



Art Key Concepts Progression Map



Key Concept	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Children will talk about their ideas and explore different ways to record them using a range of media.	Children will explore their own ideas using a range of media.	Children will begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Children will generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Children will generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Children will develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Children will draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using Sketchbooks	Children will experiment in an exploratory way.	Children will use sketchbooks to explore ideas.	- Children will experiment in sketchbooks, using drawing to record ideas. - Children use sketchbooks to help make decisions about what to try out next.	Children will 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.	Children will use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Children will confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Children will use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making Skills

- Children will use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - Children will cut, thread, join and manipulate materials safely, focussing on process over outcome. - They will begin to develop observational skills (for example, by using mirrors to include the main features of faces). - They will know the names of a wide range of colours. - They will know that colours can be mixed to make new colours. - They will know the names of simple shapes in art. - Children will know the lines can be curved or straight and described in simple terms such as wiggly, 'straight,' 'round'. - Children will know when they have made a pattern with objects/colours/drawn marks and be able to describe it. - They will know simple terms to describe what something feels like (e.g. bumpy). - They will know that there are different shades of the same colour and identify colours as 'light' or 'dark'.	- Children will develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - They will make choices about which materials to use to create an effect. - Children will explore and analyse a wider variety of ways to join and fix materials in place. - They will develop observational skills to look closely. - Children will know the names of a wide range of colours and know that colours can be mixed to make new colours. - Children will know that modelling materials can be shaped using hands or tools. - They will know a range of common shapes so they can identify and use them in their artwork. - They will know using different tools or using the same tool in different ways can create different types of lines. - Children will know lines can create patterns like zig zags and wavy lines. - They will know different tools, and how they are used, create different types of marks. - Children will know changing pressure when drawing can create light and dark tones. - They will know they can arrange parts of a familiar subject, so their artwork looks recognisable. - They will know that using different tools or using the same tool in different ways can create different types of lines (line). - They will know a pattern is a design in which shapes, colours or lines are repeated (pattern). - They will know how to use different tools to create different types of marks (texture). - Children will know paper can change from 2D to 3D by	- Children will further demonstrate increased control with a greater range of media. - They will make choices about which materials and techniques to use to create an effect. - Children will use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - They will 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. - Children will know that colours can be mixed to 'match' real-life objects or to create things from your imagination (colour). - They will know that different amounts of paint and water can be used to mix hues of secondary colours (colour). - Children will know that shapes can be organic (natural) and irregular. - They will know that patterns can be made using shapes. - Children will know that objects can be recreated by identifying and combining basic shapes. - They will know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. - Children will know that patterns can be used to create texture. - They will know that texture means 'what something feels like.' - They will know that different marks can be used to represent the textures of objects. - They will know that collage materials can be chosen to represent real-life textures.	- They will confidently use a range of materials and tools, selecting and using these appropriately with more independence. - Children will use hands and tools confidently to cut, shape and join materials for a purpose. - Children will develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. - Children will know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). - Children will know that organic forms can be abstract. - Children will know that combining more complex lines and marks can represent texture, tones and patterns. - They will know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. - They will know that 'tone' in art means 'light and dark'. - Children will know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. - They will know that shading creates different tones in artwork by changing the applied pressure. - They will know that shading helps make drawn objects look realistic by giving them form (dimension). - Children will know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). - They will know that careful observation helps them decide how to place objects and shapes to create a clear composition.	- Children will 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 forms. - Children will use growing knowledge of different materials, combining media for effect. - They will use more complex techniques to shape and join materials, such as carving and modelling wire. - Children will apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. - Children will know that combining more complex lines and marks can represent texture, tones and patterns. - They will know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). - Children will know pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). - They will know how to use texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. - Children will know that 'tone' in art means 'light and dark'. - They will know that some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. - Children will know that shading creates different tones in artwork by changing the applied pressure. - Children will know that shading helps make drawn objects look realistic by	- Children will work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Children will combine a wider range of media, eg photography and digital art effects. - Children will create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. - Children will know that shapes can be used to place the key elements in a composition and help to create compositions with depth. - Children will know that 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. - Children will know that lines and marks can be expressive and show movement or emotion. - They will know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. - Children will know that different marks can be used to suggest real-world textures and movement. - They will know that 'blending' means transitioning between tones smoothly. - Children will know that creating a foreground, middle ground and background creates depth, making artwork look like it has space and distance. - They will know that an art installation is often a room or environment in which the	- Children will create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. - Children will combine materials and techniques appropriately to fit with effects. - Children will 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. - Children will know elements such as perspective, depth and abstraction can change how shapes appear in a composition. - They will have an understanding of shape and space can support creating effective composition. - Children will know that variations in tone can enhance composition and create spatial illusion. - They will know that scaling is a technique for enlarging or reducing an image while keeping the proportions the same. - Children will know that using a vanishing point on a horizon can create a sense of distance in their artwork. - They will know how line is used beyond drawing and can be applied to other art forms (line). - They will know how pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition (pattern). - Children will know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
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		folding, rolling and scrunching it. • They will know that three-dimensional art is called sculpture. • Children will know a range of common shapes so they can identify and use them in their artwork. • They will know paper can be shaped by cutting and folding it. • They will know they can arrange parts of a familiar subject, so their artwork looks recognisable. • They will know that three-dimensional art is called sculpture.	• Children will know that 'composition' means how things are arranged on the page. • Children will know that thinking about the relative size of different parts helps their artwork look balanced and recognisable. • Children will know that pieces of clay can be joined using the 'scratch and slip' technique. • Children will know that clay surface can be decorated by pressing into it or by joining pieces on.	• Children will know that light and dark colours next to each other creates contrast. • They will know that negative shapes show the space around and between objects. • Children will know that artists can focus on shapes when making abstract art.	giving them form (dimension). • They will know that careful observation helps them decide how to place objects and shapes to create a clear composition. • Children will know that using light and dark colours next to each other creates contrast. • Children will know that three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Children will know that organic forms can be abstract. • They will know that negative shapes show the space around and between objects. • Children will know that artists can focus on shapes when making abstract art.	viewer 'experiences' the art all around them. • Children will know that the size and scale of three-dimensional artwork change the effect of the piece.	• Children will know the surface textures created by different materials can help suggest form in two-dimensional art work.
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Knowledge of Artists	- Children will enjoy looking at and talking about art. - Children will recognise that artists create varying types of art and use lots of different types of materials. - Children will recognise that artists can be inspired by many things.	- Children will describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. - Children will understand how artists choose materials based on their properties in order to achieve certain effects. - Children will know that some artists are influenced by things happening around them. - They will know that sometimes artists concentrate on how they are making something rather than what they make. - Children will know that artists living in different places at different times can be inspired by similar ideas or stories. - They will know that artists choose materials that suit what they want to make or draw.	- Children will talk about art they have seen using some appropriate subject vocabulary. - They will create work from a brief, understanding that artists are sometimes commissioned to create art. - They will create and critique both figurative and abstract art, recognising some of the techniques used. - Children will apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. - Some artists create art to make people aware of good and bad things happening in the world around them. - Artists use line and tone to show how people feel. - Art can be figurative or abstract. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	- Children will discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. - Children will understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. - They will consider how to display art work, understanding how artists consider their viewer and the impact on them.	- Children will use subject vocabulary confidently to describe and compare creative works. - Children will understand how artists use art to convey messages through the choices they make. - They will work as a professional designer does, by collating ideas to generate a theme.	- Children will 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. - They will discuss how artists create work with the intent to create an impact on the viewer. - Children will consider what choices can be made in their own work to impact their viewer.	- Children will describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - They will recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. - They will understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
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Evaluating and Analysing	- Children will talk about their artwork, stating what they feel they did well. - They will say if they like an artwork or not and begin to form opinions by explaining why.	- They will describe and compare features of their own and others' artwork. - Children will evaluate art with an understanding of how art can be varied and made in different ways and by different people. - They will know that art is made in different ways. - They will know that art is made by all different kinds of people. - Children will know an artist is someone who creates. - They will know that craft is making something creative and useful.	- Children will 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. - They will begin to talk about how they could improve their own work. - They will talk about how art is made.	- Children will 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. - Children will discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. - They will begin to carry out a problem-solving process and make changes to improve their work.	- Children will use more complex vocabulary when discussing their own and others' art. - They will discuss art considering how it can affect the lives of the viewers or users of the piece. - Children will evaluate their work more regularly and independently during the planning and making process.	- Children will discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - They will consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. - Children will use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	- They will give reasoned evaluations of their own and others' work which takes account of context and intention. - Children will discuss how art is sometimes used to communicate social, political, or environmental views. - They will 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. - Children will independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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