AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1-6

Purple = Substantive Knowledge
Green = Disciplinary Knowledge / Skills

Year 1

Drawing	Sketchbooks	Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals Make a simple elastic band sketchbook. Personalise it. Spirals	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Simple Printmaking	Understand collage is the art of using elements of paper to make images. Making Birds Flora & Fauna Understand we can create our own papers with which to collage. Making Birds Flora & Fauna	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Playful Making Making Birds Understand the meaning of "Design through Making" Playful Making Making Birds	Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna	Use sketchbooks to: Test out printmaking ideas Simple Printmaking Develop experience of primary and secondary colours Spirals Simple Printmaking Exploring Watercolour Flora & Fauna Practice observational drawing Spirals Simple Printmaking Flora & Fauna Making Birds Explore mark making Spirals Simple Printmaking Flora & Fauna Exploring Watercolour Making Birds	Use hands and feet to make simple prints, using primary colours. Simple Printmaking Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking	Collage with painted papers exploring colour, shape and composition. Simple Printmaking Flora & Fauna Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	Use a combination of two or more materials to make sculpture. Playful Making Making Birds Use construction methods to build. Playful Making Making Birds Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Playful Making Making Birds	Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Some children may feel able to share their response about classmates work. All Pathways for Year 1

Year 2

Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting	Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.
Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to:	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint	Understand that the properties of the paint that you use, and how you use it, will affect your mark making Expressive Painting Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Music & Art Understand the concept of still life. Expressive Painting	Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect Stick Transformation Project Music & Art Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2
Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art	Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint Explore colour and colour mixing. Expressive Painting Music & Art Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art		Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting		Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2

Year 3

Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal Understand that animators make drawings that move. Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3 Work in sketchbooks to: Explore the qualities of charcoal. Gestural Drawing with Charcoal Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Natural Materials Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings Brainstorm animation ideas. Working with Shape & Colour Animated Drawings Natural Materials	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories That clay and Modroc are soft materials which finally dry/set hard. Telling Stories An armature is an interior framework which support a sculpture. Telling Stories Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might…). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3

Year 4

Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life	To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure Festival Feasts	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern	Use sketchbooks to: Practise drawing skills Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life	Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure Festival Feasts	Understand artists often collaborate on projects, bringing different skills together.
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern	Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Art of Display Exploring Still Life Sculpture & Structure Festival Feasts	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life	To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern	Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life Sculpture & Structure Festival Feasts	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life		Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing	Brainstorm pattern, colour, line and shape. Exploring Pattern Exploring Still Life Festival Feasts	Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life		Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…").
Interpret poetry or prose and create sequenced images in either an accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing	Reflect. Storytelling Through Drawing Exploring Pattern Exploring Still Life Art of Display Sculpture & Structure Festival Feasts	To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts		Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention.
Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern		To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts		Work collaboratively to present outcomes to others where appropriate. Present as a team.
Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing				Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
				Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4

Year 5

Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that designers create fonts and work with Typography. Typography & Maps Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps	Use sketchbooks to: Explore mark making. Typography & Maps Mixed Media Landscapes Set Design Fashion Design Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making MonoTypes Mixed Media Landscapes Set Design Architecture: Big or Small Fashion Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Set Design Architecture: Big or Small Fashion Design Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design	Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. Making MonoTypes Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making"). Fashion Design	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Fashion Design Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design	Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5

Year 6

Drawing	Sketchbooks	Printmaking	Making	Purpose/Visual Literacy/Articulation
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D Use collage to add tonal marks to the "flat image". 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Activism Using the grid method to scale up an image. 2D to 2D Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour Explore combinations and layering of media. Activism Exploring Identity Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Brave Colour Take a Seat Shadow Puppets	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism Or create a zine using similar methods. Activism	Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour Exploring Identity Take a Seat Use the device of scaled model to imagine what your installation might be, working in respond to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Brave Colour Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6