



**Holy Trinity CofE Primary School**  
**Progression Overview**

This document aims to show how pupils progress in art by developing practical, theoretical and disciplinary knowledge in the Making skills, Knowledge of artists and Evaluating and analysing strands and how this knowledge underpins the skills, techniques and practices learned in the art curriculum.

Making Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils know...						
<b>Drawing</b>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate marks and patterns when drawing.</li> <li>• Identify similarities and difference between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• That a continuous line drawing is a drawing with one unbroken line.</li> <li>• Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</li> </ul> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Hold and use drawing tools in different ways to create different lines and marks.</li> <li>• Create marks by responding to different stimulus such as music.</li> <li>• Overlap shapes to create new ones.</li> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing.</li> <li>• Complete a continuous line drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• How different marks can be used to represent words and sounds.</li> <li>• That a combination of materials can achieve the desired effect.</li> <li>• That charcoal is made from burning wood.</li> </ul> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Use different materials and marks to replicate texture.</li> <li>• Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</li> <li>• Use marks and lines to show expression on faces.</li> <li>• Make a concertina book.</li> <li>• Use drawing to tell a story.</li> <li>• Use charcoal to avoid snapping and to achieve different types of lines.</li> <li>• Use drawing pens.</li> </ul>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Use shapes identified within in objects as a method to draw.</li> <li>• Create tone by shading.</li> <li>• Achieve even tones when shading.</li> <li>• Make texture rubbings.</li> <li>• Create art from textured paper.</li> <li>• Hold and use a pencil to shade.</li> <li>• Tear and shape paper.</li> <li>• Use paper shapes to create a drawing.</li> <li>• Use drawing tools to take a rubbing.</li> <li>• Make careful observations to accurately draw an object.</li> <li>• Create abstract compositions to draw more expressively.</li> </ul>	<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Use pencils of different grades to shade and add tone.</li> <li>• Hold a pencil with varying pressure to create different marks.</li> <li>• Use observation and sketch objects quickly.</li> <li>• Draw objects in proportion to each other.</li> <li>• Use charcoal and a rubber to draw tone.</li> <li>• Use scissors and paper as a method to 'draw'.</li> <li>• Make choices about arranging cut elements to create a composition.</li> <li>• Create a wax resist background.</li> <li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>• Choose a section of a drawing to recreate as a print.</li> <li>• Create a monoprint.</li> </ul>	<p>What print effects different materials make.</p> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Analyse an image that considers impact, audience and purpose.</li> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Make a collagraph plate.</li> <li>• Make a collagraph print.</li> <li>• Develop drawn ideas for a print.</li> <li>• Combine techniques to create a final composition.</li> <li>• Decide what materials and tools to use based on experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Gestural and expressive ways to make marks.</li> <li>• Effects different materials make.</li> <li>• The effects created when drawing into different surfaces.</li> </ul> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Use symbolism as a way to create imagery.</li> <li>• Combine imagery into unique compositions.</li> <li>• Achieve the tonal technique called chiaroscuro.</li> <li>• Make handmade tools to draw with.</li> <li>• Use charcoal to create chiaroscuro effects.</li> </ul>



**Holy Trinity CofE Primary School**  
**Progression Overview**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils know how to...						
<b>Painting and Mixed Media</b>	<ul style="list-style-type: none"> <li>• Explore paint, using hands as a tool.</li> <li>• Describe colours and textures as they paint.</li> <li>• Explore what happens when paint colours mix.</li> <li>• Make natural painting tools.</li> <li>• Investigate natural materials eg paint, water for painting.</li> <li>• Explore paint textures, for example mixing in other materials or adding water.</li> <li>• Respond to a range of stimuli when painting.</li> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine primary coloured materials to make secondary colours.</li> <li>• Mix secondary colours in paint.</li> <li>• Choose suitable sized paint brushes.</li> <li>• Clean a paintbrush to change colours.</li> <li>• Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>• Overlap paint to mix new colours.</li> <li>• Use blowing to create a paint effect.</li> <li>• Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of shades of a secondary colour.</li> <li>• Make choices about amounts of paint to use when mixing a particular colour.</li> <li>• Match colours seen around them.</li> <li>• Create texture using different painting tools.</li> <li>• Make textured paper to use in a collage.</li> <li>• Choose and shape collage materials eg cutting, tearing.</li> <li>• Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• Add painted detail to a collage to enhance/improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple shapes to scale up a drawing to make it bigger.</li> <li>• Make a cave wall surface.</li> <li>• Paint on a rough surface.</li> <li>• Make a negative and positive image.</li> <li>• Create a textured background using charcoal and chalk.</li> <li>• Use natural objects to make tools to paint with.</li> <li>• Make natural paints using natural materials.</li> <li>• Create different textures using different parts of a brush.</li> <li>• Use colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a tint and a shade by adding black or white.</li> <li>• Use tints and shades of a colour to create a 3D effect when painting.</li> <li>• Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>• Choose suitable painting tools.</li> <li>• Arrange objects to create a still life composition.</li> <li>• Plan a painting by drawing first.</li> <li>• Organise painting equipment independently, making choices about tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a drawing into a painting.</li> <li>• Create a drawing using text as lines and tone.</li> <li>• Experiment with materials and create different backgrounds to draw onto.</li> <li>• Use a photograph as a starting point for a mixed-media artwork.</li> <li>• Take an interesting portrait photograph, exploring different angles.</li> <li>• Adapt an image to create a new one.</li> <li>• Combine materials to create an effect.</li> <li>• Choose colours to represent an idea or atmosphere.</li> <li>• Develop a final composition from sketchbook ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to research and present information.</li> <li>• Develop ideas into a plan for a final piece.</li> <li>• Make a personal response to the artwork of another artist.</li> <li>• Use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul>



**Holy Trinity CofE Primary School**  
**Progression Overview**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Pupils know how to...						
<b>Sculpture and 3D</b>	<ul style="list-style-type: none"> <li>• Explore the properties of clay.</li> <li>• Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>• Select and arrange natural materials to make 3D artworks.</li> <li>• Talk about colour, shape and texture and explain their choices.</li> <li>• Plan ideas for what they would like to make.</li> <li>• Problem-solve and try out solutions when using modelling materials.</li> <li>• Develop 3D models by adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul>		<ul style="list-style-type: none"> <li>• Use their arm to draw 3D objects on a large scale.</li> <li>• Sculpt soap from a drawn design.</li> <li>• Smooth the surface of soap using water when carving.</li> <li>• Join wire to make shapes by twisting and looping pieces together.</li> <li>• Create a neat line in wire by cutting and twisting the end onto the main piece.</li> <li>• Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>• Try out different ways to display a 3D piece and choose the most effective.</li> </ul>		<ul style="list-style-type: none"> <li>• Translate a 2D image into a 3D form.</li> <li>• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• Manipulate cardboard to create different textures.</li> <li>• Make a cardboard relief sculpture.</li> <li>• Make visual notes to generate ideas for a final piece.</li> <li>• Translate ideas into sculptural forms.</li> </ul>	



**Holy Trinity CofE Primary School**  
**Progression Overview**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Pupils know how to...						
<b>Craft and Design</b>	<ul style="list-style-type: none"> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Separate wool fibres ready to make felt.</li> <li>• Lay wool fibres in opposite directions to make felt.</li> <li>• Roll and squeeze the felt to make the fibres stick together.</li> <li>• Add details to felt by twisting small amounts of wool.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing file evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• Construct a new paper material using paper, water and glue</li> <li>• Use symbols to reflect both literal and figurative ideas.</li> <li>• Produce and select an effective final design.</li> <li>• Make a scroll.</li> <li>• Make a zine.</li> <li>• Use a zine to present information</li> </ul>	<ul style="list-style-type: none"> <li>• Make an observational drawing of a house.</li> <li>• Use shapes and measuring as methods to draw accurate proportions.</li> <li>• Select a small section of a drawing to use as a print design.</li> <li>• Develop drawings further to use as a design for print.</li> <li>• Design a building that fits a specific brief.</li> <li>• Draw an idea in the style of an architect that is annotated to explain key features.</li> <li>• Draw from different views, such as a front or side elevation.</li> <li>• Use sketchbooks to research and present information about an artist.</li> <li>• Interpret an idea in into a design for a structure.</li> </ul>			



**Holy Trinity CofE Primary School**  
**Progression Overview**

Knowledge of Artists

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge of Artists</b>	Pupils know...						
	<ul style="list-style-type: none"> <li>Artists use modelling materials like clay to recreate things from real life.</li> <li>Artists choose colours to draw or paint with.</li> <li>Artists draw many different things and use different tools to draw with.</li> <li>Sometimes artists are inspired by the seasons.</li> <li>Some art doesn't last long- it is temporary.</li> <li>Sometimes artists cut and stick photos to make new images.</li> </ul>	<ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them.</li> <li>Sometimes artists concentrate on how they are making something rather than what they make.</li> <li>Artists living in different places at different times can be inspired by similar ideas or stories.</li> <li>Artists can use everyday materials that have been thrown away to make art.</li> <li>Artists choose materials that suit what they want to make.</li> </ul>	<ul style="list-style-type: none"> <li>Some artists create art to make people aware of good and bad things happening in the world around them.</li> <li>Art can be figurative or abstract.</li> <li>Illustrators use drawn lines to show how characters feel.</li> <li>Artists try out different combinations of collage materials to create the effect they want.</li> <li>Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'</li> </ul>	<ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time.</li> <li>The meanings we take from art made in the past are influenced by our own ideas.</li> <li>Artists have different materials available to them depending on when they live in history.</li> <li>Artists can make their own tools.</li> <li>Artists experiment with different tools and materials to create texture.</li> <li>Artists can work in more than one medium.</li> <li>Artists make decisions about how their work will be displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong.</li> <li>Designers can make beautiful things to try and improve people's everyday lives.</li> <li>How and where art is displayed has an effect on how people interpret it.</li> <li>Artists can choose particular materials to communicate a message.</li> <li>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> <li>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>Artists use drawing to plan ideas for work in different media.</li> </ul>	<ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> <li>Artists use self-portraits to represent important things about themselves.</li> <li>Artists create works that make us question our beliefs.</li> <li>Visual designs can represent big ideas like harmony with nature or peace.</li> <li>Artists can choose their medium to create a particular effect on the viewer.</li> <li>Artists can combine materials; for example digital imagery with paint or print.</li> <li>Art can be interactive; the viewer becomes part</li> </ul>	<ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work</li> <li>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>Art can be a form of protest.</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>Art sometimes creates difficult feelings when we look at it.</li> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> </ul>



**Holy Trinity CofE Primary School**  
**Progression Overview**

						<p>of it, experiencing the artwork with more than one of the senses.</p> <ul style="list-style-type: none"> <li>• Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>• Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>• Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> <li>• Artforms are always evolving as materials and techniques change over time.</li> </ul>
--	--	--	--	--	--	---