

Downsway Primary Art Progression Document

Substantive Knowledge

Disciplinary Knowledge

Substantive knowledge ('I know') knowledge: what they learn: materials, techniques, processes etc.

Disciplinary knowledge ('I can') skill: how they learn and think like artists: evaluate, refine, make choices, reflect, etc.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist	Pablo Picasso	Vincent van Gogh/ Wassily Kandinsky	Ted Harrison/ Ashley Percival	Mr Doodle	Anglo-Saxon Artefacts/Images	Stephen Wiltshire	UK WW2 Propaganda Posters
Drawing <i>(Resource examples)</i> Pencils (HB, 4B, 8B) Charcoal Chalks Pastels- Oil Chalk Colouring pencils Mud & sticks	Begin to use a variety of drawing tools -Focuses on tools/materials (e.g. pencils, charcoal). Investigate different lines -Learning about types of lines (e.g. straight, curved, broken). Explore different textures - Understanding and representing textures visually. Use drawings to tell a story -Using drawing as a form of visual communication and expression. Encourage accurate drawings of people -Observational drawing and developing an understanding of proportion (thinking like an artist)	Experiment with different materials for non-structured mark-making -Focuses on materials and techniques. Draw on different surfaces with a range of media -Exposure to diverse media and surfaces broadens technical skill. Use basic shapes and lines to represent observed, imagined and remembered ideas and things -Appling visual elements (shape, line) to construct imagery. Draw what you see -Emphasises observational skill and developing artist-like habits of looking and recording.	Record clearly observable light and dark areas -Learning about tonal contrast and how to apply it. Records some detail using lines and shading -Developing technique in line and shading to depict form. Apply pressure to tools to achieve tones -Understanding the physical technique to control tonal value. Investigate textures -Exploring and learning to depict different surface qualities. Draw shapes and lines to represent observations and ideas -Demonstrates the growing ability to interpret and	Record shapes and lines with some degree of accuracy from observation -Focus on developing observational and representational skills. Record differences in texture and tone -Understanding and applying texture and tonal variation. Work on a sustained drawing -Encourages focus, resilience, and deep engagement with the artistic process. Review and refine drawing -Involves self-evaluation and thinking critically like an artist.	Use tone and show a range of tones including shadows -Developing shading techniques and tonal awareness. Observe and record details and show different textures -Focusing on visual accuracy and capturing surface qualities. Use a range of different media -Expanding technical skills by working with various materials. Draw shapes and lines from observation of familiar objects using correct proportions -Appling analytical observation and	Show a broad range of tones including shadows -Expanding control over tonal variation and shading techniques. Record details and show different textures -Refining skills in capturing surface details and textures. Record more complex shapes and lines from observation, imagination or things remembered -Demonstrating creative flexibility by drawing from various sources. Develop skill of perspective using scale and shading to show perspective and three dimension	Recording a broad range of tones -Expanding skills in shading and tonal variation. Use drawing pencils in a range of values -Understanding and applying different pencil values for tonal contrast. Use appropriate styles of shading and mark-making for task -Appling techniques like hatching, cross-hatching, or stippling for specific purposes. Show textures, shapes and lines -Refining skills in representing textures, shapes, and lines effectively. Show and discuss the use of perspective and depth in drawing using a single focal point and horizon -Understanding and applying perspective

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			translate what is seen or imagined.		proportion in drawing. Show where objects overlap and create a sense of perspective -Understanding spatial relationships and depth to create realistic representation	-Applying perspective techniques to represent spatial relationships and depth	techniques and engaging in reflective discussions about artistic choices. Work on a sustained piece of work and review and refine to improve -Developing an iterative process for creating and refining artwork, with emphasis on critical reflection
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist	N/A	Yayoi Kusama	Georgia O'Keefe	Cave Art & Lion Man	Delita Martin	Banksy	LS Lowry and Helen Bradley
Painting <i>(Resource examples)</i> Powder paints Poster paint Watercolour paints Acrylic Fabric Brushes different sizes Water pots	Experimenting with and using primary colours -Understanding of primary colours and their role in colour mixing. Naming mixing colour -Learning how secondary colours are made by mixing primary colours Learn the names of different tools that bring colour -Knowledge of tools/materials that apply colour (e.g. brushes, crayons, pastels, markers). Use a range of tools to make coloured marks on paper -Practically exploring and experimenting with different tools to create a variety of coloured marks	Mix primary colours Understanding how primary colours combine to create secondary colours Hold the brush effectively, according to size of the brush handle -Developing control and technique in handling tools like an artist. Load paint onto bristles of brush -Learning how to prepare materials properly for painting. Rinse brush and remove excess water -Understanding and applying correct tool care and maintenance during the painting process. Select different brush sizes and shapes for different purposes Making purposeful choices about tools	Mix using primary colours on own and use own colours in artwork -Understanding colour mixing independently and applying knowledge of colour theory in personal expression. Start to learn techniques such as washes -Gaining knowledge of specific painting techniques and how they are used in artwork. Paint and make things seen, remembered or imagined -Using painting as a medium for creative expression, observation, and storytelling-visualising thoughts and experiences like an artist.	Mix tints and shades of colours and use them in work and develop work on colour-shades/tones -Understanding how to create and apply variations in colour to develop depth and tone in artwork. Develop and use painting techniques such as layering and splashing -Learning specific techniques used in painting to create different effects and textures. Set up and clear away painting equipment -Practising responsibility and independence in managing materials and following good studio practice.	Create own colours and use to convey ideas -Understanding how colour choices and combinations can express mood, emotion, or themes in artwork. Develop and use painting techniques such as impasto, wet-on-wet and sgraffito -Learning advanced painting techniques and understanding their visual and textural effects. Use different painting and brushstroke techniques for effects -Applying a range of techniques with purpose to achieve visual outcomes. Select appropriate brush for task and explain why	Use colour to express feelings, mood, divide foreground from background or demonstrate tones -Understanding how colour can be used symbolically or structurally in composition to convey emotion, create depth, or separate elements. Use different brushmarks and strokes for effect -Applying a variety of techniques purposefully to enhance the expressive or visual qualities of the work. Select appropriate brush for task and use a selection of brushes in one piece of work to different effect - Making thoughtful	Mix tint and shades fit for purpose -Understanding how to adjust colours using white and black to suit the mood, tone, or purpose of the artwork. Selecting appropriate brush for task -Making considered choices based on the effect or technique needed — showing intentional tool use. Use different techniques and brushmarks to create atmospheres and convey ideas from things seen or imagined -Applying painting techniques expressively to communicate narrative, mood, or memory — thinking and working like an artist.

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		based on desired outcomes, thinking like an artist when planning how to apply paint.	Stay within drawn lines when using thin brushes -Developing fine motor control and precision in painting-improving technique. Change water for clean water when needed -Applying proper studio habits and caring for tools/materials during the painting process. Work on different scales -Making artistic decisions about scale and composition and adapting technique to large and small surfaces.	Select appropriate brush for task -Making purposeful tool choices based on desired effect, thinking and working like an artist. Use brushmarks and effects fit for purpose -Applying painting techniques with intention to communicate ideas, textures, or feelings effectively.	-Evaluating tools and articulating reasons for choices, demonstrating thoughtful artistic planning. Work on sustained pieces and review and refine -Engaging in the full creative process: planning, creating, reflecting, and improving work over time and developing as an independent artist.	tool choices and combining techniques to create layered, complex outcomes and working like a reflective artist. Work on sustained pieces and review and refine -Demonstrating perseverance in developing artwork over time and using critique/reflection to improve outcomes.	Work on sustained pieces and review and refine -Engaging in the iterative process of art-making and planning, developing, reflecting, and improving work over time.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist	Andy Goldsworthy	Eric Carle/ Bri Buckley	Yorkshire Sculpture Park/ Carl Warner	Katsushika Hokusai	Antony Gormley/ Anna Atkins	Barbara Hepworth/ Wassily Kandinsky	Yinka Shonibare
Collage & 3D <i>(Resource examples)</i> Coloured paper Newspaper Tissue paper Scraps Fabric Scissors Glue Clay Junk modelling Wire Modelling clay Modroc Cardboard	Sensory experiences -Exploring textures, materials, and how they feel. Simple collages -Learning to arrange and layer materials for visual effect. Simple weaving activities -Understanding basic weaving techniques (under/over). Handling, manipulating and enjoying using materials -Gaining control and confidence with different materials. Constructing, building and destroying -Experimenting with 3D creation and destruction. Shape and model -Shaping materials	Draw simple shape and cut around the lines -Understanding basic shapes and cutting along drawn lines. Cut around corners of basic shapes -Learning to cut curves and corners of simple shapes. Apply glue without waste -Using glue efficiently to avoid excess. Cut basic shapes without pre-drawn lines -Developing freehand cutting skills. Form simple 3D shapes and use tools to attempt joining -Experimenting with making 3D shapes	Simplify observed shapes and lines which can be easily cut -Recognising and simplifying shapes for easy cutting. Make collages by folding, crumpling or tearing materials -Exploring different ways to manipulate materials for collage. Layer shapes in a piece of work to overlap -Experimenting with overlapping shapes to build depth. Cut, form, tear, join and shape a range of materials to create -Using various techniques to manipulate materials creatively	Simplify drawings or observed images into shapes ready for collage -Breaking down images into basic shapes for collage. Create own shapes and lines to create composition -Designing unique shapes and lines to form a composition. Develop skills in using clay with control -Learning to handle and shape clay with precision. Overlap and layer shapes to create interest -Experimenting with layered shapes for visual interest. Form and join 3D shapes to realise a design idea -Building and	Translate more complex images or objects into shapes suitable for collage -Simplifying detailed images into basic shapes for collage. Manipulate materials to create textures and tones that have been observed -Using materials to replicate observed textures and tones. Cut complex shapes and lines -Developing skills to cut more intricate shapes and lines. Plan creating a sculpture using drawings or preparatory work -Using sketches and plans to guide sculpture creation	Add a collage to a background that is already drawn, printed or painted -Combining collage with existing artwork for added depth. Use a variety of techniques when using clay, including slabs, coils and slips -Understanding and applying different clay techniques. Design and make more complex forms in 3 dimensions using materials -Creating more intricate 3D designs with various materials	Layer textures and colours to create interest -Combining textures and colours to add depth and visual appeal. Realise design ideas in a variety of materials, using a design brief to achieve effect for a particular function -Applying design ideas with purpose, using materials to meet specific goals. Cut complex shapes in various sizes to represent ideas -Cutting detailed shapes in different sizes to express concepts. Create well-defined 3D forms using intricate patterns in malleable materials -Using detailed patterns and techniques to create clear, defined 3D forms.

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	into forms and structures.	and joining them together. Create basic 3D shapes to represent ideas -Using 3D forms to express or represent concepts.		connecting 3D shapes to bring ideas to life. Use tools to decorate models and create texture and recreate both manmade and natural objects -Using tools to add texture and detail to 3D models, mimicking real objects.			
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Artist	Lucienne Day	Andy Warhol/ Karen Lederer	Henri Mattise	Alma Thomas- Resurrection	N/A		Keith Haring
Printing <i>(Resource examples)</i> Hands Vegetables/fruit Other objects Foam tiles Lino Calligrams Carbon printing Relief Press Fabric printing Silkscreen Cold Water Paste	Rubbings of different textures -Exploring texture through rubbings, capturing surface details. Print with block colours -Using solid colours for printing. Print with variety of objects -Experimenting with different objects to create prints and textures.	Apply ink or paint to a printing block -Understanding how to prepare a printing block with ink or paint. Stamp printing block evenly and gently -Developing the skill to press printing blocks evenly without excessive force. Know when to reload paint -Recognising when the printing block needs more ink or paint for effective prints. Print with a range of hard and soft materials -Using both hard and soft materials to create different textures and effects in prints.	Apply ink or paint to a printing block -Preparing a printing block with ink or paint for transfer. Develop printing techniques - carbon printing and mono printing -Experimenting with specific printing techniques like carbon printing and mono printing to create unique effects	Develop printing techniques - relief printing -Exploring relief printing to create raised, textured prints. Simplify and more complex drawing into lines and shapes for printing purpose -Breaking down detailed drawings into simpler lines and shapes for effective printing. Use a roller to load paint or ink -Learning how to use a roller to evenly apply paint or ink for printing.	Develop new printing techniques such as tie-dye or batik -Exploring and experimenting with alternative printing methods like tie-dye and batik. Develop new printing techniques such as tie-dye or batik -Applying and refining these techniques to create unique designs and effects in fabric or other materials	Create a printing tile by simplifying an initial sketch book idea with lines and shapes in varied widths and styles -Translating initial sketches into a printing tile with varied lines and shapes. Experiment with using layers and overlays to create new colours/textures in printworks -Using layering and overlays in printmaking to experiment with colours and textures	Develop new printing techniques such as silkscreen -Exploring and experimenting with the silkscreen printing technique. Layer colours and create multiple prints from one tile using lino/polystyrene tiles/calligrams -Using techniques like lino, polystyrene, or calligrams to layer colours and make multiple prints from a single tile. Convey textures -Creating and capturing textures in prints to enhance visual interest

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Artist	Andy Warhol	David Hockney	Paddington Bear Illustrations	Brassai	Chris Judge	Erik Johansson	Yunior Hurtardo
Digital Art <i>(Resource examples)</i> Camera Photos iPad Apps	Take photographs with a digital camera -Learning how to use a digital camera to capture images. Apply filters to the results -Using filters to enhance or alter digital photographs. Learn to focus & position -Developing skills in focusing and positioning the camera for effective compositions. Use simple art apps on the iPads -Experimenting with basic art apps for creating and editing digital artwork.	Take photos with digital cameras - frame the shot to capture the detail -Learning to frame shots effectively to capture details. Use simple software to edit and manipulate photos -Applying basic photo editing software to adjust and manipulate images. Use an art program, experimenting with simple tools and using predefined shapes, motifs, and stamps -Exploring art programmes by experimenting with simple tools, shapes, and stamps for digital creation.	Edit photos using simple software for cropping -Learning to crop photos using basic software tools. Learn painting software to edit and manipulate photos to create more complex images -Exploring painting software to edit and create more advanced images. Can print image created Printing digital artwork to create physical copies. Can open and use an art program, selecting simple tools to make lines, shapes, and pour colours using predefined shapes, motifs, and stamps -Using basic art software tools to	Can change the camera settings such as flash, to best capture an image in low light conditions -Adjusting camera settings like flash to improve photo quality in low light. Use a painting programme to make an image corresponding to their work in other art media -Creating digital artwork that reflects the style or theme of work in other art forms.	Can plan the use of a camera to take a specific photo or set of photos -Planning and preparing to take photos with a clear intention. Can use a digital camera and combine a photo with drawing in a paint programme -Using a digital camera and art software to merge photography with digital drawing.	Can plan, take and digitally process photographs for a creative purpose, working as part of a group -Collaborating to plan, capture, and edit photos for a creative project. Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage Using a camera to capture objects for use in creating a digital collage.	Can plan and take photographs to provide content to be cut and pasted/superimposed into other photographic images -Planning and capturing photos to be used in digital manipulation or collage. Can create virtual work of art using digital photography and an art programme to insert one selected component into a photographic setting -Using digital photography and editing software to integrate elements into a new photographic scene.

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			create digital artwork with shapes, colours, and stamps.				
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