



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year One

Term	Technique	Substantive knowledge		Creative knowledge
<b>Autumn term</b> <i>Concentric Circles</i> <i>Print</i>	<b>Drawing/Printing</b>	<ul style="list-style-type: none"> <li>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations</li> <li>Use lines to represent objects seen</li> <li>Accurately represent face with the correct features in the correct relative position</li> <li>Accurately represent face with the correct features an appropriate size and shape</li> <li>Mix colours using powder paint and apply them in their painting to represent real life</li> <li>Select and use different brushes to make marks of different thickness</li> </ul>	<b>Skills</b>	Colour: Know how to make secondary colours from primary colours <ul style="list-style-type: none"> <li>Know how to make a colour lighter or darker by adding white/black</li> <li>Shape: Observe and represent shapes in the face accurately</li> <li>Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face</li> </ul> <b>Vocab:</b> self portrait, primary colour, secondary colours, shape, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to  <b>Artist: Kandinsky</b>
			<b>Examples and vocabulary</b>	
			<b>Artist</b>	
<b>Spring term</b> <i>Claude Monet's paintings - The Waterlilies</i>	<b>Painting</b>	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas</li> <li>Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image</li> <li>Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day</li> <li>Create patterns that repeats</li> </ul>	<b>Skills</b>	<ul style="list-style-type: none"> <li>Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time. Colour mix primary colours to make them lighter /darker tinting and shading.</li> <li>Pattern: explore and create repeating patterns, where placement is controlled and not random</li> </ul> <b>Vocab:</b> print, cover, dip, technique, press, pattern, repeating image, tinting, shading  <b>Artist : Monet</b>
			<b>Examples and vocabulary</b>	
			<b>Artist</b>	
<b>Summer term</b> <i>Natural Collage</i>	<b>Sculpture</b>	Handle and manipulate rigid and malleable materials and found objects to represent something known  <ul style="list-style-type: none"> <li>Select materials considering content, shape, surface and texture</li> <li>Modify materials by tearing and cutting and find ways of joining them to assemble basic forms</li> <li>Add surface features</li> <li>Consider the difference between a 2D and 3D image</li> </ul>	<b>Skills</b>	<ul style="list-style-type: none"> <li>Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time</li> <li>Form: Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting</li> </ul> <b>Vocab:</b> select, sculpture, natural materials, stone, pebble, shell, rock, leaves, pattern, repeating pattern, 3d and 2d  <b>Artist: Andy Goldsworthy</b>
			<b>Examples and vocabulary</b>	
			<b>Artist</b>	



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year Two

Term	Technique	Substantive knowledge		Creative knowledge
<b>Autumn term</b>	<b>Drawing/Printing</b>	<ul style="list-style-type: none"> <li>Make studies from observation with increasing accuracy, positioning marks and features with some care</li> <li>Make line and shape drawings from observation adding light/dark tone, colour and features</li> <li>Draw from different viewpoints</li> <li>Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame</li> </ul>	<b>Skills</b>	<ul style="list-style-type: none"> <li>Colour: select from a limited palette to create mood and feeling</li> <li>Shape: record shapes accurately taking account of their relationship to one another</li> <li>Space: develop an awareness of the spaces between shapes</li> <li>Form: add light and dark through shading and cross hatching</li> <li>Pattern: Investigation of pattern and symmetry within the architecture of a building</li> <li>Line: use line to represent the texture of different parts of the building</li> <li>Explore tone using different grades of pencil, experiment and investigate</li> </ul> <p><b>Vocab:</b> Soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, repeating, mirror image, symmetrical, hatching, cross hatching, stippling, dabbing, pouring, splattering, scribbling.</p> <p><b>Artist: Picasso</b></p>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	
<b>Spring term</b>	<b>Painting</b>	Describe colours Make as many tints as possible using white poster paint Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image Use colour on a large scale – dye fabric for backgrounds	<b>Skills</b>	Colour: consider the use of colour for effect – warm and hot colours. Mixing Primary colours to make secondary colours. <ul style="list-style-type: none"> <li>Pattern: Consider the effect of the juxtaposition of hot colours and black in a random arrangement</li> <li>Space: consider how the space between, above and below collaged areas contributes to the overall effect of the piece</li> </ul> <p><b>Vocab:</b> ripping, cutting, tearing, layering, super imposing, hot and warm colours, cold colours, colour mixing, shading and tinting</p> <p><b>Artist: Van Gogh</b></p>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	
<b>Summer term</b>	<b>Sculpture</b>	Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipecleaner sculptures and clay pots	<b>Skills</b>	Colour – select appropriate colours to create a sculpture in the style of Rodney McCoubrey. Pattern : teach, through modelling, manipulation and joining skills, using appropriate clay tools. <p><b>Vocab:</b> rolling, kneading, shaping ,joining, sculpting, evaluating,developing</p> <p><b>Art: Rodney McCoubrey</b></p>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year Three

Term	Technique	Substantive knowledge		Creative knowledge
Autumn term	Drawing/Printing	Experiment with different grades of pencil, cross hatching, blending. Use different grades of pencil to apply tone to drawings. Make marks using different drawing implements – oil pastels, charcoal. Create textures with different drawing implements, pencil, oil pastels, charcoal. Use pencil, charcoal and oil pastels to draw different form and shape	Skills	Colour :Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pattern : To create sketch books to record their observations and use them to review and revisit idea Shape :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. <b>Vocab</b> : Manipulate, construct, recycle, manmade. <b>Joan Miro</b>
			Examples and vocabulary	
			Artists	
Spring term	Painting	Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands <ul style="list-style-type: none"> <li>• Paint symbols, form and compositions when exploring the work of other artists and cultures</li> <li>• Experiment with painting onto wet and dry surfaces</li> <li>• Explore the effect of adding glue, sawdust and use this in painting</li> </ul>	Skills	<ul style="list-style-type: none"> <li>• Colour: Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings. Mixing secondary colours to make tertiary colours.</li> <li>• Line: Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required</li> <li>• Shape: consider shapes drawn and the surrounding spaces – how will colour be used in both these areas?</li> </ul> <b>Vocab</b> : Pop art, tertiary colours, silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line/ tertiary colours, shading, tinting, toning, Binca fabric/line stich <b>Andy Goldsworthy</b>
			Examples and vocabulary	
			Artists	
Summer term	Sculpture	<ul style="list-style-type: none"> <li>• Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture</li> <li>• Develop a response through modelling</li> <li>• Understand how structure needs to be created to hold its shape, have volume</li> <li>• Identify and assemble materials to make a new form, carefully covering with papier mache</li> <li>• Compare own designs and pattern making with those from periods of history – Ancient Greece</li> </ul>	Skills	Colour: represent things observed or remembered using colour , selecting appropriate paint, colour and brushes • Pattern: investigate and apply geometric and interlacing patterns from other cultures and times • Form: build on understanding of layering to create a robust 3D structure <b>Vocab</b> : papier mache, geometric patterns, symmetry, interlacing pattern, band pattern, motif, dotting, splashing, splattering, wet on wet/blending, Mountain Peak, Cube, Cylinder, Pyramid/triangle Tear Drop Flat Pancakes, Cookie Cutter, Shapes, coil. <b>Jon Williams and Sarah Monk</b>
			Examples and vocabulary	
			Artists	



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year Four

Term	Technique	Substantive knowledge		Creative knowledge
<b>Autumn term</b>	<b>Drawing/Printing</b>	Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension	<b>Skills</b>	Relief printing, poly printing, string printing, designing, Use lines, shapes and pattern to design my prints. Use scale and proportion in my print designs. Demonstrate how tools I have chosen to work with, should be used effectively and with safety. Create and refine a print using a variety of techniques. Select the kinds of materials to print with in order to get the effect I want. Modify and adapt print. <b>Vocab</b> : warm and cool / Resist printing /Shape, form, model, manmade, recycled, <b>Berenice Sydney</b>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	
<b>Spring term</b>	<b>Painting</b>	Colour mix to match tints, tones and shades in existing works. Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.	<b>Skills</b>	Change the colours of paint in relation to tint, tone, shade, hue and mood. Use colour to affect the mood of a painting. Mix and match colours to objects or artefacts. Choose and use the correct paints and implements for painting on different materials. Plan and create different effects and textures with paint according to what they need for the task. Be independent and creative when painting. <b>Vocab</b> : tint, tone, shade, hue, mood, <b>Jacob Lawrence</b>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	
<b>Summer term</b>	<b>Sculpture</b>	Shape, form, model and construct malleable and rigid materials – clay tiles	<b>Skills</b>	Model with a range of recycled materials. Plan different ways to join materials. Develop different ways to join materials. Select the appropriate way to join chosen materials. Cut and join wood safely and effectively. Talk about their work, understanding that it has been modelled <b>Vocab</b> : ceramicist, shape, form, model, manmade, recycled. Rope like coils – Snakes Slab Rounded and circular shapes <b>Michelle Reader</b>
			<b>Examples and vocabulary</b>	
			<b>Artists</b>	



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year Five

Term	Technique	Substantive knowledge		Creative knowledge
Autumn term	Drawing/Printing	Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured pencils Apply the effect of light on objects from different directions Begin to use perspective in work using a single foci point and horizon	Skills	Research printing techniques and demonstrate these in my sketchbook. The process of lino printing. Create moulds out of lino to use. Build up layers, colours and textures in my print. Using my sketches in my sketchbook create a print that involves repetition, symmetry or a random printing style. Produce a piece of printing that comments on society/school code. <b>Vocab:</b> Lino, print, process <b>Jamaal Barber</b>
			Examples and vocabulary	
			Artists	
Spring term	Painting	Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere. Use a variety of tools to create texture	Skills	Make comparisons between Kusama’s work and Andy Warhol (pop art). Use colour to match a mood. Use colour in the style of Yayoi Kusama. Use warm, cold and complimentary and contrasting colours in my work. Use my sketchbook to test my ideas around use of colour in my painting. Create a piece of art work in the style of Yayoi Kusma <b>Vocab:</b> Warm/cold , complimentary /contrasting colours, Primary, secondary, tertiary, compare, annotate, adapt, repetitive. <b>Yayoi Kusama</b>
			Examples and vocabulary	
			Artists	
Summer term	Sculpture	Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.	Skills	Identify sculptures created by Henry Moore. Make choices about my 3D technique and the materials I have chosen. Explain my choices for my technique and materials. Use clay to create a sculpture. Knead, pinch, roll, stack and trim clay to create my sculpture. Choose and use appropriate tools to complete my sculpture. Explain the difference between modelling, sculpture and construction. Plan my sculpture by drawing and by completing any prep work. <b>Vocab:</b> abstract <b>Henry Moore</b>
			Examples and vocabulary	
			Artists	



## Art - Progression of Knowledge & Skills



### Progression in objectives by Year Group : Year Six

Term	Technique	Substantive knowledge		Creative knowledge
Autumn term	Drawing/Printing	Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils Produce accurate drawings from observation and use tonal contrast in drawings Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images.	Skills	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Produce increasingly accurate drawings of structures. <b>Vocab</b> : Observation, imagination, perspective, shade, tone, 3d, <b>Modern Architects</b>
			Examples and vocabulary	
			Artists	
Spring term	Painting	Mix and match colours to create light, thinking about direction of light and its effect on images. Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork	Skills	Use colour for a purpose (inspired by work of an artist/matching colour to subject/using colour to depict mood/feelings). Create shades and tints using black and white. Understand warm, cold, complimentary and contrasting colours. Work on preliminary studies in their sketchbooks to test, media, materials and implements. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).  <b>Vocab</b> : Surrealism, Self-portrait , symbolism <b>Frida Kahlo</b>
			Examples and vocabulary	
			Artists	
Summer term	Sculpture	Shape, form, model and join using malleable and rigid materials – wire/juni modelling, paper, card and mod rock.	Skills	Demonstrate a wide variety of ways to make different marks using dry media. Observe and draw the effect of light on objects from different directions. Produce increasingly accurate drawings of the whole body. Make informed choices about the 3D technique and materials chosen. Use recycled, natural and man-made materials to create sculpture and collage. Describe the different qualities involved in modelling, sculpture and construction. Plan and develop ideas and discuss choices and adaptations. create from observation and imagination with increased independence. Plan a sculpture through drawing and other preparatory work. <b>Vocab</b> : Wire, modrock <b>Giocometti/Chris Oakey</b>
			Examples and vocabulary	
			Artists	