

Art and Design – Progression of Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Developing Ideas						
Knowledge	<p><u>Nursery</u> Develop the confidence to select own materials and tools to create art work.</p> <p><u>Reception</u> Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p>	<p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>	<p>A sketch is a quickly- produced or unfinished drawing, which helps artists develop their ideas.</p>	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.</p>	<p>Artists use sketching to develop an idea over time.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>	<p>Ideas are the new thoughts and messages that artists have put into their work.</p> <p>Methods and approaches are the techniques used to create art.</p> <p>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</p>	<p>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts.</p> <p>A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts</p>

							<p>and techniques used and providing points for improvement relating to the learning intention.</p> <p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>
<p>Skills</p>	<p><u>Nursery</u> Use a range of media, tools and techniques to create images, express ideas and show different emotions.</p> <p><u>Reception</u> Say what they like or dislike about their work.</p> <p>Create art in different ways on a theme, to express their ideas and feelings. Communicate their ideas as they are creating artwork.</p>	<p>Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary.</p>	<p>Make simple sketches to explore and develop ideas</p>	<p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Make simple sketches to explore and develop ideas.</p>	<p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p>	<p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Adapt and refine artwork in light of constructive feedback and reflection. Create innovative art that has personal, historic or conceptual meaning</p>

	<p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Printing						
Knowledge	<p><u>Nursery</u> Body parts and objects can make marks</p> <p><u>Reception</u> Prints can be made with a variety of tools</p>	<p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>Collagraphy is a way of printing in which a picture or motif is made by sticking</p>	<p>Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p> <p>A block print is made when a pattern is carved or engraved onto a</p>	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a</p>	<p>Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p>	<p>Not taught this year.</p>	<p>Applying paint or ink over the cut out design creates an image on the surface below, which is revealed when the stencil is removed.</p> <p>In conceptual art, the idea or concept behind a piece of art is more</p>

		<p>textural materials onto a base or plate and then inked up to make a print.</p> <p>Different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.</p> <p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Collage is an art technique where different materials are layered and stuck down to create artwork.</p>	<p>surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p>	<p>different colour or creating a full print then cutting away areas of the printing block before printing again.</p>			<p>important than the look of the final piece. Stencils can be reused if made from a durable material such as card or acetate.</p> <p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p>
Skills	<p><u>Nursery</u> Make simple prints using fingers, hands, feet and found objects.</p>	<p>Make simple prints and patterns using a range of liquids including ink and paint. Design and</p>	<p>Press objects into a malleable material to make textures, patterns and imprints.</p>	<p>Make a two-colour print.</p>	<p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>		<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>

	<u>Reception</u> Make simple prints using a variety of tools, including print blocks and rollers.	make art to express ideas.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.		Combine a variety of printmaking techniques and materials to create a print on a theme. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. Combine a variety of printmaking techniques and materials to create a print on a theme.		Create innovative art that has personal, historic or conceptual meaning. Use the work of a significant printmaker to influence artwork
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Collage and Textiles						
Knowledge	<u>Nursery</u> Paper and fabric can be cut and torn and joined together using glue. <u>Reception</u> Papers and fabrics can be used to create art, including tearing, cutting and sticking.	Collage is an art technique where different materials are layered and stuck down to create artwork. Fabric can be decorated using materials and small objects, such as buttons and sequins.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough,	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	All weaving uses the same process where weft threads are woven in and out of tight warp threads. Different materials and components have a range of properties, making them suitable for different tasks. It is	A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background. A mixed media collage is made using various materials and media, such as ink and paint.	These different qualities can be used to add texture to a piece of artwork.

		Decorations can be attached to the fabric by gluing, stapling or tying.	uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn. A loom weaving is a piece of fabric that has been woven on a loom by interlacing threads. An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow, added to something to make it more attractive. The word 'botanical' relates to things involving plants or the study of plants.	important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	Applique is a technique where pieces of material are attached to another material by stitching or gluing. Some artists use text or printed images to add interest or meaning to a photograph.	
Skills	<u>Nursery</u> Use a variety of paper and fabric to make images.	Use textural materials, including paper and fabric, to create a simple collage. Select from and use a wide range of	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or	Choose from a range of materials, showing an understanding of their different characteristics.	Make and use paper to explore traditional crafting techniques. Combine stitches and fabrics with imagination to	Combine the qualities of different materials including paper, fabric and print techniques to create textural effect

	<p><u>Reception</u> Cut, tear, fold and stick a range of papers and fabrics</p>	<p>materials and components, including construction materials, textiles and ingredients, according to their characteristics. Use a range of materials creatively to design and make products.</p> <p>Use gluing, stapling or tying to decorate fabric, including buttons and sequins</p> <p>Use textural materials, including paper and fabric, to create a simple collage.</p>		<p>patterns. View progression.</p> <p>Cut and join wools, threads and other materials to a loom. View progression.</p> <p>Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows</p>	<p>Develop techniques through experimentation to create different types of art.</p>	<p>create a mixed media collage.</p> <p>View progression Use applique to add decoration to a product or artwork. Add text or printed materials to a photographic background.</p>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	3D/Sculpture						
Knowledge	<p><u>Nursery</u> Some materials can be shaped and moulded.</p> <p>Leaves, twigs, flowers and pebbles are natural materials and they</p>	<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p> <p>Transient art is moveable, non-permanent and</p>	<p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape.</p> <p>Rigid materials, such as cardboard,</p>	<p>Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</p> <p>Techniques used to create a 3-D form from clay include</p>	<p>Natural materials that can be used for land art include leaves, flowers, grasses, seeds, clay, sand and any other materials found in the local environment.</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>Different artistic movements often use colour in a</p>

	<p>can be used to make patterns and pictures.</p> <p><u>Reception</u> Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms</p>	<p>usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	<p>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p>	<p>wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p>	<p>coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay.</p> <p>Mark making can be used to add detail to 3-D forms.</p> <p>Art can be developed that depicts the human form to create a narrative.</p>	<p>Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.</p>	<p>distinctive way. Expressionist artists use intense, non-naturalistic colours.</p> <p>Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours</p>
<p>Skills</p>	<p><u>Nursery</u> Explore ways of changing the shape or texture of malleable materials.</p> <p>Explore natural materials and loose parts to make patterns and images.</p> <p>Manipulate malleable materials into a variety of shapes and forms using their hands</p>	<p>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>Make transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p>Sculpt natural forms from observation, imagination and memory.</p> <p>Press objects into a malleable material to make textures, patterns and imprints.</p>	<p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Use clay to create a detailed or experimental 3-D form.</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary</p>	<p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>Create a relief form using a range of tools, techniques and materials</p>	<p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork</p>

	<p>and other simple tools.</p> <p><u>Reception</u> Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used.</p>				or historical starting points.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Drawing and Painting						
Knowledge	<p><u>Nursery</u> The primary colours are red, yellow and blue.</p> <p>Different types of line include bumpy, thick, thin, straight,</p>	<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and</p>	<p>Landscape is a piece of artwork that shows scenic view.</p> <p>Natural forms are objects found in nature and include flowers, pine cones,</p>	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p>	<p>Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They sit opposite each other</p>	<p>A portrait is a picture of a person that can be created through drawing, painting and photography.</p> <p>Artistic movements or artists that</p>	<p>Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist</p>

	<p>zigzag, curvy and dotted.</p> <p><u>Reception</u> A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes.</p> <p>A human face has two eyes, a nose and a mouth.</p> <p>A painting of a place is called a landscape.</p>	<p>memory (remembering places from the past).</p> <p>Identify primary and secondary colours.</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p>Colour wheel is a diagram that organises colours and shows their relationships.</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering</p>	<p>feathers, stones, insects, birds and crystals. Textures include rough, smooth, ridged and bumpy.</p> <p>Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.</p> <p>Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>The secondary colours are green, purple and orange.</p>	<p>Visual elements include colour, line, shape, form, pattern and tone. Artists draw, paint or sculpt human forms in active poses.</p> <p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p> <p>Artists famous for their detailed figure drawings include, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.</p> <p>An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p>Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.</p>	<p>on the colour wheel.</p> <p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>Art can display interesting or unusual perspectives and viewpoints. Pen and ink create dark lines that strongly contrast with white paper.</p> <p>Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of</p>	<p>communicate feelings through portraiture include the Expressionists.</p> <p>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p> <p>Shading techniques include cross-hatching, contour lines, stippling and scribbling. Ink wash is a mixture of India ink and water, which is applied to paper using a brush.</p>	<p>artists use realistic colours.</p> <p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching.</p> <p>Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall</p>
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		<p>experiences from the past). The primary colours are red, yellow and blue.</p> <p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p>	<p>These colours can be made by mixing primary colours together which are green, purple and orange.</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. A drawing, painting or sculpture of a human face is called a portrait. Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters.</p>	<p>Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet).</p> <p>They are obviously different to one another and are opposite each other on the colour wheel. Visual elements include colour, line, shape, form, pattern and tone.</p>	<p>shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together</p>	<p>Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</p>	<p>buildings seen from above).</p>
Skills	<p><u>Nursery</u> Use a variety of marks to represent the human form, from observation, imagination or memory.</p>	<p>Draw or paint a place from memory, imagination or observation. Identify and use paints in the primary colours. Use soft and hard pencils to create</p>	<p>Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Draw, paint and sculpt natural</p>	<p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Use and combine a range of visual</p>	<p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Develop techniques through</p>	<p>Explore and create expression in portraiture.</p> <p>Mix and use tints and shades of colours using a range of different</p>	<p>Draw or paint detailed landscapes that include perspective.</p> <p>Use distortion, abstraction and exaggeration to create interesting</p>

	<p>Explore colour and application of paint using a range of different tools.</p> <p><u>Reception</u> Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. Create pictures of places from imagination or experience.</p> <p>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>Use primary and other coloured paint and a range of methods of application.</p> <p>Select appropriate tools and media to draw with.</p>	<p>different types of line and shape. Identify and use paints in the primary colour.</p> <p>Design and make art to express ideas. Identify and use paints in the primary colours. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>	<p>forms from observation, imagination and memory.</p> <p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Identify and mix secondary colours.</p> <p>Make simple sketches to explore and develop ideas. Represent the human form, including face and features, from observation, imagination or memory.</p> <p>Use different types of software and identify their purposes.</p>	<p>elements in artwork. Draw and paint a human figure in a variety of poses, using a range of materials.</p> <p>Add tone to a drawing by using linear and cross-hatching, Draw or paint an urban landscape scumbling and stippling.</p> <p>Identify, mix and use contrasting coloured paints. Use and combine a range of visual elements in artwork.</p>	<p>experimentation to create different types of art. Choose an interesting or unusual perspective or viewpoint for a landscape. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	<p>materials, including paint.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p> <p>Use a range of materials to create imaginative and fantasy landscapes.</p>	<p>effects in portraiture or figure drawing.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork. Use line, tone or shape to draw observational detail or perspective</p>
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	Draw or paint a place from observation or imagination. Draw with increasing complexity & detail, such as representing a face with a circle including details.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Artists, Art Movements and Craft People						
Knowledge	<u>Nursery</u> Know that there are famous pieces of art work available for people to see. <u>Reception</u> Know that there are famous artists who produce artwork	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Explorations of the similarities and differences between pieces of art, structures and products from the	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Historical works of art are significant	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Visual elements include line, light, shape, colour, pattern, tone, space and form. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Perspective is the representation of 3-D objects on a 2-D

			<p>style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p>	<p>same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture</p>	<p>because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p>Natural patterns from weather, water or animal's skins are often used as a subject matter.</p>	<p>techniques used to create art.</p>	<p>surface. Abstraction refers to art that doesn't depict the world realistically.</p> <p>Figurative art is modern art that shows a strong connection to the real world, especially people.</p> <p>Conceptual art is art where the idea or concept behind the piece is more important than the look of final piece.</p> <p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p>
Skills	<p><u>Nursery</u> Explore and talk about pictures of famous artwork as</p>	<p>Identify similarities and differences between two or more pieces of</p>	<p>Describe similarities and differences between artwork</p>	<p>Work in the style of a significant artist, architect, culture or designer.</p>	<p>Compare and contrast artwork from different times and cultures.</p>	<p>Investigate and develop artwork using the</p>	<p>Use colour palettes and characteristics of an artistic</p>

<p>they paint and draw.</p> <p><u>Reception</u> Say how their artwork is the same or different to someone else's. Explore artwork by famous artists and talk about their likes and dislikes.</p> <p>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, type and composition</p>	<p>art. Describe and explore the work of a significant artist.</p>	<p>on a common theme.</p> <p>Explain why a painting, piece of artwork, body of work or artist is important. Analyse and evaluate their own and others' work using artistic vocabulary.</p> <p>Analyse and evaluate their own and others' work using artistic vocabulary</p>	<p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p>	<p>characteristics of an artistic movement.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work</p>	<p>movement or artist in artwork.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks</p>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Photography						
Knowledge						<p>Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of</p>	

						thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	
Skills						Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software	