Trinity Road Primary School
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Trinity Road Primary School Knowledge Progression Document
Art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Experiment with a wide range of media, e.g. pencils, chalk, charcoal etc. Begin to use different lines and shapes to represent their own ideas and observations. Create simple drawings based on things observed. Begin to talk about their choice of tools and techniques.	Create simple drawings based on things observed. Use a range of media: pencils, crayons, pastels, charcoal, and chalks. Use drawings and sketches to record ideas, thoughts and feelings. Talk about the drawing tools and techniques used to share ideas.	Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc. Begin to create tone through different grades of pencils. Make different tone/shades of colour (lighter/darker) using pencils, pastels and begin to apply to objects in a picture.	Draw the outline of a simple figure. Create Initial sketches as preparation for painting. Experiment with different grades of pencil to create shade and tone. Draw objects from different viewpoints: above, below, front, back. Begin to make drawings in a sketchbook of artefacts and images adding notes where appropriate.	Draw an accurate representation of a whole person in proportion and with correct placement. Begin to show in their drawings that objects have a third dimension. Experiment with different shading techniques of hatching and cross-hatching. Make drawings in a sketchbook of artefacts and images adding notes where appropriate.	Work in a sustained and independent way to create a detailed drawing. Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work. To demonstrate perspective and the effect of light using line, texture, tone in more detail e.g crosshatching Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.	Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features. Use a wide range of techniques to create a range of effects and for a range of purposes. Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background. Start to develop their own style using tonal contract and mixed media.

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Painting	Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Explore a range of tools and everyday objects to make marks with paint with increasing control and detail. Purposefully select colours for their work and explore what happens when colours are mixed together. Combine paint and other materials to create texture.	Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours. Use a range of tools to make marks and strokes accurately. Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours. Start to mix shades of primary and secondary colours with black and white. Combining paint and choose materials to create a detail and appropriate texture in pictures.	Select and use different brushes to explore and make marks of different thicknesses. Mix paint to make secondary colours, adding them to the colour wheel. Begin to create light and dark shades of colour by mixing colours. Use a brush to produce marks appropriate to work. Create different textured paint for an intended effect. Explore creating light and dark shades of colour by mixing colours without use of black or white.	Experiment with different effects and textures. Experiment with applying colour in different ways. Start to use light and dark when painting, mixing shades and tints for particular effects. Explore complementary colours. Work on different scales, selecting suitable brush size and type. Introduce watercolour paints to create wash backgrounds. Experiment with different types of paint and making own paint.	Use light and dark when painting, mixing shades and tints for particular effects. Identify complementary colours and colours to reflect mood. Apply colour using a range of techniques including dotting and splashing. Investigate how artists use warm and cool colours. Create different effects and textures with paint according to what they need for a task. Work with increasing detail, using appropriate brushes.	Confidently control types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Mix colours, shades, tones and tints with confidence. Start to develop a painting from a drawing. Use watercolour paints and small brushes to develop detail. Compose using fore, middle and background. Select and apply a wide range of appropriate painting techniques.	Work with sustained independence and confidence to develop their own style of painting. Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use a range of brushstrokes to indicate changes in shape and form Mix paint and other materials to create detailed patterns and textures. Use knowledge of colour families to create contrast. Create light and dark tones. Apply and use paint in different ways e.g. colour wash, sponging.

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Sculpture and Form	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. Safely use and explore a variety of materials, tools and techniques, including joining skills, with increasing precision. Explore colour, design, texture, form and function in their own creations.	Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc. Experiment with a range of modelling materials. Select from a range of tools and everyday objects to purposefully create marks and patterns . Experiment with constructing and joining recycled, natural and manmade materials.	Shape and join clay using a range of techniques. Manipulate clay using pinch, slab and coil techniques. Recreate prints and patterns based on the surface of natural and man-made objects. Use tools to create linear and sliding patterns. Create a 3D model using a range of modelling materials. Roll and shape materials. Recreate detailed prints and patterns based on the surface of natural and man-made objects.	Shape and form free-standing 3D models using different materials. Mix and combine a range of different materials and tools to create surface texture and impressions. Create effective relief and radiating patterns. Create increasingly complex 3D forms using a wide range of materials. Use a wide range of techniques to join, combine and shape materials. Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging. Mix and combine a range of materials to create effective 3D models. Use smoothing techniques to create a desired finish before painting.
Printing	Use the senses to explore a range of printing materials and tools, including everyday objects. Explore patterns by finding them in the environment and creating their own.	Use a range of printing materials and tools. Use an increasing range of everyday objects to create marks and patterns. Create repeating patterns. Create simple relief printing blocks.	Talk about and recreate patterns in the environment. Make prints and patterns using everyday natural and man-made objects. Cut a simple shape into card to create a stencil. Use a range of materials to create a simple printing block.	Make prints and patterns using everyday natural and man-made objects. Talk about geometric, symmetrical and asymmetrical patterns. Use a range of materials to create a more complex printing block using more than one colour. Talk about and evaluate a wide range of complex patterns.

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	Use everyday objects to make marks and patterns.		Talk about the ways in which patterns are made. Use two colour overlays when relief printing.	Create complex surface textures by mixing and combining techniques. Make and use a multi-layered stencil. Through printing, show increasing use of tools to control line, shape, texture and tone.
Art Appreciation	Talk about their likes and dislikes of their own work and that of other artists. Explain how it makes them feel, sharing their opinions and respecting different people's views. Review, revisit and refine their own work.	Compare the differences and similarities of different artists, materials and techniques, from different cultures and styles and historical periods. Make links with own work. Discuss the impact of significant and diverse artists. Talk about use of colours in art and discuss feelings.	Explore and respond to direct sensory experiences, memory and imagination. Confidently compare and explain the differences and similarities between the work of artists, craft makers and designers, from different cultures, styles and historical periods, make links with own work. Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. Discuss the use of colour and imagery. Begin to explore the artist's intent and their own.	Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. Show an understanding of how artists, designers and craft workers, from different cultures, styles and historical periods, develop, express and represent their ideas. Discuss the use of a wide range of visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings. Identify how artists and designers from different cultures and historical periods, develop, express and represent their ideas, and recognise how they will use this in their own work. Make informed and critical comments about own and other peoples' work.
Developing Techniques				
Colour	Through our revisit, review and refine approach the techniques in these areas are	Talk about the use of colour in artwork and how it links to the artist's feelings. Make different tones and shades of colour using a range of media. Understanding of primary and secondary colours.	Discuss the use of colour in artwork, how it links to feelings and how it creates imagery. Use different shades and tones of colour to show an awareness of the effect light has on an object.	Use colour to demonstrate perspective and the effect of light on an object. Discuss artist's use of colour when making observations of art.

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Line	developed across our Early Years provision.	Use a range of different style lines e.g. thin, wavy, feint etc.	Draw simple outlines using line.	Discuss artist's use of line when making observations of art.
Texture		Begin to explore mixing different materials to create texture.	Use a range of paints and other materials to create texture.	Discuss artist's use of texture when making observations of art. Use a range of materials to create different textures.
Pattern		Use a range of media to create patterns. Use an increasing range of everyday objects to create patterns.	Use a range of media, tools and techniques to make patterns.	Discuss artist's use of pattern when making observations of art. Use a range of materials to create detailed patterns. Talk about geometric, symmetrical and asymmetrical patterns.
Shape and space		Use a view finder to select shapes.	Use a viewfinder to record part of an image. Use line drawings to show the size, proportion and relationships of shapes. Begin to explore perspective.	Discuss artist's use of shape and space when making observations of art. Create compositions that shows foreground, background and focal points.