists create work with the intent to create an impact on the viewer.</p> <p>I can consider what choices can be made in my work to impact their viewer.</p> | <p>I can discuss the processes used by myself and by other artists, and describe the particular outcome achieved.</p> <p>I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</p> |

Farnborough Primary School Progression of Knowledge and Skills Art—Year Six

|  Farnborough Primary School | Generating Ideas | Sketchbooks | Making Skills | Knowledge of Artists | Evaluating & Analysing |
|--|---|---|--|---|---|
| Year 6 | I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes. | I can be systematic and Independent in my approach when researching, testing and developing ideas and plans recording the process in sketchbooks. | <p>I can create expressively and in my own personal style in response to my choice of stimulus, showing the ability to develop artwork independently.</p> <p>I can combine materials and techniques appropriately to fit with ideas.</p> <p>I can 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> | <p>I can describe, interpret and evaluate the work, ideas and processes used by artists.</p> <p>I can describe how the cultural and historical context may have influenced artists' creative work.</p> <p>I can recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>I can understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> | <p>I can give reasoned evaluations of my own and others' work taking account of context and intention.</p> <p>I can discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>I can 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>I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.</p> |