Art and Design: Skills and Knowledge Progression 2026/27

Birch Hill Primary School and Nursery | based on Kapow Primary

How to read this: each year group shows the units it is taught in 2026/27 (from the Birch Hill Art Coverage map) and the skills and knowledge for each unit's discipline. Below that are the whole-year expectations every unit builds on. Mixed-age classes show the expectations for both year groups.

National curriculum

end of key stage statements

End of Key Stage 1 (EYFS to Year 2)	End of Key Stage 2 (Year 3 to Year 6)
• To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. • About great artists, architects and designers in history.

Reception 3 units • EYFS expectations

Units taught in 2026/27 *

Autumn 1 • Drawing	Autumn 2 • Craft and design	Spring 2 • Painting and mixed media
Marvellous marks 6 lessons	**Seasonal crafts**	**Paint my world** 6 lessons
Drawing: skills and knowledge (EYFS) • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	**Craft and design: skills and knowledge (EYFS)** • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.	**Painting and mixed media: skills and knowledge (EYFS)** • Using fingers, hands and simple tools (e.g. brushes, sticks, natural objects) to make marks in paint. • Exploring different ways of moving the brush or tool. • Exploring how different tools (e.g. natural paintbrushes, teabags, string) create different textures or patterns in paint. • Experimenting with unusual materials (e.g. mud paint, collage paper, transient art) to make images. • Naming and choosing colours they want to use in their artwork. • Noticing what happens when colours are mixed.

Whole-year expectations skills and knowledge that every unit in the year builds on

Strand	EYFS
Making skills **Skills**	• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focussing on process over outcome. • Begin to develop observational skills (for example, by using mirrors to include the main features of faces).
Formal elements **Colour**	• The names of a wide range of colours. • Colours can be mixed to make new colours.
Formal elements **Form**	• Modelling materials can be shaped using hands or tools.
Formal elements **Shape**	• The names of simple shapes in art.
Formal elements **Line**	• Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.
Formal elements **Pattern**	• When they have made a pattern with objects/colours/drawn marks and be able to describe it.
Formal elements **Texture**	• Simple terms to describe what something feels like (eg. bumpy).
Formal elements **Tone**	• There are different shades of the same colour and identify colours as 'light' or 'dark'.

Strand	EYFS
Generating ideas **Skills**	• Talk about their ideas and explore different ways to record them using a range of media.
Using sketchbooks **Skills**	• Experiment in an exploratory way
Knowledge of artists **Skills**	• Enjoy looking at and talking about art. • Recognise that artists create varying types of art and use lots of different types of materials. • Recognise that artists can be inspired by many things.
Knowledge of artists **Knowledge**	• Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images.
Evaluating and analysing **Skills**	• Talk about their artwork, stating what they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why.
Evaluating and analysing **Knowledge**	• Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring…

Year 1 & 2 3 units • Year 1 and Year 2 expectations

Units taught in 2026/27 *

Autumn 1 • Drawing	Spring 1 • Painting and mixed media	Summer 2 • Craft and design
Portraits 5 lessons	**Life in Colour** 5 lessons	**Map it out** 5 lessons
Drawing: skills and knowledge (Year 1) • To know how to draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc. • To know how to notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing. • To know how to draw and combine geometric shapes. • To know how to identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. • To know how to apply more pressure when drawing or colouring to create a darker tone. • To know how to create an area with a single, consistent tone when colouring/shading. • To know how to demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees.	**Painting and mixed media: skills and knowledge (Year 2)** • Improving control of brushes and using different grips confidently. • Selecting appropriate brushes and/or parts of the brush for different marks (e.g thick and thin). • Experimenting with the consistency of the paint (e.g. adding water) to see how it changes the marks they can make. • Exploring different paint consistencies for different purposes (eg. covering a large space). • Naming the primary colours: red, yellow and blue. • Knowing that primary colours cannot be made by mixing other colours. • Mixing secondary colours: orange, green and purple.	**Craft and design: skills and knowledge (Year 2)** • To know how to draw a map to illustrate a journey. • To know how to choose materials to represent texture, pattern or colour. • To know how to create 3D effects by layering materials • To know how to choose which parts of their drawn map to represent in their 'stained glass'. • To know how to overlap cellophane/tissue to create new colours. • To know how to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • To know how to apply paint or ink using a printing roller. • To know how to smooth a printing tile evenly to transfer an image. • To know how to try out a variety of ideas for adapting prints into 2D or 3D artworks.

Whole-year expectations skills and knowledge that every unit in the year builds on

Strand	Year 1	Year 2
Making skills **Skills**	• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Explore and analyse a wider variety of ways to join and fix materials in place. • Develop observational skills to look closely.	• Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • 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.
Formal elements **Colour**	• Know that the primary colours are red, yellow and blue. • Know primary colours can be mixed to make secondary colours: – Red + yellow = orange – Yellow + blue = green – Blue + red = purple	• Different amounts of paint and water can be used to mix hues of secondary colours. • Colours can be mixed to 'match' real life objects or to create things from your imagination.
Formal elements **Form**	• Know paper can change from 2D to 3D by folding, rolling and scrunching it. • Know that three dimensional art is called sculpture.	• Pieces of clay can be joined using the 'scratch and slip' technique. • A clay surface can be decorated by pressing into it or by joining pieces on.

Strand	Year 1	Year 2
Formal elements **Shape**	• A range of common shapes so they can identify and use them in their artwork. • Know paper can be shaped by cutting and folding it.	• Collage materials can be shaped to represent shapes in an image. • Shapes can be organic (natural) and irregular. • Patterns can be made using shapes. • Objects can be recreated by identifying and combining basic shapes.
Formal elements **Line**	• Using different tools or using the same tool in different ways can create different types of lines.	• Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Formal elements **Pattern**	• Know a pattern is a design in which shapes, colours or lines are repeated. • Know lines can create patterns like zig zags and wavy lines.	• Patterns can be used to create texture.
Formal elements **Texture**	• Different tools, and how they are used, create different types of marks.	• Texture means 'what something feels like.' • Different marks can be used to represent the textures of objects. • Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Painting tools can create varied textures in paint.
Formal elements **Tone**	• That there are many different shades (or 'hues') of the same colour. • Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Changing pressure when drawing can create light and dark tones.	• Different amounts of paint and water can be used to mix hues of secondary colours.
Formal elements **Space**	• They can arrange parts of a familiar subject so their artwork looks recognisable.	• Composition' means how things are arranged on the page. • Thinking about the relative size of different parts helps their artwork look balanced and recognisable.
Generating ideas **Skills**	• Explore their own ideas using a range of media.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Using sketchbooks **Skills**	• Use sketchbooks to explore ideas.	• Experiment in sketchbooks, using drawing to record ideas. • Use sketchbooks to help make decisions about what to try out next.
Knowledge of artists **Skills**	• Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • Understand how artists choose materials based on their properties in order to achieve certain effects.	• Talk about art they have seen using some appropriate subject vocabulary. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Create and critique both figurative and abstract art, recognising some of the techniques used. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Strand	Year 1	Year 2
Knowledge of artists **Knowledge**	• Some artists are influenced by things happening around them. • Sometimes artists concentrate on how they are making something rather than what they make. • Artists living in different places at different times can be inspired by similar ideas or stories. • Artists can use everyday materials that have been thrown away to make art. • Artists choose materials that suit what they want to make.	• Some artists create art to make people aware of good and bad things happening in the world around them. • Art can be figurative or abstract. • Artists use line and tone to show how people feel. • Artists try out different combinations of collage materials to create the effect they want. • 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'.
Evaluating and analysing **Skills**	• Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	• 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. • Begin to talk about how they could improve their own work. • Talk about how art is made.
Evaluating and analysing **Knowledge**	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful.	• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.

Year 3 3 units • Year 3 expectations

Units taught in 2026/27 *

Autumn 1 • Drawing	Autumn 2 • Painting and mixed media	Summer 1 • Craft and design
Growing Artist 5 lessons	**Prehistoric painting**	**Cross stitch and appliqué**
Drawing: skills and knowledge (Year 3) • To know how to use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. • To know know to recognise more organic shapes within objects. • To know how to attempt to draw 3D forms using line and shape. • To know how to place tonal shading by experimenting and recognising how it can help to show that a shape has form. • To know how to sketch out an idea or composition using short, fast, light strokes and 2D shapes.	**Painting and mixed media: skills and knowledge (Year 3)** • Beginning to intentionally use different brush techniques and brushstrokes to create effects. • Using a variety of tools to create different textured effects. • Recognising that changing the paint's consistency can affect texture and coverage. • Choosing colours deliberately to show mood or temperature. • Identifying warm and cool colours.	**Craft and design: skills and knowledge (Year 3)** • To know that layering materials in opposite directions make the handmade paper stronger. • To know how to use a sketchbook to research a subject using different techniques and materials to present ideas. • To know how to construct a new paper material using paper, water and glue. • To know how to use symbols to reflect both literal and figurative ideas. • To know how to produce and select an effective final design. • To know how to make a scroll. • To know how to make a zine. • To know how to use a zine to present information.

Whole-year expectations skills and knowledge that every unit in the year builds on

Strand	Year 3
Making skills **Skills**	• Confidently use a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.
Formal elements **Colour**	• Using light and dark colours next to each other creates contrast. • Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.
Formal elements **Form**	• Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Organic forms can be abstract.
Formal elements **Shape**	• Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art.
Formal elements **Line**	• Combining more complex lines and marks can represent texture, tones and patterns.
Formal elements **Pattern**	• Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
Formal elements **Texture**	• Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Strand	Year 3
Formal elements **Tone**	• That 'tone' in art means 'light and dark'. • Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Shading creates different tones in artwork by changing the applied pressure. • Shading helps make drawn objects look realistic by giving them form (dimension).
Formal elements **Space**	• Careful observation helps them decide how to place objects and shapes to create a clear composition.
Generating ideas **Skills**	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Using sketchbooks **Skills**	• 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.
Knowledge of artists **Skills**	• 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. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. • Consider how to display art work, understanding how artists consider their viewer and the impact on them.
Knowledge of artists **Knowledge**	• Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium • Artists make decisions about how their work will be displayed.
Evaluating and analysing **Skills**	• 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. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. • Begin to carry out a problem-solving process and make changes to improve their work.
Evaluating and analysing **Knowledge**	• Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People make art for fun, and to make the world a nicer place to be. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. • People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings.

Year 4 3 units • Year 4 expectations

Units taught in 2026/27 *

Autumn 1 • Painting and mixed media	Autumn 2 • Sculpture and 3D	Summer 1 • Drawing
Light and dark 5 lessons	**Mega materials** 5 lessons	**Exploring tone and texture.** 5 lessons
Painting and mixed media: skills and knowledge (Year 4) • Controlling brushstrokes to create smoother blends and neater edges, reducing white gaps. • Recognising the impact of light on form (eg. where it hits 3D objects and where shadows form). (Shape, Form, Tone) • Smoothly blending from light tones, to mid tones, to dark tones. (Tone) • Mixing tints and shades by adding white or black to adjust colour strength. • Using colour to represent light and shadow and show the form of an object. • Adding small amounts of paint at a time to create gradual changes in colour.	**Sculpture and 3D: skills and knowledge (Year 4)** • To know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • To know how to use their arm to draw 3D objects on a large scale. • To know how to sculpt soap from a drawn design. • To know how to smooth the surface of soap using water when carving. • To know how to join wire to make shapes by twisting and looping pieces together. • To know how to create a neat line in wire by cutting and twisting the end onto the main piece. • To know how to use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • To know how to try out different ways to display a 3D piece and choose the most effective.	**Drawing: skills and knowledge (Year 4)** • To know how to use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • To know how to represent geometric 3D shapes more accurately and begin to include organic forms. • To know how to use a more diverse range of marks to convey a subject's form. • To know how to combine lines and marks to create light and dark areas of a drawing. • To know the impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. • To know how to Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • To know how to Sketch to plan the placement of their composition elements for visual effect. • To know how to draw more accurately in relative size/proportion. • To know how to recognise whether something is in the foreground or background of a composition and how size can show distance.

Whole-year expectations skills and knowledge that every unit in the year builds on

Strand	Year 4
Making skills **Skills**	• 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. • Use growing knowledge of different materials, combining media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Formal elements **Colour**	• Adding black to a colour creates a shade. • Adding white to a colour creates a tint.
Formal elements **Form**	• Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Simple 3D forms can be made by creating layers, by folding and rolling materials.
Formal elements **Shape**	• How to use basic shapes to form more complex shapes and patterns.

Strand	Year 4
Formal elements **Line**	• Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.
Formal elements **Pattern**	• Patterns can be irregular, and change in ways you wouldn't expect.
Formal elements **Texture**	• Complex marks can represent the textures and qualities of different surfaces.
Formal elements **Tone**	• Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. • Tone can create contrast between light and dark, adding shadows and highlights to an artwork.
Formal elements **Space**	• Objects can appear in the foreground or background and size can be used to show distance.
Generating ideas **Skills**	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Using sketchbooks **Skills**	• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Knowledge of artists **Skills**	• Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. • Work as a professional designer does, by collating ideas to generate a theme.
Knowledge of artists **Knowledge**	• Art can communicate powerful statements about right and wrong. • Designers can make beautiful things to try and improve people's everyday lives. • How and where art is displayed has an effect on how people interpret it • Artists can choose particular materials to communicate a message. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media. • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.
Evaluating and analysing **Skills**	• Use more complex vocabulary when discussing their own and others' art. • Discuss art considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.

Strand	Year 4
Evaluating and analysing **Knowledge**	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artworks can fit more than one genre. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. • Artists make work to explore right and wrong and to communicate their own beliefs. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • Artists evaluate what they make and talking about art is one way to do this.

Year 5 & 6 3 units • Year 5 and Year 6 expectations

Units taught in 2026/27 *

Autumn 2 • Drawing	Summer 1 • Painting and mixed media	Summer 2 • Sculpture and 3D
Expressing ideas 5 lessons	**Expressive portraits** 5 lessons	**Making memories** 5 lessons
Drawing: skills and knowledge (Year 6) • To know how to use explore the expressive qualities of line as part of their iterative process. • To know how to consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. • To know how to further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. • To know how to find a point in the distance to draw from (one-point perspective). • To know how to scale drawings up or down while aiming to keep proportion.	**Painting and mixed media: skills and knowledge (Year 5)** • Using brushes expressively by adjusting pressure, speed and direction to create dynamic effects. • Applying paint with precision and intent, making decisions based on the effect they are aiming for. • Using dry brush techniques to create textured, broken lines suggesting motion or energy. • Applying techniques like flicking, dabbing and sweeping to create rhythm and motion. • Exploring and using a different medium, if available (acrylic). • Exploring how colour and contrast can emphasise mood and movement in a composition. • Applying colour mixing skills to create specific, intentional colours for a purpose.	**Sculpture and 3D: skills and knowledge (Year 6)** • To know how to translate a 2D image into a 3D form. • To know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • To know how to manipulate cardboard to create different textures. • To know how to make a cardboard relief sculpture. • To know how to make visual notes to generate ideas for a final piece. • To know how to translate ideas into sculptural forms.

Whole-year expectations skills and knowledge that every unit in the year builds on

Strand	Year 5	Year 6
Making skills **Skills**	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, eg photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • 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.
Formal elements **Colour**	• Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	• Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Formal elements **Form**	• The size and scale of three-dimensional artwork changes the effect of the piece.	• The surface textures created by different materials can help suggest form in two-dimensional art work.
Formal elements **Shape**	• Shapes can be used to place the key elements in a composition and help to create compositions with depth.	• Elements such as perspective, depth and abstraction can change how shapes appear in a composition.
Formal elements **Line**	• Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Lines and marks can be expressive and show movement or emotion. • Different line qualities can convey meaning, e.g. sweeping lines can suggest flowing motion, sharp lines can suggest speed.	• How line is used beyond drawing and can be applied to other art forms.

Strand	Year 5	Year 6
Formal elements **Pattern**	• 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.	• Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Formal elements **Texture**	• Different marks can be used to suggest real-world textures and movement.	• Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Formal elements **Tone**	• Tone can help show the foreground and background in an artwork. • 'Blending' means transitioning between tones smoothly.	• Variations in tone can enhance composition and create spatial illusion.
Formal elements **Space**	• Creating a foreground, middleground and background creates depth, making artwork look like it has space and distance. • An art installation is often a room or environment in which the viewer 'experiences' the art all around them.	• Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. • Using a vanishing point on a horizon can create a sense of distance in their artwork.
Generating ideas **Skills**	• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using sketchbooks **Skills**	• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Knowledge of artists **Skills**	• 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. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.	• 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. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Knowledge of artists **Knowledge**	• Artists are influenced by what is going on around them; for example culture, politics and technology. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists use self-portraits to represent important things about themselves. • Artists create works that make us question our beliefs. • Visual designs can represent big ideas like harmony with nature or peace. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example digital imagery with paint or print. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	• Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Art can be a form of protest. • 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. • Art sometimes creates difficult feelings when we look at it. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. • Artforms are always evolving as materials and techniques change over time.

Strand	Year 5	Year 6
Evaluating and analysing **Skills**	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • 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. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Evaluating and analysing **Knowledge**	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • Art, craft and design can be functional and affect human environments and experiences. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People make art to portray ideas about identity. • People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.