Progression in Practical Knowledge

- Formal Elements
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Primary colours are red, blue and yellow. They cannot be mixed from other colours.

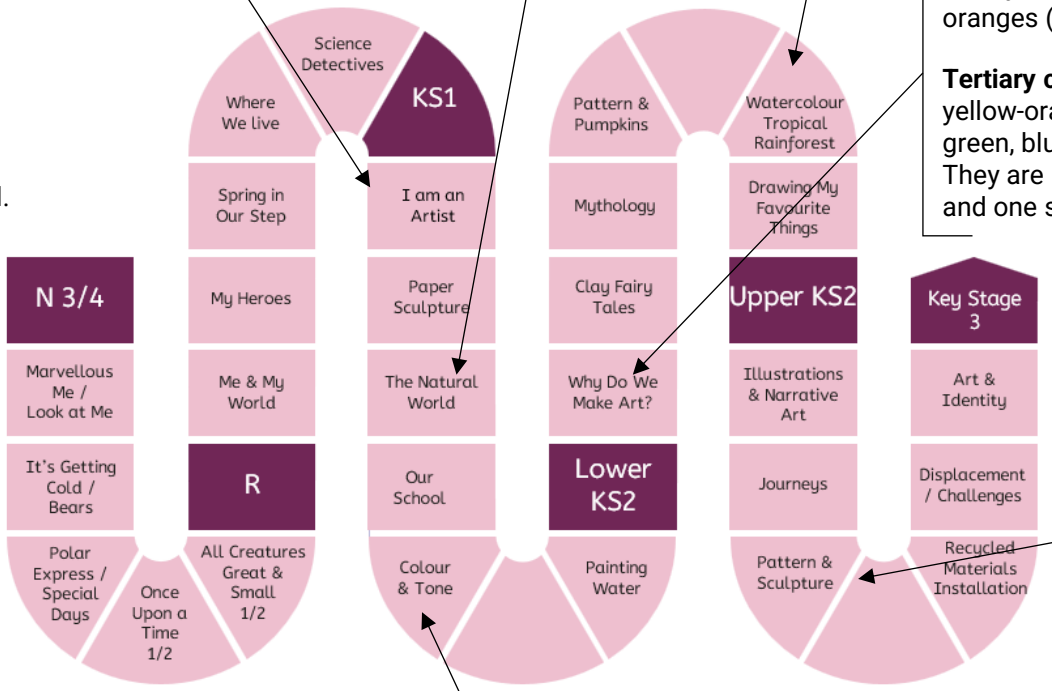
Secondary colours are green, orange and purple. They are mixed from primary colours.

The appearance of secondary colours can vary according to the amount of each primary colour used to mix it.

Earthy colours are reds, browns, oranges (colours of earth).

Tertiary colours are red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple. They are mixed from one primary and one secondary colour.

Use colours that are representative of real objects and how I feel.



Prior knowledge of colour is explicitly reviewed in units across EYFS-KS2.

Artists can change the way a colour looks by making **tints** (adding white), **tones** (adding grey) and **shades** (adding black).

Warm colours are red, orange and yellow. **Cool** colours are blue, purple and green.

Colours can be used to represent emotions. For example, red can represent anger and blue can represent sadness.

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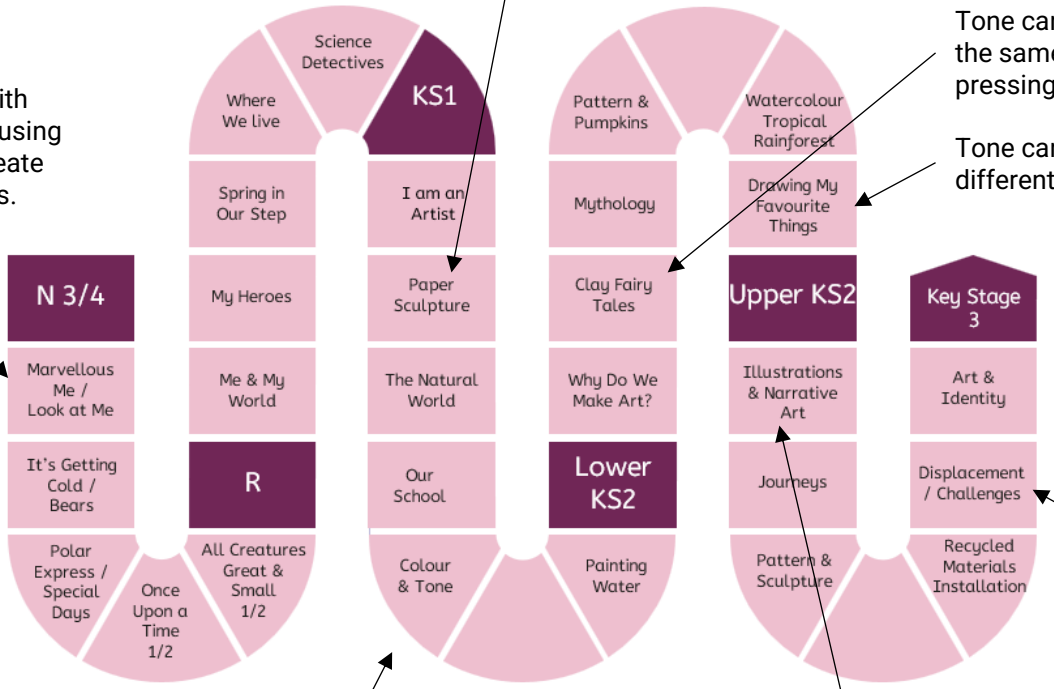
Tone is about light and dark in an artwork. A strong tone means there is a big difference (contrast) between the light and the dark areas.

Doing the same thing with different materials - like pencil, fineliner, biro, felt tip - can create a different tone.

Shadows are an area of darkness that can be created by a sculpture or other 3D object.

Explore mark making with different materials and using different pressure to create lighter and darker marks.



Tone can be created using the same pencil by pressing harder or lighter.

Tone can be created using different grades of pencil.

Prior knowledge of tone is explicitly reviewed in units across EYFS-KS2.

Manipulate shadows using torches to create a different tone.

Tone can be created using white pens and pencils, which highlight areas of the artwork.

Linear shading is a method of creating tone, often with a pen.

Examples of linear shading include hatching, cross hatching and contoured hatching.

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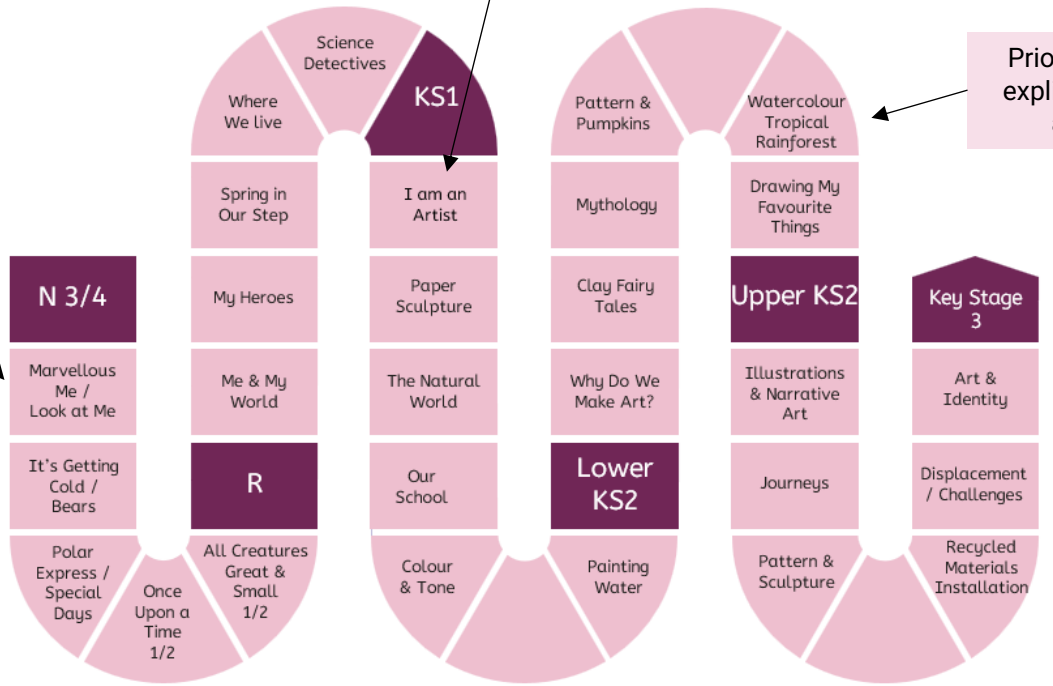
A line is a mark made on a surface that joins different points.

Lines can vary in length, width, direction and shape.

A continuous line drawing is one where the pencil does not leave the page.

Doing the same thing with different materials - like pencil, crayon, pens, charcoal - can create different lines.

Make marks including lines and closed shapes.



Prior knowledge of line is explicitly reviewed in units across EYFS-KS2.

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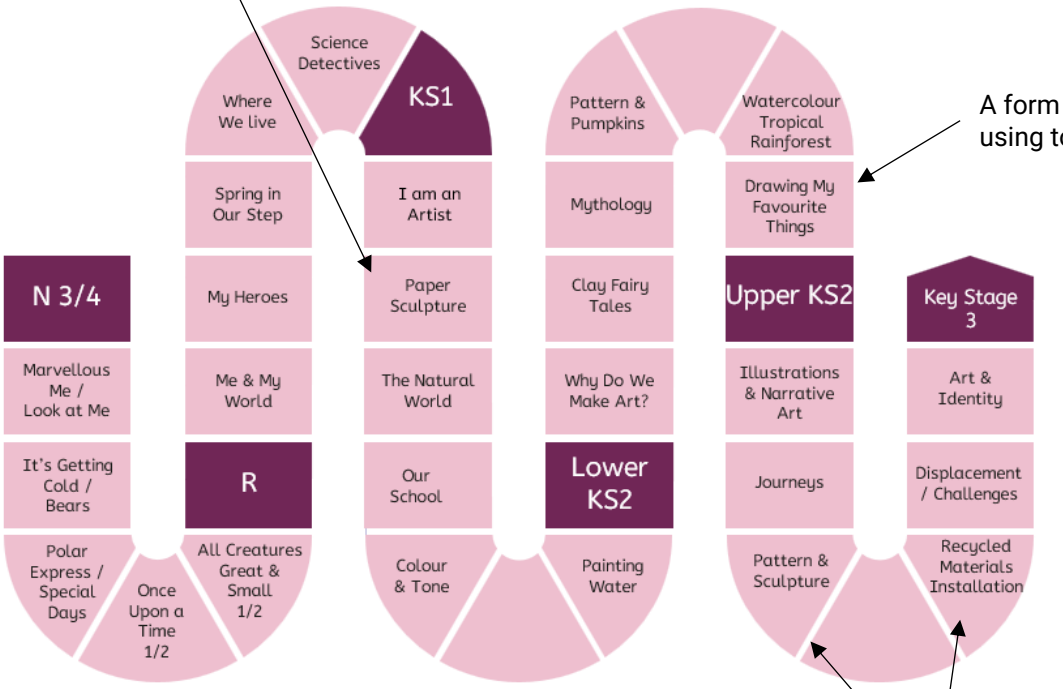
A form is something that you can view from all sides [it is 3D].

A form can be created as a sculpture.

Make 3D sculptures in junk modelling.



A form can be represented using tone in a 2D artwork.

Prior knowledge of form is explicitly reviewed in units across EYFS-KS2.

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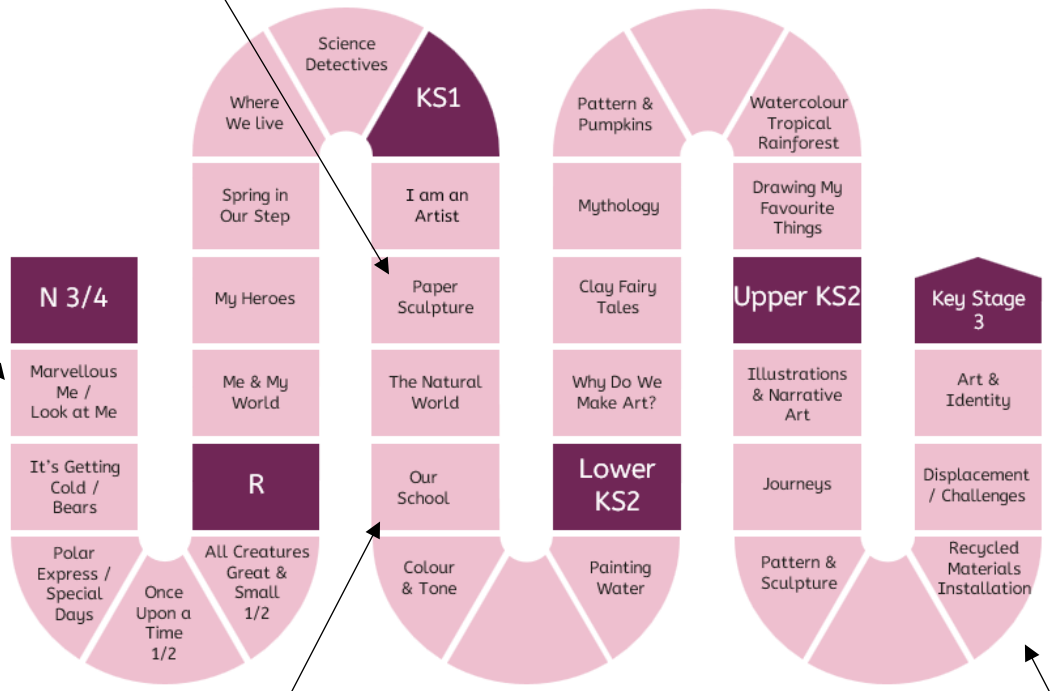
Space is an area around an object. Space is created when you make a 3D sculpture (e.g. the gap between two parts of the sculpture).

Implicitly create space when junk modelling.



Space can be found around existing objects and used to create art.

Prior knowledge of space is explicitly reviewed in units across EYFS-KS2.

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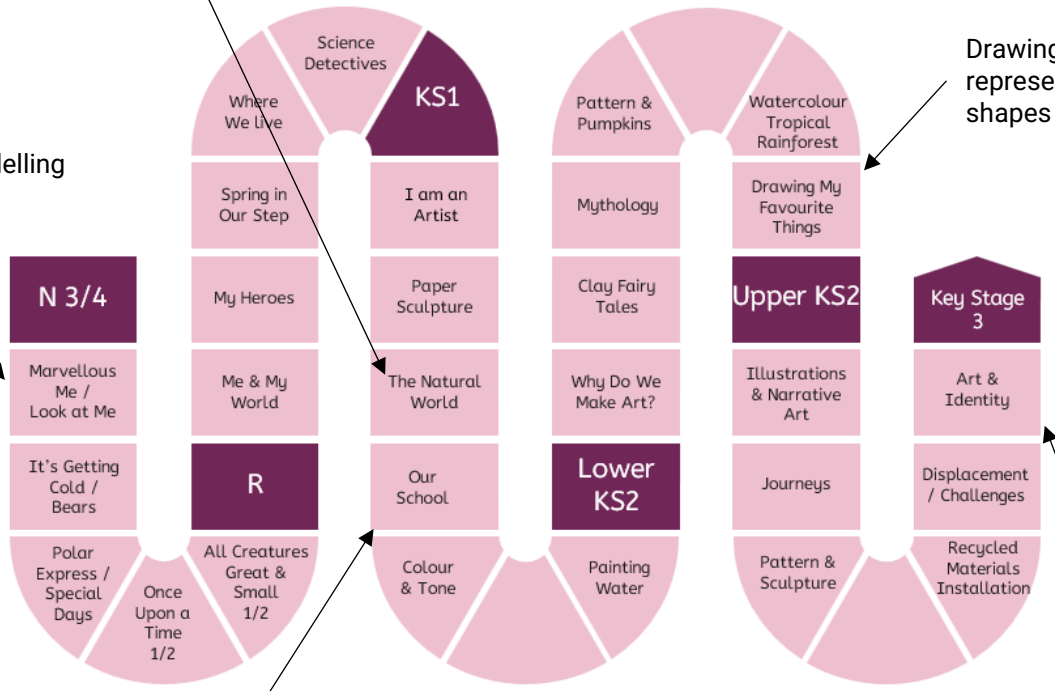
Drawing can be about representing flat [2D] objects using [2D] shapes on paper.

Select items in junk modelling based on their shape.



Drawing can be about representing 3D forms with 2D shapes on paper (a 2D surface).

Shapes can be found in existing objects and used to create art.

Prior knowledge of shape is explicitly reviewed in units across EYFS-KS2.

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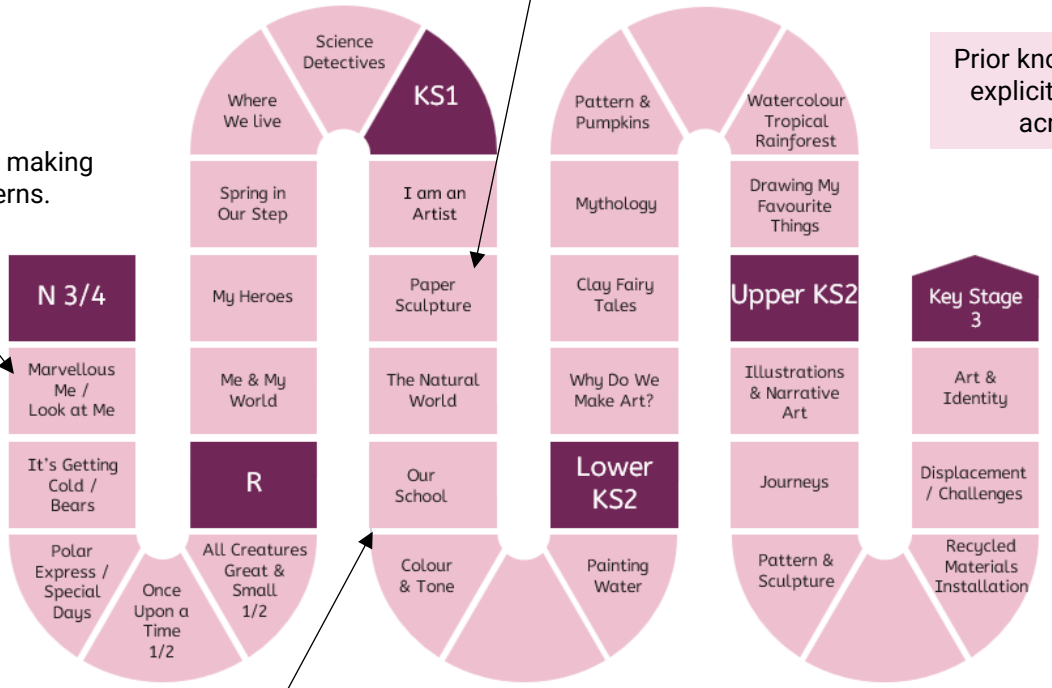
Patterns can be created with a series of repeated marks like dots and lines.

Create patterns when making marks. Describe patterns.



Prior knowledge of pattern is explicitly reviewed in units across EYFS-KS2.

Identify patterns in the world around us.

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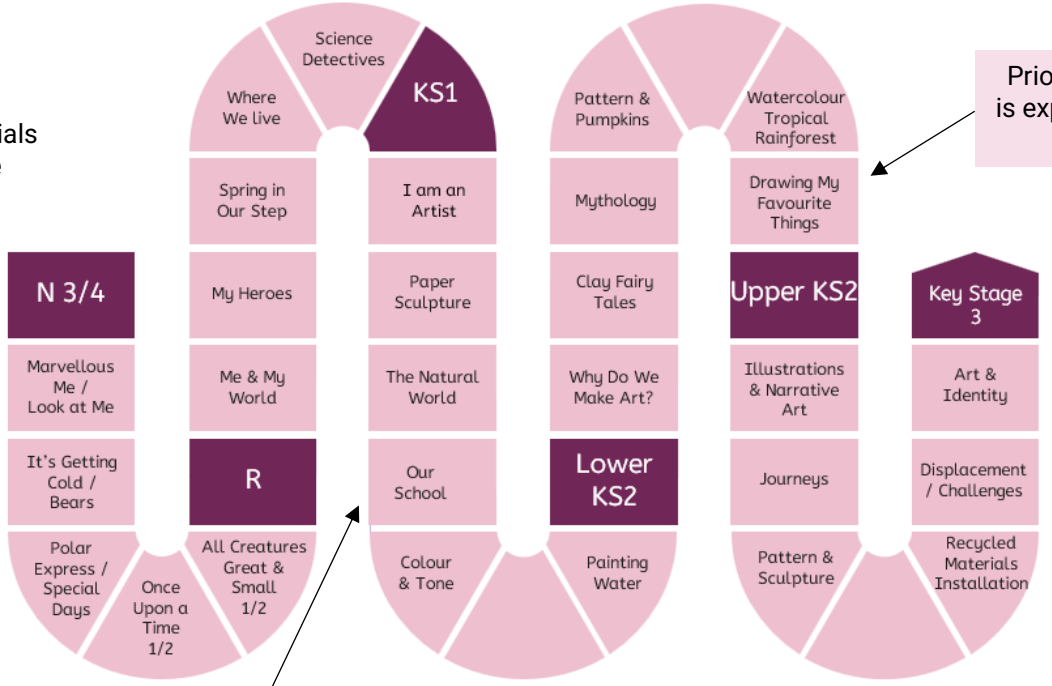
Describe how materials feel using words like rough and smooth.



Prior knowledge of texture is explicitly reviewed in units across EYFS-KS2.

Texture is how something feels. Artists can make art that tells us how something might feel, without us having to touch it.

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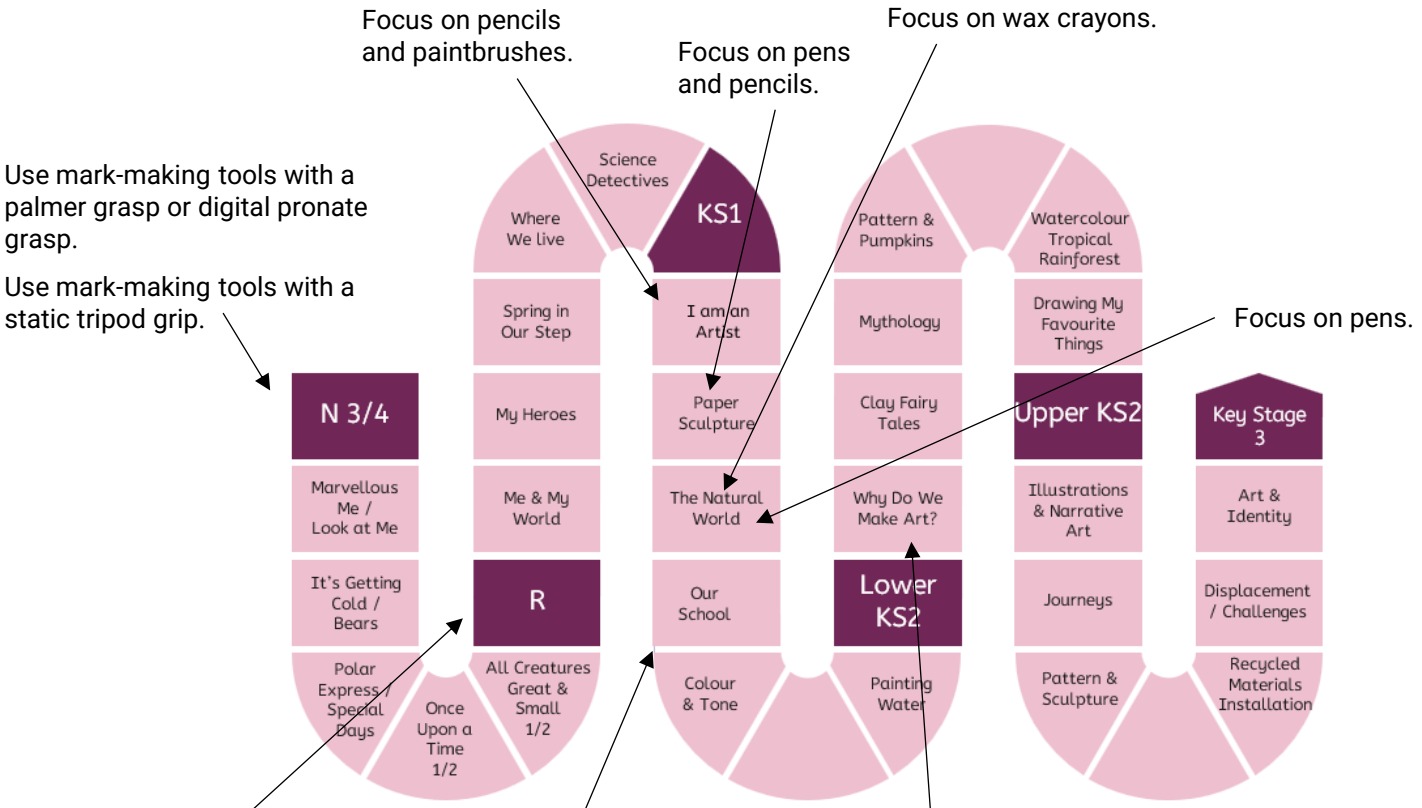

Mark making tools are used in every unit. Examples have been included to show the range of mark-making tools that are used EYFS-KS2.

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Use poster paints.

Use wax resist technique with watercolour paints.

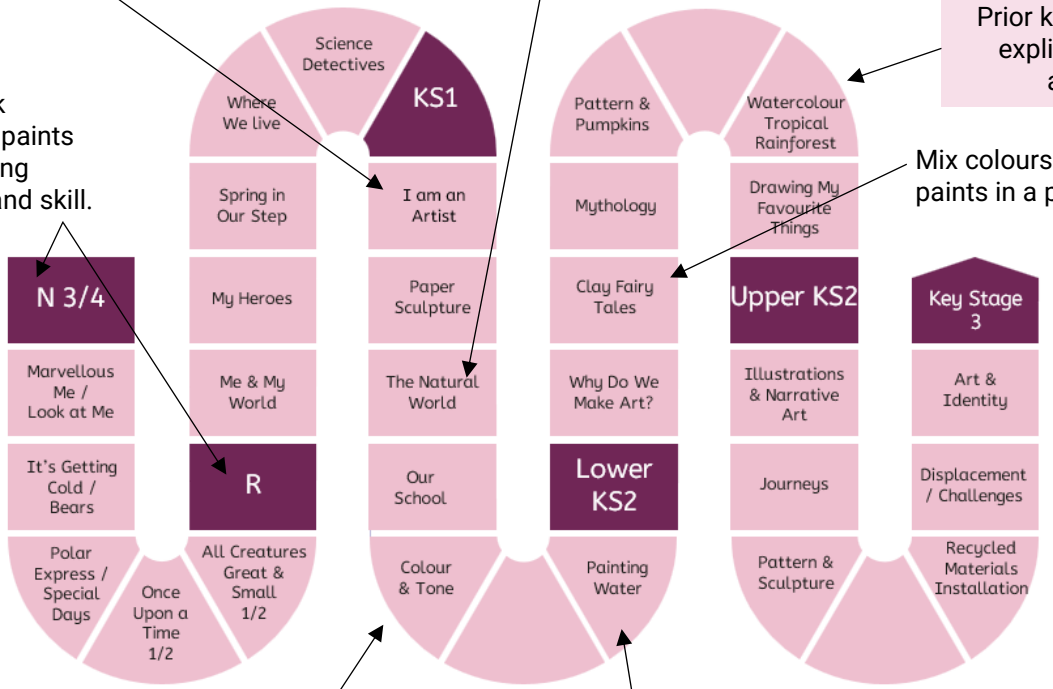
Mix colours using watercolour paints on the page (not in a palette).

Use a flat wash brushstroke with watercolour paint.

Prior knowledge of painting is explicitly reviewed in units across EYFS-KS2.

Explore mark making with paints with increasing confidence and skill.

Mix colours using acrylics paints in a palette.



Mix colours using poster paints in a palette.

Use stippling, tapered and dry brushstrokes with watercolour paint.

Use wet on wet and 'less to more see through' [opaque to translucent] techniques.

Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours.

Different paintbrushes are suited to different brush strokes and techniques.

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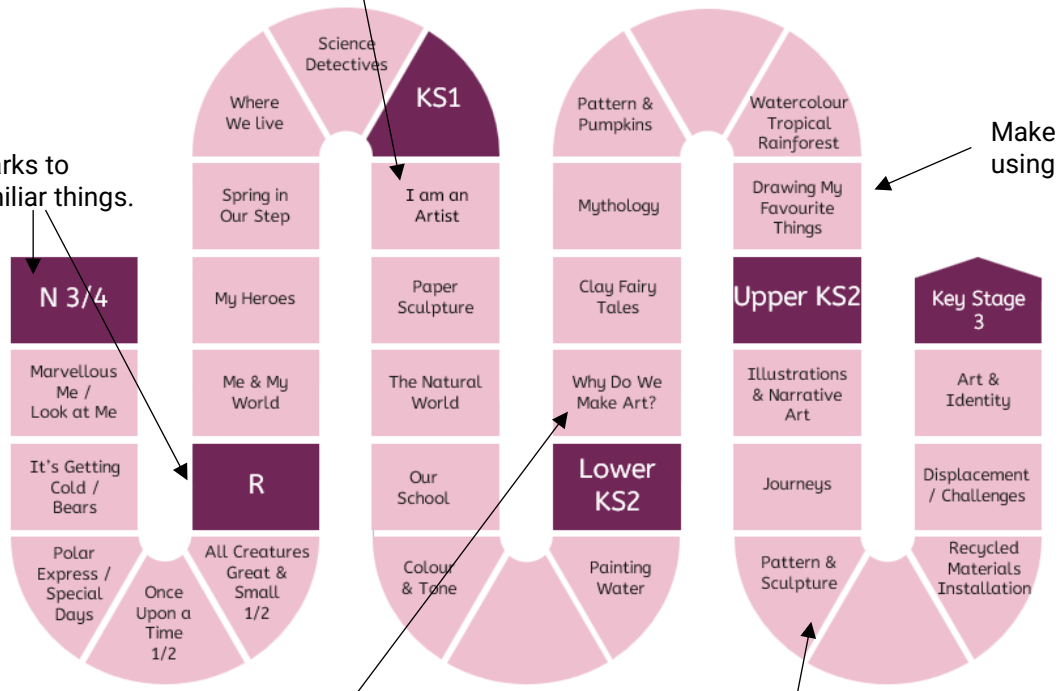
Making simple line drawings, including continuous line drawings.

Drawing is a key skill in Art & Design and reviewed in some way in every unit.

Make marks to draw familiar things.

Make a tonal drawing using pencil.



Draw the human face and its features in proportion using pencil.

When drawing from observation artists must look often and very carefully and at the object they're drawing from.

When drawing from primary observation, artists look at the object they're drawing from. When drawing from secondary observation, artists look at a drawing or a copy of object.

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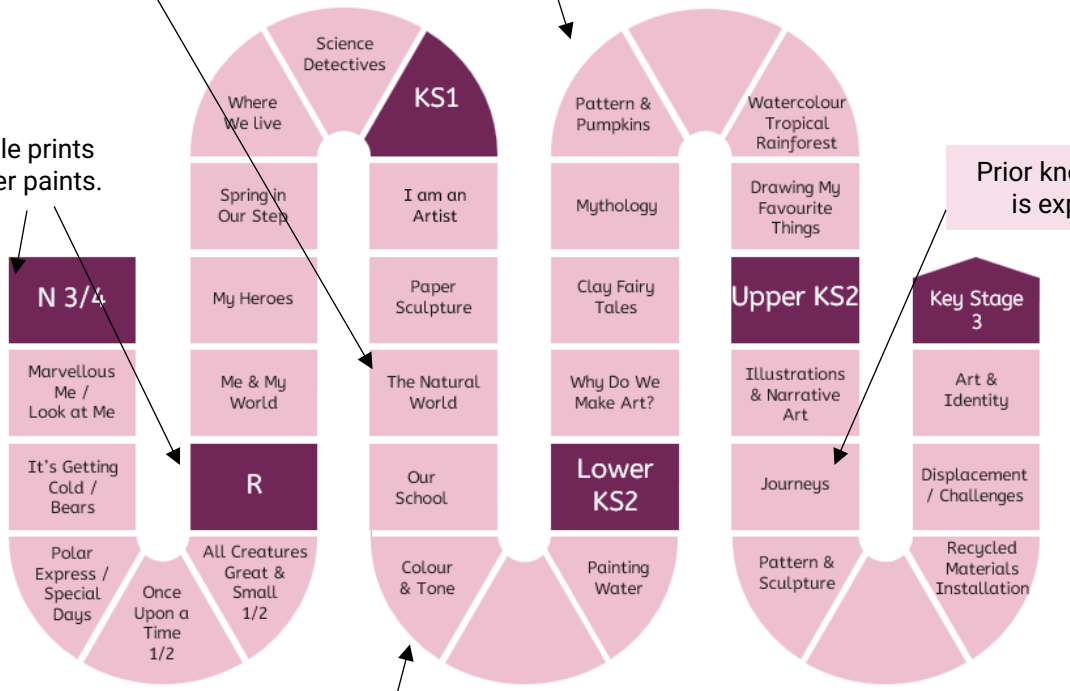
Press print onto paper or fabric using the natural colour of the leaves.

Collagraphic printmaking is a process in which materials are built up on a plate to be printed from.

Make simple prints using poster paints.

Prior knowledge of printing is explicitly reviewed.



Using crayons to transfer texture and pattern from existing surfaces.

Monoprint onto paper.

Create a plate to make a press print. Apply ink (or paint) with a roller. Press print onto paper or fabric using a plate.

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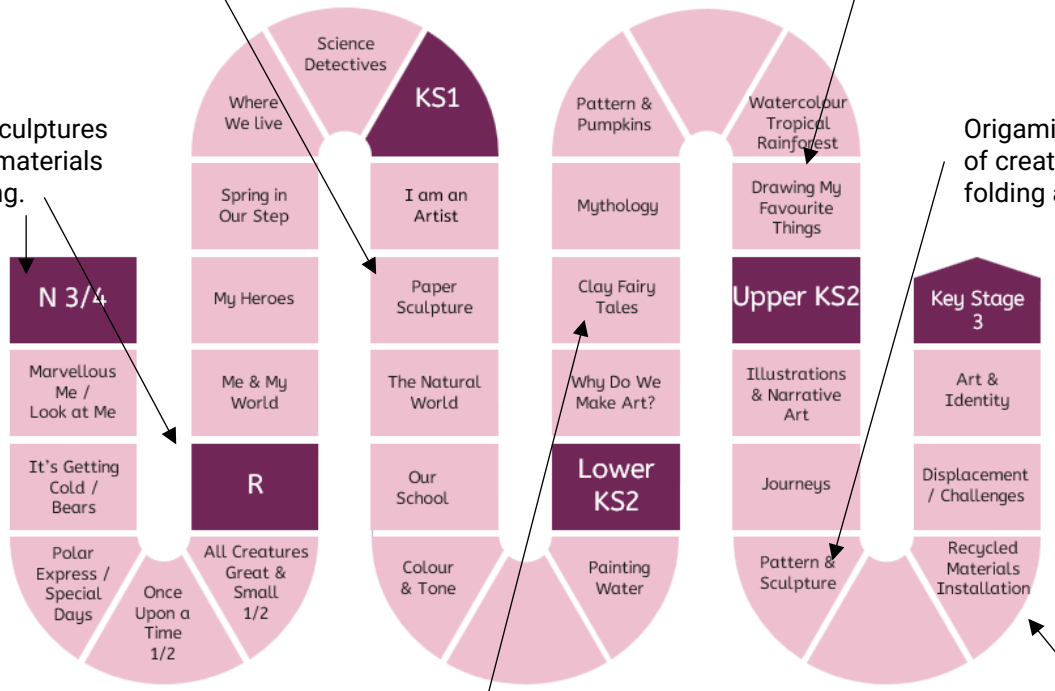
Create a paper sculpture by folding and twisting and gluing it together.

Arrange a 3D composition by considering size, shape, texture and space between objects.

Explore making sculptures using a range of materials and junk modelling.

Origami is a Japanese artform of creating 3D models by folding a piece of paper.



Make a tile using clay.

Make a raised relief by adding layers of clay.

Use slip (a mixture of clay and water) as a glue in ceramics.

Score surfaces before adding slip to help the pieces attach more reliably.

Cut, shape and manipulate existing objects to create a sculpture.

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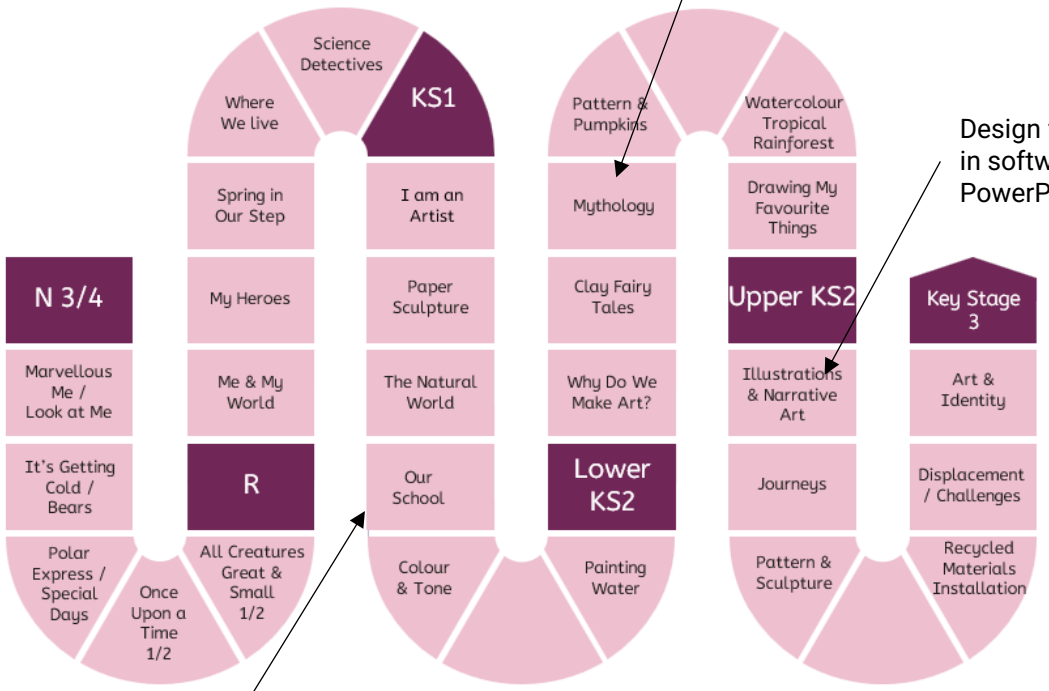
Take photographs of tableau vivant, which is made by standing still to represent the figures in a story.

Design figures and characters in software programmes (e.g. PowerPoint).



Take photographs of objects and surfaces using cameras or tablets.

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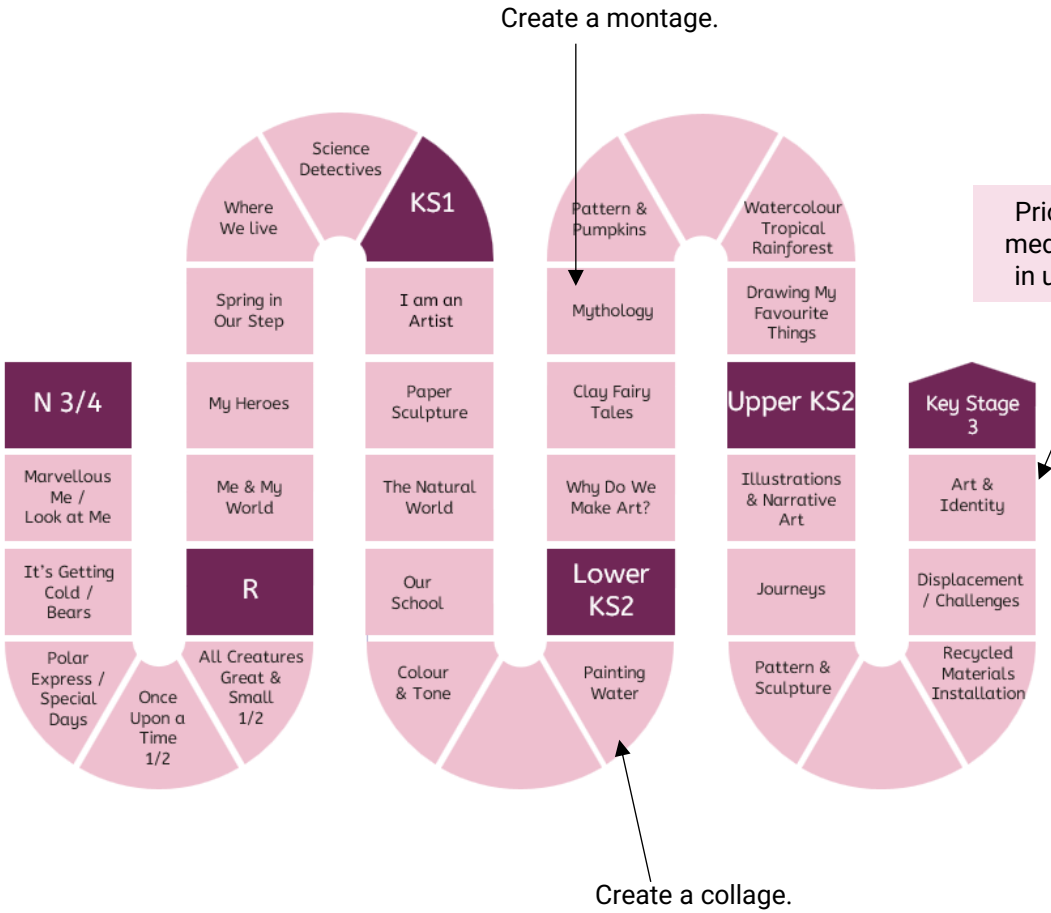

Prior knowledge of mixed media is explicitly reviewed in units across EYFS-KS2.