



## Art and Design Progression of Skills & Knowledge

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Progression of Knowledge	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Beginning to use materials, tools, &amp; techniques to express own ideas e.g. chunky chalks, big paintbrushes, markers, rollers, sponges, stampers</p> <p>Confidently talks about own creations.</p>	<p>Children to understand that a line is used to make any shape whether it is curved or straight and in any orientation. Children to be taught how to hold a ruler correctly to draw a straight line.</p> <p>Children to be introduced to the term tone and understand that it is the light and dark values of a colour. Children to begin to differentiate between light and dark tones and language associated with each.</p>	<p>Children to understand lines both curved and straight create an object. They are to understand that lines construct everything. They are to understand that different media will produce different thicknesses which include bold lines.</p> <p>Children to be develop their knowledge of tone and understand that it is the light and dark values of a colour. Children to differentiate between light and dark tones and language associated with each.</p>	<p>Children to identify the range of lines and identify the best type of line for the best effect in their piece. Children to be able to confidently use the key vocabulary and begin to introduce tone into their line drawing.</p> <p>Children to begin to use tone with shading. They are to understand that tone creates either a harsh tone or a soft. They are to understand the contrasts of different grades of pencil and other implements to achieve variations in tone and learn how to apply tone in a drawing in a simple way.</p> <p>Children to begin to show an awareness of objects having a third dimension and</p>	<p>Children to understand how to use different grades of pencil and other implements to draw different forms and shapes. They are to understand that a variety of lines create a form.</p> <p>Children to develop their awareness of objects having a third dimension and begin to replicate these.</p> <p>Children to understand the implication and difference in tone and how tone affects a piece. Children to understand how to apply texture in a drawing to achieve a desired impact.</p>	<p>Children to understand that different techniques can be applied for different purposes i.e. Shading, hatching within their own work. Children are to start to develop their own style using tonal contrast and mixed media. Children to work from a variety of sources including observation, photographs and digital images and develop close observation skills using a variety of <b>view finders</b> Children are to understand how to work in a sustained and independent way to create a detailed drawing and discuss their work using key vocabulary. Children begin to use simple perspective in their work using a single focal point and horizon</p>	<p>Children to understand that there are different techniques for different purposes i.e. Shading, hatching within their own work. They should understand that art is a subjective topic and start to develop their own style using tonal contrast and mixed media. Children are to be able to use simple perspective in their work using a single focal point and horizon and develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background and explain how to use these in order to create a piece of art. Children are to understand how to work in a sustained and independent way to create a detailed drawing using tonal shading and discuss their work using key vocabulary and give examples of</p>


<b>Painting</b>	<b>Progression of skills</b>		<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, cross-hatching.</li> <li>Tone- lightness and darkness, light, strong, tint, shade, soft, harsh.</li> </ul>	<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, cross-hatching, bold.</li> <li>Thicknesses</li> <li>Tone- lightness and darkness, light, strong, tint, shade, soft, harsh.</li> </ul>	<p>begin to replicate these.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, continuous.</li> <li>Tone- lightness and darkness, light, strong, tint, shade, soft, harsh, subtle, contrasting,</li> <li>Form</li> </ul>	<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, continuous, parallel.</li> <li>Tone- lightness and darkness, subtle, contrasting, graduated, highlight, shadow.</li> <li>Form</li> </ul>	<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, continuous, parallel, flowing, perspective.</li> <li>Tone- soft, harsh, subtle, contrasting, dramatic, graduated, highlight, shadow, varied.</li> </ul>	<p>some of the key vocabulary and skills included.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>Line- straight, curved, horizontal, vertical, diagonal, continuous, parallel, swift, delicate, flowing, undulating perspective.</li> <li>Tone- lightness and darkness, light, strong, tint, shade, soft, harsh, subtle, contrasting, dramatic, graduated, highlight, shadow, broken, varied.</li> </ul>
		<p>Use lines to represent objects seen, remembered or imagined.</p> <p>Begins to use tone to represent ideas.</p>	<p>Uses a developed understanding of line and tone to represent objects drawn or observed.</p>	<p>Uses line, tone and shade to represent things seen drawn or imagined.</p> <p>Begins to develop form in drawing.</p>	<p>Draws familiar objects from a range of viewpoints.</p> <p>Drawings include tone and shade to enhance form.</p>	<p>Is confident at using a range of materials to produce line, tone and shade.</p> <p>Begins to use perspective in drawings.</p>	<p>Selects appropriate media and techniques to achieve a specific outcome.</p> <p>Develops form and perspective in drawings using their knowledge of tone and line.</p>	
	<b>Progression of Knowledge</b>	<p>Explores colours and textures and constructs using a range of materials.</p>	<p>Children are to understand that a variety of tools and techniques including different brush sizes and types</p>	<p>Children are to understand how to use a variety of tools and techniques including different brush sizes and</p>	<p>Children are to experiment with different effects and textures including blocking in colour, washes, thickened paint to understand how to</p>	<p>Children are to learn about colour mixing and understand the difference between contrasting</p>	<p>Children are to show an awareness of how paintings are created and can identify artists who have worked</p>	<p>Children to be confident to develop a painting from a drawing. They are to carry out preliminary studies, trying out different media and materials and mixing</p>

<b>Progression of skills</b>	<p>Creates texture, colour, form, design in their work.</p> <p>Experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>will affect the type of line created with the paints.</p> <p>Children begin to mix colours and know which primary colours make secondary.</p> <p><u>Key vocabulary:</u> Colour- Primary, secondary, bright, dark, colour mixing,</p>	<p>types and experiment with tools and techniques e.g. Layering, mixing media, scraping through to create effects with the paint.</p> <p>Children are to mix colours and know which primary colours make secondary.</p> <p>Children use a range of primary colours and tints to create effects.</p> <p><u>Key vocabulary:</u> Colour-Primary, secondary, bright, colour mixing, cool, warm, complementary, contrasting, shade.</p>	<p>create a textured effect. Children are to understand that we need to use different types of brushes and strokes to achieve an effect (thin brush on small picture etc)</p> <p>Children use a range of primary colours and secondary colours to create tints and shades. Children use more specific colour language to describe the tints and shades.</p> <p><u>Key vocabulary:</u> Colour-Primary, secondary, bright, colour mixing, cool, warm, complementary, contrasting, shade, bold, vibrant, subtle.</p>	<p>colours and the implications of colour choices on their piece of art.</p> <p>Children are to use specific language and explain why they are creating those colours.</p> <p>Children use a range of primary colours and secondary colours to create tints and shades. Children use tints and shades to create form in their paintings.</p> <p><u>Key vocabulary:</u> Colour-Primary, secondary, bright, colour mixing, cool, warm, complementary, contrasting, shade, bold, vibrant, subtle, pale, earthy.</p>	<p>in a similar way to their own work</p> <p>Children to understand how to use simple perspective in their work using a single focal point and horizon they are to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background.</p> <p><u>Key vocabulary:</u> Colour-Primary, secondary, bright, colour mixing, cool, warm, complementary, contrasting, shade, bold, vibrant, subtle, pale, earthy, translucent, opaque.</p>	<p>appropriate colours to</p> <p>Create an imaginative work from a variety of sources e.g. Observational drawing, themes(Golden Threads), poetry, music and . Children to know how to mix and match colours to create atmosphere and light effects and to be able to identify primary secondary, colours to produce complementary and contrasting colours. Children can work with complementary colours.</p> <p><u>Key vocabulary:</u> Colour-Primary, secondary, bright, colour mixing, cool, warm, complementary, contrasting, shade, bold, vibrant, subtle, pale, earthy, translucent, opaque, neutral, sombre, pastel.</p>
	<p>Experiments with and enjoys making colours.</p> <p>Beginning to know which</p>	<p>Uses colour to express moods and feelings.</p> <p>Confident in their knowledge of</p>	<p>Uses their confident knowledge of primary and secondary colours, with the addition of black and white and mixing.</p>	<p>Uses different brush strokes and tools for specific purpose and effect. Recognise and use warm</p>	<p>Explores the effect of light, colour, texture and tone on <b>natural and man-made</b> objects</p>	<p>Choose the correct equipment and techniques to re-create the effect of light and dark on colour, texture and</p>	

Printing	Progression of Knowledge		combinations of primary colours create secondary colours.	which combinations of primary colours create secondary colours.	Recognise and use warm and cool colours.	and cool colours for a purpose.  Developed understanding of colour mixing and are beginning to mix tertiary colours.	and re-create using paint.  Uses different paint and painting techniques to achieve a specific result.	tone on <b>natural and man-made</b> objects.
		Year 1	<p>Children to learn that printing can be made to create a pattern or effect. They are to understand that you can use colour and texture printing. Children to print with a range of hard and soft materials e.g. Corks, pen barrels, sponge</p> <p>They are to learn that you can make simple marks on rollers and printing palettes. Children to understand they can create patterns through mono - printing, by rolling printing ink and build repeating patterns and recognise pattern in the environment.</p> <p>Children are to understand that patterns can be designed to create repetitive patterns, experiment with overprinting motifs and colour and make textured printing by making rubbings to collect textures and patterns.</p> <p><u>Key vocabulary:</u></p> <p>Repeated, patterned, spotted, simple, symmetrical, spaced, busy, print.</p>	Year 3	<p>Children are to understand that blocks can be used to create a repeating pattern to create an effect. Children are to understand that the printing blocks can be used to create a repeating pattern with two colour overlays. They are to understand that printing blocks can be used a relief or impressed method.</p> <p>Children are to create their own impressed printing block to experiment with and develop prints from.</p> <p><u>Key vocabulary:</u></p> <p>Repeated, patterned, spotted, simple, symmetrical, spaced, busy, complex, relief, impressed, layer, print, block.</p>	Year 5	<p>Children are to understand that they can create their own ideas into printing blocks to create a pattern. They are to understand they can create printing blocks by simplifying an initial sketch book idea.</p> <p>Children to develop an understanding of relief or impressed printing blocks .</p> <p>Children to use relief methods to create patterns using prints of three overlays.</p> <p>Children are to work into prints a range of media e.g. Pens, colour pens and paints. They are to understand that there are some medias which will not work together due to incompatibilities.</p> <p><u>Key vocabulary:</u></p> <p>Print, block, repeated, patterned, spotted, simple, symmetrical, spaced, busy, complex, chequered, geometric, concentric, ornate, relief, impressed.</p>	

<b>Sculpture &amp; Multiple media</b>	<b>Progression of skills</b>	<p>Pattern making.</p> <p>Use objects (stamps) to make prints.</p>	<p>Extends repeating patters.</p> <p>Creates a range of prints and can identify prints in their own environment.</p>		<p>Explores colour mixing through printing using 2 colours and a variety of materials</p> <p>Uses printing to represent their ideas.</p>		<p>Makes connections between own work and patterns in their local environment.</p> <p>Recreates images, scenes through relief printing using care and polystyrene.</p>	
	<b>Progression of Knowledge</b>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Share their creations, explaining the process they have used.</p> <p>Able and use scissors with increasing control.</p> <p>Explores colours and textures and constructs using a range of materials.</p>	<p><b>Year 1 – Collage</b></p> <p>Children to learn how to create images from a variety of media e.g. Photocopies material, fabric, crepe paper, magazines and arrange and glue materials to different backgrounds. Children are to learn how to sort and group materials for different purposes e.g. Colour texture Children to learn how to fold, crumple, tear and overlap papers.</p> <p><u>Key vocabulary:</u></p> <p>Overlapping, adhesive, textures, crumple, fold, rip</p>	<p><b>Year 2 – Clay</b></p> <p>Children are to understand that how to manipulate and cut clay to form a range of shapes and textures.</p> <p>Children to begin to construct with a basic understanding of pinch pots and coil techniques.</p> <p>Children to begin to understand how to join clay.</p> <p><u>Key vocabulary:</u></p> <p>2D, 3D, curved, flat, textured, clay, pinch, coil, construct</p>	<p><b>Year 3 – alternative sculpture</b></p> <p>Children are to understand the design process where they learn to plan, design and make models from observation or imagination. They will need to understand how to be critical thinkers and see any flaws in their design. Children will also need to understand how to create surface patterns and textures in a malleable material</p> <p><u>Key vocabulary:</u></p> <p>2D, 3D, curved, flat, rounded, regular, symmetrical, coiled, proportioned, twisted, irregular, curvaceous, geometric.</p>	<p><b>Year 4 – Clay</b></p> <p>Children are to become confident in manipulating clay to form a range of shapes that are both 2D and 3D.</p> <p>Children to develop their understanding of how to join clay to create a stable form.</p> <p>Children to construct by using 2D shapes to assemble 3D forms, using a slab technique.</p> <p><u>Key vocabulary:</u></p> <p>2D, 3D, clay, pinch, coil, join, slip, slab, shape, form, construct, assemble, terracotta</p>	<p><b>Year 5 – Collage</b></p> <p>Children are to understand that they can embellish an original sketch using drawing, painting and printing alongside media to create an effect. They are to understand how to use drawing, painting and printing to add a layered image to a natural environment image.</p> <p><u>Key vocabulary:</u></p> <p>Stimuli, overlapping, adhesive, effective, natural environment, embellishes</p>	<p><b>Year 6 – Clay</b></p> <p>Children are confident in manipulating clay to form a range of shapes to achieve a planned effect.</p> <p>Children are confident in their understanding of how to join clay to create a stable form. They are aware of the best strategies to join small and large pieces of clay.</p> <p>Children to construct using their choice of techniques, to achieve a planned effect.</p> <p><u>Key vocabulary:</u></p> <p>2D, 3D, clay, pinch, coil, join, slip, slab, shape, form, construct, assemble, manipulate, varieties, scoring, terracotta</p>

		<b>Progression of skills</b>						
<b>History of Art</b>	<b>Progression of Knowledge</b>	<p>Explore the natural world around them</p> <p>Using pictures and objects, talk about members of their family and community (including art).</p> <p>Know some similarities and difference between the past and now (including art).</p> <p>Explore the natural world around them making observations drawing pictures of animals and plants.</p>	<p>Engages in more complex collage activities.</p> <p>Children are to understand that over the course of history, the way that art has been created and that for years, art was used to show what has happened throughout time. Children are to explore the work of artists, craftspeople and designers from different times and cultures.</p>	<p>Constructs a range of shapes using their knowledge of clay.</p> <p>Children are to understand that over the course of history, the way that art has been created has changed as new media has developed and created. Children are to understand that art was used to document and represent history as reading and writing wasn't always a skill that the public had. Children to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Manipulates media to create a form inspired by an artist's work.</p> <p>Children are to understand that over the course of history, the way that art has been created has changed as new media and equipment/resources has developed and created- investigate the difference between the cave paintings and a modern artist looking for similarities and differences in terms of designs, colours, type of art and level of detail. Children should be able to identify some key artists from the time investigated.</p>	<p>Develops more refined 3D form using a developed construction process.</p> <p>Children are to further develop their understanding of how art has changed over the course of history and link between art and the human experience. Children are to investigate pieces of art from a period and compare this to another looking at the similarities and differences. Children are to also investigate the intended purpose of the art- why has the artist created this? Children should be able to name some artists from the period they are investigating and some of the features of the work.</p>	<p>Combined media including fabric, photocopies, textured paper to achieve a planned effect.</p> <p>Children are to develop their understanding of the history of art to consider the history of the time and the key impact of the events. Children are to understand how to identify some of the key artistic features from the period. Children are to understand that digital media now such as video games are a form of art.</p>	<p>Develops and applies knowledge of clay techniques for a specific outcome.</p> <p>Children to understand how art reflects the feelings of the period. Children to understand how significant art is to understanding history before technology. Children to explain how art has changed over the years and be able to justify when the piece is from and how they know. Children are to know some key or famous artists from the period they are investigating.</p>

	<b>Progression of skills</b>		<p>Identify modern and historical pieces</p>	<p>To develop an understanding of what the work is trying to show.</p> <p>Understand that there is a difference between different cultures art.</p>	<p>Explain how art has changed over the years.</p> <p>Compare similarities and differences between artists of different time periods.</p>	<p>Explain the purpose and need for the art.</p> <p>Compare similarities and differences between artists of the same time period.</p>	<p>Identify features of famous artists from a time period.</p> <p>Examine the forms of art and why they have such an impact of the societal needs at the time.</p>	<p>To be able to identify and name popular pieces of work by famous artists,</p> <p>Explain why pieces of work belong to time periods.</p> <p>Examine the impact that new technology and techniques has on the development of the art.</p>