

Art Knowledge and Skills Progression

Year 1	Practical	Theoretical	Disciplinary
Mark Making	<ul style="list-style-type: none"> I can draw different types of lines (straight, wavy, zigzag). I can press my pencil lightly or heavily to change the mark. I can try different pencils and see what marks they make. I can make patterns with lines and rubbings to show texture. I can use a paintbrush in different ways to make marks. 	<ul style="list-style-type: none"> I know what a line is and can describe it (e.g. thick, thin, wavy). I can talk about texture in art. I can spot how artists like Paul Klee and Kandinsky use different lines and marks. 	<ul style="list-style-type: none"> I can say how a line or dot can become art (like in <i>The Dot</i> story). I can share what I like and dislike about Klee's artwork.
Colour Creations	<ul style="list-style-type: none"> I can mix primary colours to make new colours. I can make lighter and darker shades of a colour. I can use a paintbrush to make different marks. I can make art in the style of artists like Mondrian and Kandinsky. I can use collage to add colour and shapes. 	<ul style="list-style-type: none"> I know the primary and secondary colours. I can spot how artists use colour to create effects. 	<ul style="list-style-type: none"> I can say which colours I like and why. I can say if I like or dislike an artwork and explain why. I can find similarities and differences between artworks.
Self-Portrait	<ul style="list-style-type: none"> I can use different sketching pencils and choose the right one. I can use pencils, paints, collage, and clay to make different effects. I can use tools to shape clay into a face. I can mix materials (drawing, painting, collage) for a self-portrait. 	<ul style="list-style-type: none"> I know portraits can tell us about a person. I can spot how different artists (e.g. Matisse, Kahlo, Van Gogh) made portraits. I can notice the effects artists create with different media. 	<ul style="list-style-type: none"> I can talk about what my portrait says about me. I can say what I like and dislike about portraits (mine and others). I can explain how portraits make me feel.

Art Knowledge and Skills Progression

Year 2	Practical	Theoretical	Disciplinary
Earth Art	<ul style="list-style-type: none"> • I can use sticks, leaves and stones to make natural sculptures. • I can use dots and shading to show different textures. • I can print with natural objects to make repeating patterns. • I can arrange natural materials to make outdoor designs. • I can experiment with different surfaces to see how they change my prints. • 	<ul style="list-style-type: none"> • I know stippling means making marks with dots. • I know artists can be inspired by nature. • I can explain the difference between rough and smooth textures. 	<ul style="list-style-type: none"> • I can say what I like or dislike about natural art. • I can explain how using natural objects makes art different from drawing or painting. • I can listen to others and agree or disagree politely.
Yayoi Kusama	<ul style="list-style-type: none"> • I can make bold spot and shape patterns. • I can outline shapes clearly to make them stand out. • I can use printing to create repeated patterns. • I can choose colours to make my spots look bright. • I can arrange shapes to fill a page. • 	<ul style="list-style-type: none"> • I know Yayoi Kusama is a Japanese artist who uses spots. • I know her artwork is called abstract art. • I can describe her art using words like “bold,” “pattern” and “repeated.” 	<ul style="list-style-type: none"> • I can say how Kusama’s art makes me feel. • I can explain what is similar or different between my work and hers. • I can explain why I like or dislike spotty patterns.
Henri Rousseau	<ul style="list-style-type: none"> • I can add fine details to leaves and animals in my drawings. • I can use weaving to make colourful patterns. • I can use my imagination to create a jungle scene. • I can use lines and shapes to add detail to plants. • I can experiment with bright colours for animals and plants. 	<ul style="list-style-type: none"> • I know Henri Rousseau painted jungle landscapes from his imagination. • I know a landscape is a picture of the outside world. • I can explain how art can be realistic or imaginary. 	<ul style="list-style-type: none"> • I can talk about what inspired Rousseau’s jungle paintings. • I can explain what I like or don’t like about his artwork. • I can say how his pictures make me feel.

Art Knowledge and Skills Progression

Year 3	Practical	Theoretical	Disciplinary
William Morris	<ul style="list-style-type: none"> • I can sketch still life using light shading. • I can change my pencil grip to create different effects. • I can design and carve a tile for block printing. • I can use my tile to create repeating or half-drop patterns. • I can recreate a wallpaper pattern inspired by William Morris. 	<ul style="list-style-type: none"> • I know the Arts and Crafts movement started to celebrate hand-made design. • I can explain why repeating patterns are used in wallpaper. • I can identify natural forms in Morris's designs. 	<ul style="list-style-type: none"> • I can compare similarities and differences in Morris's work. • I can use art words like "pattern," "relief," and "print" to explain designs. • I can explain how and why I changed my design. • I can give reasons for why some prints are successful and others are not.
Famous Buildings	<ul style="list-style-type: none"> • I can use shading methods to show light and dark. • I can add texture to sketches to make them look like real buildings. • I can use tints and shades to change a colour. • I can design or build my own building for a purpose. • I can create symmetrical designs using tracing or folding. • 	<ul style="list-style-type: none"> • I know what an architect does. • I can spot symmetry in building designs. • I can talk about the colours and patterns in St Basil's Cathedral. • I know Sir Christopher Wren designed St Paul's Cathedral. • I can explain how shapes and structures are used in architecture. 	<ul style="list-style-type: none"> • I can say if I like or dislike a building's design and give reasons. • I can compare buildings from different countries. • I can explain how colour and symmetry make a building more striking.
Seurat and Pointillism	<ul style="list-style-type: none"> • I can use small dots to blend and mix colours. • I can experiment with different tools for pointillism. • I can use paint, pastels or pens to create dotty effects. • I can design my own pointillism artwork. • I can mix secondary colours using dots. 	<ul style="list-style-type: none"> • I know Georges Seurat invented pointillism. • I can name other Pointillist artists. • I can identify primary, secondary and tertiary colours. • I can explain what complementary colours are. • I can describe how colour mixing is different in pointillism. 	<ul style="list-style-type: none"> • I can explain which techniques and tools I prefer. • I can explain why I chose certain colours or subjects. • I can evaluate my own work and compare it to others. • I can say how pointillism makes pictures look different from brush painting.

Art Knowledge and Skills Progression

Year 4	Practical	Theoretical	Disciplinary
Plant Art	<ul style="list-style-type: none"> • I can sketch plants using careful observation and detail. • I can add tints, shades and tones to create depth in painting. • I can join and shape clay to make decorative sculptures. • I can use tools to make marks and textures in clay. • I can layer paper to make collages with depth. 	<ul style="list-style-type: none"> • I know what botanical illustration is and why it was created. • I know how artists create the illusion of depth. • I know the difference between decorative and functional sculpture. • I understand patience and detail are important for realistic sketches. • I can talk about how Georgia O’Keeffe used tone in her art. 	<ul style="list-style-type: none"> • I can explain how plants can be represented in art. • I can share my opinion about plant art and give reasons. • I can listen to others’ opinions and respect their views. • I can say which art I find visually pleasing and why.
Sonia Delaunay	<ul style="list-style-type: none"> • I can choose colours carefully to create a certain effect. • I can create collages using complementary and harmonious colours. • I can design patterns with movement inspired by Delaunay. • I can experiment with overlapping shapes and bold colours. • I can make my own fashion-inspired designs. 	<ul style="list-style-type: none"> • I know Sonia Delaunay was an abstract artist. • I know Orphism used colour to create energy and movement. • I can explain how she used colours to create rhythm. • I can describe how her work influenced fashion and modern art. 	<ul style="list-style-type: none"> • I can express my opinion of Delaunay’s work. • I can discuss how colour choices affect how art looks and feels. • I can explain why I do or don’t enjoy her style.
Recycled Art	<ul style="list-style-type: none"> • I can join recycled materials in different ways. • I can use recycled materials to create a sculpture. • I can select suitable paints to decorate my work. • I can use textures and colours from materials as inspiration. 	<ul style="list-style-type: none"> • I can explore different examples of recycled art. • I can explain how artists use everyday objects in creative ways. 	<ul style="list-style-type: none"> • I can comment on the message behind a recycled artwork. • I can explain why I like or dislike recycled art. • I can say how using recycled materials can help the planet.

Art Knowledge and Skills Progression

Year 5	Practical	Theoretical	Disciplinary
	<ul style="list-style-type: none"> I can adapt the shape of a material for my design. 		
Chinese Art	<ul style="list-style-type: none"> I can sketch dragons, warriors and porcelain designs. I can use shading to show light and shadow. I can use different brushstrokes for painting and calligraphy. I can model clay or dough into warriors or figures. I can carve or add details with tools. 	<ul style="list-style-type: none"> I know the “Four Gentlemen” brushstrokes in Chinese art. I know about Ming porcelain patterns and designs. I know the importance of dragons in Chinese culture. I know the history of the Terracotta Army. I can explain why line and brushwork are important. 	<ul style="list-style-type: none"> I can describe how traditional Chinese art makes me feel and explain my thoughts. I can compare ancient Chinese art with my own designs. I can explain why brush control is important in Chinese art.
Frida Kahlo	<ul style="list-style-type: none"> I can sketch a self-portrait with accurate proportions. I can use light guidelines to help with placement. I can add colour and surreal details to show personality. I can choose colours to show emotions or communities. I can finish a painting with detail and care. 	<ul style="list-style-type: none"> I know who Frida Kahlo was and why she is important. I know about Mexican folk art and surrealism. I know the difference between a portrait and a self-portrait. I can analyse mood, colour and symbolism in art. 	<ul style="list-style-type: none"> I can express my opinion about Kahlo’s art. I can explain how her paintings show feelings and identity. I can give reasons for liking or disliking surrealism.
Street Art	<ul style="list-style-type: none"> I can design my own tag or logo. I can sketch and shade to add detail. I can make and use stencils for printing. I can use bold and contrasting colours for effect. I can layer stencils to make a complex design. 	<ul style="list-style-type: none"> I know who Banksy is and what kind of art he makes. I can explain that street art is made for public spaces. I can describe how colour and size help street art stand out. 	<ul style="list-style-type: none"> I can debate if graffiti is art or vandalism. I can explain the message behind a piece of street art. I can design my own satirical artwork.

Art Knowledge and Skills Progression

Year	Practical	Theoretical	Disciplinary
Landscape Art	<ul style="list-style-type: none"> • I can draw landscapes using vanishing points and perspective. • I can use watercolours to show light and distance. • I can create atmospheric perspective with tints and shades. • I can combine pastels, paints and collage in a landscape. • I can design abstract landscapes with lines and patterns. 	<ul style="list-style-type: none"> • I know what vanishing points and horizon lines are. • I can explain how artists use linear and atmospheric perspective. • I can identify the medium used in a piece of landscape art. • I can describe how artists show mood in landscapes. 	<ul style="list-style-type: none"> • I can express my opinion on abstract and realistic landscapes. • I can explain how perspective changes the way art looks. • I can say how colour choices affect the mood of a landscape. • I can compare my work to that of well-known artists.
Sculpting Vases	<ul style="list-style-type: none"> • I can sketch detailed vase designs with shading and patterns. • I can use clay slabs or pinching to form a vase. • I can use tools carefully to add fine details. • I can decorate my vase with patterns and colour. • I can follow a design to create an accurate piece. 	<ul style="list-style-type: none"> • I can identify different vase styles and their features. • I can explain how artists and designers decorate vases. • I can use other designs as inspiration for my own. • I can explain how materials affect a design's final look. 	<ul style="list-style-type: none"> • I can evaluate my vase and suggest improvements. • I can explain why I made certain design choices. • I can reflect on my process and adapt ideas when needed.
Express Yourself	<ul style="list-style-type: none"> • I can sketch faces with accurate proportions and expressions. • I can use line, colour, shape and font to show emotions. • I can experiment with paint, print and sculpture to express ideas. • I can use finger printing and layering to create unique effects. • I can use wire to sculpt expressive body language. 	<ul style="list-style-type: none"> • I know Kandinsky's colour theory and how colours show emotion. • I know Chuck Close's portrait techniques and how he used grids. • I can explain how artists use colour and shape to express identity. • I can describe how different art forms express feelings differently. 	<ul style="list-style-type: none"> • I can comment thoughtfully on my own and others' artwork. • I can explain how artists use art to express identity and emotions. • I can give reasons for my design choices in expressive art. • I can reflect on how my art communicates ideas to others.

Art Knowledge and Skills Progression

Practical Knowledge (skills, techniques, using materials)

Theoretical Knowledge (concepts, vocabulary, artists, styles)

Disciplinary Knowledge (thinking about art, interpretation, judgement)

- Progression is clearly organised through three strands of knowledge: practical, theoretical, and disciplinary. These develop steadily from simple exploration in Year 1 to confident, independent artistic thinking in Year 6.
- **Year 1** focuses on foundations. Practically, children explore basic mark making, colour mixing, and simple collage and clay work. Theoretically, they learn what lines, colours, and textures are, and begin to recognise artists like Klee, Kandinsky, and Mondrian. Disciplinarily, they start to talk about what they like and dislike and how art makes them feel.
- **Year 2** builds control and variety. Children use natural materials, printing, weaving, and pattern. They learn new terms like stippling, abstract, and landscape. Disciplinary skills grow as they explain preferences, compare work to artists like Kusama and Rousseau, and listen to others' opinions.
- **Year 3** introduces more technical skill. Children use shading, block printing, symmetry, tints and shades, and pointillism. They learn about movements such as Arts and Crafts and Impressionism. They now evaluate techniques, explain choices, and compare their work to others more confidently.
- **Year 4** deepens accuracy and design thinking. Children use observation for botanical drawing, tones for depth, complementary colours, collage, clay, and recycled materials. They study abstract art and Orphism. Disciplinary learning includes explaining messages in art and respecting different viewpoints.
- **Year 5** links skill with culture and identity. Children use proportion, calligraphy, sculpture, and stencil work. They learn about Chinese art, surrealism, and street art. They now explain symbolism, cultural meaning, and personal identity in artwork.

Art Knowledge and Skills Progression

- **Year 6** shows mastery and independence. Children use perspective, multiple media, clay construction, expressive drawing, and wire sculpture. They study movements like Expressionism and use advanced ideas such as symbolism and mood. They evaluate, adapt, and justify their artistic decisions.
- This shows a clear journey from:
 - **Exploring → Controlling → Expressing meaning through art.**

• **What “Cyclical Progression” Means in Art**

- Progression in art is not just a straight line. It is **cyclical**, meaning children return to the same big ideas—like line, colour, texture, shape, and expression—again and again, but at a deeper level each time.
- For example:
- Lines start as simple marks in Year 1, become shading and hatching in Year 3, and turn into perspective lines in Year 6.
- Colour starts with mixing primaries in Year 1, moves to tints, shades, and harmony in Years 3–4, and ends with atmospheric perspective in Year 6.
- Responding to art starts with “I like it” in Year 1, becomes comparison and explanation in Years 3–4, and becomes evaluation and interpretation in Years 5–6.
- So children **revisit the same ideas**, but each time with more skill, more language, and more depth of thought. That is what cyclical progression means: learning comes back around, but at a higher level each time.