

Art: Knowledge Progression (2025/2026)

Art in the Early Years Foundation Stage

Within expressive Arts and Design in EYFS, pupils should:

- Explore ideas and record experiences
- Express themselves, make decisions and problem solve to create a range of art
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Evaluate and analyse works of art, craft and design

Core activities within EYFS should relate to those of the National Curriculum for KS 1 which sets out **that drawing, painting and 3D** are core activities which are supported by other art / craft approaches e.g. print making. There should also be an emphasis of the appreciation and understanding of the **historical and cultural** development of art forms.

Art Strand		Y1	Y2	Y3	Y4	Y5	Y6
Exploring and developing ideas (Sketchbooks)	Knowledge	<ul style="list-style-type: none"> • look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. • develop confidence to try different materials and methods to improve • Begin to understand we may all have different responses in terms of our thoughts and the things we make. • Orally share what you like about a piece of art. • Present your own work in a sketchbook and to understand it is owned by the pupil for experimentation and exploration. 	<ul style="list-style-type: none"> • look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. • have confidence to try different materials and methods to improve • Understand all responses to works of art are valid and that we may share similarities. • Reflect upon the artists work, and orally share their responses verbally (I liked..., I disliked...) • reflect on the journey to the final outcome (I enjoyed...I found difficult) 	<ul style="list-style-type: none"> • know how to use sketchbooks creatively and understand that each person's sketchbook looks unique to them. • Build an understanding that sketchbooks are a place for personal experimentation. • Begin to develop ideas in your sketchbook through drawing • Know how to ask questions about art and make observations about starting points • Understand that visual artists often look to other artforms for inspiration. 	<ul style="list-style-type: none"> • Continue using sketchbooks creatively and begin to express yourself confidently in your own sketchbook. • Use written annotations to develop your ideas. • Ask questions about art and make observations about artists intentions and starting points. • Understand artists often collaborate on projects, bringing different skills together • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. 	<ul style="list-style-type: none"> • Look at the work of designers, artists, animators, architects. • Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Work collaboratively to present outcomes to others. Present as a team. • discuss the purpose of art. 	<ul style="list-style-type: none"> • Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. • Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?
	Vocabulary	artwork, work of art, idea, observe, resilience	idea, starting point, observe, focus, improve, reflect.	Record, intent, experimentation, observation, inspiration.	Self-expression, personal, experimentation, similarities, differences	Processes, intention, valid, develop, collaboratively, purpose.	Perspectives, responsibility, appreciate

Drawing	Knowledge	<ul style="list-style-type: none"> Children are given the opportunity to draw on a variety of scales using gross and fine motor skills e.g. chalks on the playground, larger pieces of paper, interactive white board. Children explore how different lines are made with traditional drawing tools (charcoal, pencil) and unconventional drawing materials e.g. paint and sticks. Children know that moving fingers, wrists and their body can affect the marks they make. Children begin to make first hand observations of faces and objects found in nature by mark-making. Children know how to draw lines of varying thickness. 	<ul style="list-style-type: none"> Children use a range of drawing tools to create different lines. Children work on varying scales to accommodate different drawing tools. When drawing faces and objects found in nature children make intentional marks to recreate what they see. Children understand that their drawings are 2D. Children know how to draw lines of varying thickness and use thinner or thicker lines for different purposes. 	<ul style="list-style-type: none"> Children begin to explore graded pencils for different lines, tones and textures. Children explore how to use shading techniques to show darker tones and shadow effects. Building on experiences in KS1, children select different materials for different purposes e.g. felt-tips to create bolder lines. Children begin to show an awareness of shape and form in their drawings through close observations. (Portraits and self-portraits). Children begin to explore positive and negative space when drawing a simple object. 	<ul style="list-style-type: none"> children know how to accurately represent the effect of light when drawing still-life objects, showing a contrast between light and dark. children know how to use a graded pencil to show a variety of tones when drawing the effects of light and dark on a still-life object. children show an awareness of shape and form in their drawings. Children observe proportions when drawing figures using mannequins to develop their understanding of proportion. 	<ul style="list-style-type: none"> children further explore techniques to show light/dark tones in their drawings such as cross-hatching, stippling, shading and blending. children explore drawing figures and objects from different angles. Children begin to notice how this affects proportion. Children explore perspective in their drawings when drawing landscapes, observing detail in the foreground and background. Children select from a range of drawing tools with intent and purpose. 	<ul style="list-style-type: none"> Children confidently apply different techniques to show light/dark tones in their drawings such as cross-hatching, stippling, shading and blending. Children know how to draw figures and objects from different angles. Children's drawings show an understanding of proportion. Children select from a range of drawing tools with intent for both abstract and realistic purposes.
	Vocabulary	Lines, mark-making, 2D, thickness	Thinner, thicker, art pencils, observations, moving, dark, light, control	Graded pencils, darker, lighter, shadow effects, shape, form, negative space, shading	Contrast between light and dark, proportion, shading, blending	Cross-hatching, stippling, angles, proportion, intent, foreground, background perspective,	abstract, realistic, emphasize

Painting	Knowledge	<ul style="list-style-type: none"> Children can identify the names of primary and secondary colours on a colour wheel Children explore mixing primary colours to make secondary colours using watercolours, poster paints and powder paints. children know how to handle paint brushes and can explore using different materials such as sponges, their fingers, sticks to apply paint Children are given the opportunity to work on a variety of scales for e.g. table covered with paper, rolls of wallpaper on walls. 	<ul style="list-style-type: none"> Children know how to mix primary colours (red, blue and yellow) to make secondary colours (green, orange and purple) Children are given the opportunity to work on a variety of scales and develop the ability to work on smaller scales where appropriate. Children explore adding white and black to colours to create lighter/darker tones. 	<ul style="list-style-type: none"> Children continue to develop colour mixing skills, creating tints and tones for secondary colours. Children create gradients e.g. light green to dark green. Children explore using brushes to create different effects e.g. through stippling, dabbing. Children explore how to make thin paint and thicker paint with water for different effects. 	<ul style="list-style-type: none"> Children show how to make gradients for any given secondary colour. children know how to use a variety of techniques for applying paint, such as dotting, splashing, scratching and stippling. children know how to use a variety of different sized paint brushes/ painting tools to create different effects with paint. Children know how to add water to change the effect of paint (more translucent/opaque) 	<ul style="list-style-type: none"> children continue to explore creating different hues, tints and shades of many colours and begin. children begin to explore how to use colour to convey mood and feeling when looking at e.g. Monet and Impressionism children begin to explore how different tones can be applied in different parts of their painting e.g. darker backgrounds. children explore using colour for realistic and abstract purposes. 	<ul style="list-style-type: none"> Children reflect on how different hues, tints and shades can be used for different effects. children use colour to convey mood and feeling with intention (drawing inspiration from Monet and Impressionism) children use a variety of tones in their painting. Children use colour for abstract purposes with intention.
	Vocabulary	Primary colours, secondary colours, colour wheel, mix	tones, mixing secondary colours, experiment	Tints, stippling, dabbing, background wash	Watercolour wash, translucent, opaque, splashing, scratching, stippling	Colour palette, expression, mood, tints and tones, realistic, abstract	inspiration, feeling, atmospheric, realism

Sculpture	Knowledge	<ul style="list-style-type: none"> children know how to use a variety of recyclables and manufactured materials for sculpting e.g. clay, straw, card to make 3D shapes. children know how to use a variety of techniques such as rolling, cutting, pinching. Children know how to experiment and explore joining materials to create a construction/sculpture. 	<ul style="list-style-type: none"> Children know how to manipulate paper (2D) to make 3D shapes. children know how to confidently use a variety of techniques such as rolling, cutting, pinching. Children know how to join and construct materials to create a 3D work of art. 		<ul style="list-style-type: none"> children know how to plan and develop 3D outcomes based on sculptors they have learned about. Children can play with a variety of materials to make a sculpture. children know how to use different tools to add texture to their clay sculptures. 	<ul style="list-style-type: none"> Children build an awareness of how 2D shapes can become 3D forms. 	<ul style="list-style-type: none"> children know how to record development of ideas in a sketchbook with reflective annotations and explanations children know how to use shape, form, modelling and joining of materials with precision and confidence in their 3D work children know how to select materials to use with intent when constructing 3D forms and sculptures children know how to discuss and evaluate their work critically children know how to discuss and evaluate a variety of prominent sculptors previously taught e.g. Barbara Hepworth, Andy Goldsworthy.
	Vocabulary	Sculpture, model, 3D, sculptor, shapes, materials	Manipulate, rolling, cutting, pinching, construct		Texture, rough, smooth, realistic forms	Pattern, slabs, slips, template, symmetry, Mayan	Precision, intention, constructively critique

Printing	Knowledge	<ul style="list-style-type: none"> explore using a variety of materials for printing, e.g. sponges, fruit, blocks and fingerprints. know how to demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 				<ul style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; 	
	Vocabulary	colour, shape, printing, printmaking				Printing blocks, mono printing, relief printing.	

Collage	Knowledge	<ul style="list-style-type: none"> • know how to use a combination of materials that have been cut, torn and glued; • know how to sort and arrange materials; • know how to add texture by mixing materials; 			<ul style="list-style-type: none"> • know how to select colours and materials to create effect, giving reasons for their choices; • know how to refine work as they go to ensure precision; • continue to learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; 	<ul style="list-style-type: none"> • know how to add collage to a painted or printed background; • know how to create and arrange accurate patterns; • know how to use a range of mixed media; • know how to plan and design a collage; 	<ul style="list-style-type: none"> • know how to add collage to a painted or printed background; • know how to confidently create and arrange accurate patterns; • know how to use a range of mixed media, justifying creative choices through annotations in sketchbook • know how to plan and design a collage, justifying creative choices through annotations in sketchbook
	Vocabulary	collage, squares, gaps, mosaic, features, cut, place, arrange.			texture, shape, form, pattern, mosaic.	shape, form, arrange, fix.	shape, form, arrange, fix.

Textiles	Knowledge			<ul style="list-style-type: none"> • Children understand that the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • Children mark make with thread. 			
	Vocabulary			texture, colour, thread, needle			

Work of Other Artists	Knowledge	<ul style="list-style-type: none"> • orally describe the work of famous, notable artists and designers using oracy stems; • know how to express an opinion on the work of famous, notable artists; • begin to use inspiration from famous, notable artists to create their own work and compare; 	<ul style="list-style-type: none"> • know how to describe the work of famous, notable artists and designers by discussing colour and shape. • Articulate their own opinion about a piece of art and listen attentively to others' opinions. • reflect on how they have used an artist's style in their own piece of art. 	<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work • know how to express an opinion on the work of famous, notable artists and begin to refer to techniques and effect; including texture, line, form 	<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • know how to reflect upon their work inspired by a famous notable artist and the development of their art skills; • know how to express an opinion on the work of famous, notable artists and refer to techniques and effects with increasing confidence.; tone, significance. 	<ul style="list-style-type: none"> • know how to give detailed observations about notable artists', artisans' and designers' work using all the big ideas taught. • know how to offer facts about notable artists', artisans' and designers' lives 	<ul style="list-style-type: none"> • know how to record and offer facts about notable artists', artisans' and designers' lives; • know how to evaluate great works of art using technical vocabulary.