



Deeping St. James Art Knowledge and Skills Progression : EYFS to Year 6

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
EYFS	Aut	This is me We love Stories	<ul style="list-style-type: none"> I can create a simple representation of people and objects I can draw and colour with pencils and crayons 	<ul style="list-style-type: none"> I can name colours I can experiment with mixing colours I can use colours for a particular purpose 	<ul style="list-style-type: none"> I can begin to explore different materials and understand how they can be manipulated - clay I can begin to explore different techniques for joining- glue, tape, split pins, I can use different construction materials and begin to build with a purpose/intended outcome 	<ul style="list-style-type: none"> I can talk about what I like and dislike. I can talk about different media.
EYFS	Spr	Superheroes A Right Royal Knees Up	<ul style="list-style-type: none"> I can create observational drawings I can experiment with different mark making tools such as pencils, pastels and chalk 	<ul style="list-style-type: none"> I can explore the processes involved in printing I can explore the work of Kandinsky 		<ul style="list-style-type: none"> I can talk about what I like and dislike. I can explore how to look closely when drawing. I can talk about my work with others I can talk about the work of Kandinsky



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EYFS	Sum	Amazing Arica Sun, Sea and Afternoon Tea	<ul style="list-style-type: none"> I can draw more detailed pictures of people and objects 	<ul style="list-style-type: none"> I can explore and discuss the technique pointillism I can begin to understand how mixing primary colours can make new colours 	<ul style="list-style-type: none"> I can experiment with collage techniques. I can manipulate materials 	<ul style="list-style-type: none"> I can explore the work of Henri Rousseau and make comments/observations about his pieces I can talk about my work with others I can talk about the process of my art I can adapt my work I can begin to evaluate my work
1	Aut	Mark Making	<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting I know what 'loading' the paintbrush is I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> I can explore how Kandinsky used different lines in his artwork I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork



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1	Spr	Colour Creations		<ul style="list-style-type: none"> • I can name a variety of colours • I can choose a favourite colour and give reasons for my choices • I know what primary colours are • I know what secondary colours are • I can mix primary colours to make secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied 	<ul style="list-style-type: none"> • I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> • I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky
1	Sum	Self Portrait	<ul style="list-style-type: none"> • I can discuss how artists have created different effects • I can investigate how to make different marks using sketching pencils • I can comment on how different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing • I can evaluate my work and 	<ul style="list-style-type: none"> • I can experiment with different kinds of paint and what effects I can create with them. • I can comment on the effects different paints create • I can say which kind of paint I prefer 	<ul style="list-style-type: none"> • I can use clay to create a self-portrait • I can show an understanding and use of some basic clay skills • I can begin to use tools to help me manipulate clay • I can use coloured paper to create a collage self-portrait 	<ul style="list-style-type: none"> • I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self-portrait to say about me • I can say what I like and dislike about different portraits



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			the work of others and identify strengths and weaknesses			
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2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> • I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can follow instructions to create the basis for my sketching • I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting 	<ul style="list-style-type: none"> • I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama • I can comment on the shape/form of 3-D objects and sculptures • I can use the rolling technique effectively to manipulate clay • I can recreate the form of a pumpkin, inspired by Kusama's sculptures 	<ul style="list-style-type: none"> • I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork
2	Spr	Earth Art	<ul style="list-style-type: none"> • I can identify repeating patterns in rangoli patterns • I can identify repeating patterns in mandala patterns • I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> • I know that natural materials can be used to make different mark making materials, including paints • I can experiment with different ways to paint a rock • I can comment on the colours of natural materials and how this can add to my artwork • I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> • I can describe what a sculpture is • I can comment on what different sculptures are made from • I can use natural materials such as twigs and sticks to create a sculpture • I can recreate rangoli patterns using natural materials such as leaves • I can use clay to create imprints of natural materials such as leaves • I can describe what weaving is 	<ul style="list-style-type: none"> • I can name ways that rocks were used in ancient artworks • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala



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					<ul style="list-style-type: none"> • I can create a simple loom • I can weave using interesting natural materials • I can recreate a mandala using natural materials • I can use natural materials to create a collage scene 	
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> • I can use natural materials to create prints • I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> • I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> • I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'



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3	Aut	William Morris	<ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs 	<ul style="list-style-type: none"> • I can describe the process of block printing • I can explain how different colours are achieved when using block printing to create a design • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing 		<ul style="list-style-type: none"> • I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design
3	Spr	Famous Buildings	<ul style="list-style-type: none"> • I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • I can vary my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art 	<ul style="list-style-type: none"> • I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastels 	<ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building 	<ul style="list-style-type: none"> • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building



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			<ul style="list-style-type: none"> I can create texture in my artwork to reflect real-life buildings 			
3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> I can give a good description of what pointillism is I can experiment with a range of pointillism techniques I can apply pointillism techniques using different mediums I can evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> I can use a variety of tools to create a pointillism painting I can use a variety of mediums to create a pointillism painting I can identify primary and secondary colours and explain how secondary colours are made I can identify tertiary colours on the colour wheel I can identify complementary colours on the colour wheel I can mix colours using the pointillism method I can make decisions about the subjects and colours of my artwork, giving reasons for my choices 		<ul style="list-style-type: none"> I can explain who George Seurat was and why he was famous I can state how I feel about a piece of artwork and justify my thoughts I can experiment with a range of techniques and methods for creating Pointillism I can state which method I prefer and why I can name some Pointillist artists I can identify Pointillism in pieces of art I can give reasons for my choices of colour and subject in my artwork I can apply what I have learnt about Pointillism to create my own piece of artwork I can evaluate my finished artwork and compare it to that of my peers



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4	Aut	Plant Art	<ul style="list-style-type: none"> . I can use my observational skills to create a detailed sketch of part of a plant . I understand that constant observation is important when creating a detailed sketch of a plant . I understand that attention to detail is important when creating a detailed sketch of a plant . I understand that patience is important when creating a detailed sketch of a plant . I can discuss how to represent a plant as a piece of art . I can follow simple instructions to create a more realistic sketch of a tree . I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<ul style="list-style-type: none"> . I understand the difference between tints, shades and tones . I can create tints, shades and tones to match a given colour . I can use tints, shades and tones to create a piece of artwork . I can transfer a sketching method into the medium of painting effectively . I understand what depth in an artwork is . I can use colour and size to create the illusion of depth in my artwork 	<ul style="list-style-type: none"> . I understand what a sculpture is and what different materials they can be made from . I can define the differences between decorative and functional sculpture . I understand how slip can be used to join two pieces of clay . I can use tools to make marks in the clay for decorative purposes . I can add or remove bits of clay to create detail . I can make my own simple sculpture from clay . I can use layers of different colour paper to create a collage with depth 	<ul style="list-style-type: none"> . I can identify an artwork that is visually pleasing to me . I can give my personal opinion of different artwork . I can listen to others' opinions of artworks, and try to see their point of view . I can describe what a botanical illustration is and why they were first created . I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork . I understand how artists create the illusion of depth in their artwork . I can design my artwork and give reasons for my choices . I can use my previous experience of different mediums to make decisions about my artwork



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4	Spr	Sonia Delaunay		<ul style="list-style-type: none"> . I can explain the difference between complementary and harmonious colours . I can experiment with the use and effect of colours in their own artwork . I can choose colours to use in my artwork based on if they are complementary or harmonious 	<ul style="list-style-type: none"> . I can experiment with coloured paper to create a collage . I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect 	<ul style="list-style-type: none"> . I can remember facts about Sonia Delaunay . I can express my opinion about an artist or artwork . I can discuss and answer questions about an artist and their artwork . I can describe what Orphism art is . I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork . I can explain my opinion of Sonia Delaunay's fashion designs . I can create my own designs in the style of Sonia Delaunay . I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
4	Sum	Recycled Art	<ul style="list-style-type: none"> . I can be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> . I can be inspired by a material's colours . I can experiment with and observe how different paints create different effects in my artwork . I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> . I can experiment with different ways I can join materials to make a 3-D piece of art . I can select a suitable joining method when working with different materials . I can look at different materials and make suggestions about how I could use them in my artwork . I can use a material's existing shape to inspire my artwork . I can create a simple animal sculpture from recycled materials 	<ul style="list-style-type: none"> . I can explore different pieces of recycled art . I can comment on the message that a piece of art might be portraying . I can say if I like or dislike a piece of art and why



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5	Aut	Chinese Art	<ul style="list-style-type: none"> . I can use visual information to make sketches of different styles of traditional Chinese art . I can explain the importance of lines in Chinese art in relation to the Four Gentlemen . I can use drawing and shading skills to recreate a terracotta warrior . I can identify patterns, images and styles associated with Ming porcelain . I can follow simple instructions to draw a Chinese dragon . I understand that I can use construction lines to map out the basic shape of my sketches . I understand what a light source is and how this affects shading . I can practise my shading in relation to a light source 	<ul style="list-style-type: none"> . I can identify some colours commonly used in Chinese art . I can discuss and describe different brushstrokes used in artwork and how they might have been created . I can practise a variety of brushstrokes to improve technique . I can apply my brush control when creating artwork . I understand the importance of line and brushstrokes in Chinese Art . I can create Chinese calligraphy characters using the correct brushstroke sequence . I can begin to use different paints and inks for different purposes 	<ul style="list-style-type: none"> . I can use simple rolling and pinching techniques to manipulate salt dough . I can form simple shapes to create the base of my model . I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins . I can add pieces of salt dough to my base to create relief details . I can use tools to create details in my salt dough or clay model . I can carve a piece of clay to create the shape of my terracotta warrior . I can use tools to help me shape and manipulate my clay . I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> . I can identify and record sketches of some themes commonly used in traditional Chinese art . I can discuss traditional Chinese artwork and say what I think and feel about it . I understand the significance of the dragon in Chinese culture . I can explain what the Terracotta Army is and why it is famous . I know when the Ming dynasty was in power and why their porcelain is famous
5	Spr	Frida Kahlo	<ul style="list-style-type: none"> . I can describe the general proportions of a face . I can use my knowledge of proportions to complete a self-portrait . I understand that I can use light guidelines for my sketches to help structure my sketches 	<ul style="list-style-type: none"> . I can analyse aspects of a painting including mood and colour . I can add paint to a sketched self-portrait to add colour and detail . I can choose colours to express aspects of my personality . I can choose colours to express 		<ul style="list-style-type: none"> . I can describe who Frida Kahlo is and give a brief summary of her work . I can give my opinion of a painting or artist, giving reasons for my ideas . I can describe the differences between a portrait and a self-



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			<ul style="list-style-type: none"> .I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> aspects of communities I belong to 		<ul style="list-style-type: none"> portrait .I can describe aspects of Mexican folk art .I can identify aspects of the Mexican culture in Kahlo's artwork .I can describe the aspects of the surrealist movement .I can express my opinion of surrealism in paintings .I can apply aspects of surrealism to my own artwork
5	Sum	Street Art	<ul style="list-style-type: none"> .I can use sketching and shading to add details to my designs 	<ul style="list-style-type: none"> .I can select contrasting colours using the colour wheel to help me .I can choose colours to create the biggest 'standout' effect .I can use use impression printing to create a piece of repeated printed artwork .I can create a stencil .I can use a stencil to create a piece of artwork .I can use more than one stencil to create a layered effect in my artwork 		<ul style="list-style-type: none"> .I can take part in a discussion about graffiti and if it is an art form or not .I can design my own tag reflecting what I have seen in existing artwork .I can experiment with the size, value and shape of my designs in my sketchbook .I can use my sketchbook to create designs for street art in a specific area .I can discuss the messages that are portrayed in some pieces of art .I can create my own piece of satirical artwork .I can explore the work of Banksy



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6	Aut	Landscape Art	<ul style="list-style-type: none"> . I can use vanishing points, horizon lines and construction lines to create perspective in my artwork . I can sketch a landscape using linear perspective. . I can use lines and patterns to create abstract artwork 	<ul style="list-style-type: none"> . I can experiment with different watercolour techniques to create effects . I can paint a landscape using watercolours . I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape . I can create tints and shades using a variety of different mediums . I can use tints and shades to create atmospheric perspective 	<ul style="list-style-type: none"> . I can explain what collage is and how tearing paper can be used to create different effects . I can create a torn paper collage of a landscape scene . I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using 	<ul style="list-style-type: none"> . I can identify vanishing points and horizon lines in landscape paintings . I can explain how artists use linear and atmospheric perspective in their artwork . I can comment on abstract landscapes and explain what I feel about them . I can create a selection of lines and patterns in my sketchbook to inform my artwork . I can discuss landscape artwork by famous artists, saying what I think and feel about them . I can identify which medium has been used to create a piece of art . I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
6	Spr	Sculpting Vases	<ul style="list-style-type: none"> . I can sketch designs to build up a portfolio of ideas . I can take the light sources into account when sketching vases . I can use my preferred shading technique to include dark areas in my sketches 	<ul style="list-style-type: none"> . I can make appropriate choices when decorating vases . I understand how to create different effects using materials . I can make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> . I can practise techniques and the effects they create before attempting my final design . I can choose and use appropriate techniques in my clay work . I can choose appropriate tools to add details to my design . I can add clay to create details for my design 	<ul style="list-style-type: none"> . I can identify different features of a vase's design . I can describe and assess vases made by designers . I can gather ideas for use in my own work . I can incorporate design ideas or themes into my own designs



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			<ul style="list-style-type: none"> .I can include the patterns and shapes in my sketches of vases .I can make detailed observations to sketch vases from different viewpoints 		<ul style="list-style-type: none"> .I can experiment and develop my control of tools and techniques .I can choose tools, techniques and details which are most appropriate for my design .I can use slabs of clay to create a container .I can use the pinching technique to create a container .I can work with control and accuracy .I can follow a design to create a vase 	<ul style="list-style-type: none"> .I can identify ways in which I could improve my work .I can evaluate and adjust my designs
6	Sum	Express Yourself	<ul style="list-style-type: none"> .I can use sketching to represent different illustrated facial expressions .I can make careful and precise observations to inform my sketching .I can describe how lines and fonts can express an idea .I can make choices based on different lines and fonts to create a desired effect .I can use different pressures and thicknesses to create a desired effect .I can use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> .I can explain how colour can help to express different aspects of someone's personality .I can identify emotions they feel, linked to a colour .I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory .I can experiment with using my fingerprints to create a unique piece of artwork .I can vary the pressure and amount of paint I use when printing using my fingers to create different effects .I can use overlapping and layering to create shadow in my painting 	<ul style="list-style-type: none"> .I can use wire to create a sculpture of a person .I can convey an emotion or specific body language in my wire sculpture 	<ul style="list-style-type: none"> .I can respond and comment on different pieces of artwork .I can discuss and comment on Kandinsky's colour theory .I can discuss and give my opinions on Chuck Close's painting techniques