Knowledge Progression in Art and Design at Foundation Stage

Shaded = knowledge

	Expectations for Nursery			Expectations for Reception			ELG
Painting	Use pre-made paints and are able to name colours	Mix paints to an appropriate consistency	Explore what happens when two primary colours are mixed together		Know what happens when two primary colours are mixed together	Can independently mix colours to achieve their own goal	**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function**
	Can hold a paintbrush in the palm of their hand	Can use thick brushes	Begins to use a range of painting tools – cotton buds, thin brushes, sponges, nature brushes, etc		Can hold a paintbrush using tripod grip	Can independently select a range of tools for a purpose	
	Print with large blocks, sponges and objects	Use larger blocks to print patterns with support	Print with smaller blocks, sponges and objects	Use smaller blocks to print patterns with support	Selects own printing tools	Prints with a range of tools to create meaningful pictures	
Drawing	Makes marks	Draws lines and circles and adds meaning	Draws faces with features and begins to shapes that represent objects, people, places	Draws things that they have observed with some degree of accuracy		Draws things that they have observed or imagined with detail	
	Uses simple drawing tools – pencil, chalk, chunky crayon	Begins to use a range of drawing tools – pastels, colouring pencils	Experiment with different types of lines		Produce lines of different thickness and tone	Choose and use appropriate drawing tools to achieve their goal	
Collage	Art work is all one texture	Begins to explore and use a wider range of natural and man-made textures	Talks about materials, describing their textures and colours		Beginning to cut and use different materials to create artwork	Can use a wide range of objects to create accurate representations	
	Tears paper	Makes simple snips with looped scissors	Can cut straight line with support	Can cut straight lines independently	Can cut simple shapes without support	Can cut simple shapes with accuracy	
Sculpture	Explore malleable materials	Begin to make marks and cut malleable materials	Mould and create simple shapes with malleable materials and gives meaning	Use simple tools to cut, shape and impress patterns and textures into a range of materials		Builds structures by manipulating malleable materials using hands and tools	
Art	Creates their own piece of art		Creates their own piece of art and gives meaning		Creates own pieces of art and is able to explain what they did		**Share their creations, explaining the process they have used**

Knowledge Progression in Art and Design at Key Stage One

	Exploring and developing ideas	Evaluating and developing Work	Drawing	Painting	Printing	Sculpture	Collage
Year 1 & 2	✓ Record and explore ideas from first hand observations. ✓ Ask and answer questions about the starting points for their work. ✓ Develop their ideas – try things out, change their minds. ✓ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	✓ Review what they and others have done and say what they think and feel about it. ✓ Identify what they might change in their current work or develop in future work.	✓ Skills based.	✓ Name different types of paint and their properties. ✓ Identify primary and secondary colours by name.	✓ Skills based.	✓ Understand the safety and basic care of materials and tools.	✓ Skills based.

Knowledge Progression in Art and Design at Key Stage Two

	Exploring and developing ideas	Evaluating and developing Work	Drawing	Painting	Printing	Sculpture	Collage
Year 3 & 4	✓ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ✓ Question and make thoughtful observations about starting points and select ideas to use in their work. ✓ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	✓ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ✓ Adapt their work according to their views and describe how they might develop it further. ✓ Annotate work in journal.	✓ Use journals to collect and record visual information from different sources.	✓ Mix colours and know how to make tints and shades ✓ Use more specific colour language.	✓ Skills based.	✓ Plan, design and make models from observation or imagination.	✓ Use collage as a means of collecting ideas and information and building a visual vocabulary.

Year 5 & 6	✓ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ✓ Question and make thoughtful observations about starting points and select ideas to use in their work. ✓ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	✓ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ✓ Adapt their work according to their views and describe how they might develop it further. ✓ Annotate work in a journal.	✓ Use a journal to collect and develop ideas. ✓ Identify artists who have worked in a similar way to their own work.	✓ Skills based	✓ Skills based	✓ Skills based	✓ Skills based