

Progression in Art Skills, Knowledge and Vocabulary

Coverage					
KS1		Year 3	Year 4	Year 5	Year 6
Year 1 Digital media Printing Clay Drawing	Year 2 Collage Painting Illustrators Sculpture/clay Drawing	All art units include drawing and painting skills.			
		Textiles Printing	Collage Sculpture- Clay	Textiles Printing	Collage Sculpture- Clay

Vocabulary				
Each year group has key art vocabulary linked to colour , pattern , texture , line , shape , form and space . This vocabulary must be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills. Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks.				
KS1	Year 3	Year 4	Year 5	Year 6
The art vocabulary; colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.	<p>Primary- primary colours are red, yellow and blue.</p> <p>Secondary- secondary colours are made by mixing two primary colours. They make orange, green and purple.</p> <p>Texture- what artwork feels like or looks like it might feel like.</p> <p>Pattern- a design in which lines, shapes, forms or colours are repeated.</p> <p>Perspective- depicting 3D objects on a 2D piece of paper.</p>	<p>Tint- is a mixture of a colour with white, which reduces darkness.</p> <p>Tone- is produced either by mixing a colour with grey, or by both tinting and shading.</p> <p>Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast.</p> <p>Focal Point- is the area the viewer's eye is naturally drawn.</p> <p>Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground.</p> <p>Background and foreground- what is perceived as furthest away and closest to the viewer.</p>	<p>Shade- shade is a mixture with black, which increases darkness.</p> <p>Atmosphere- a feeling or mood created pictorially.</p> <p>Geometric- the use of straight lines and shapes.</p> <p>Composition- the arrangement and placement of objects in a piece of art.</p> <p>Scale- refers to the size of an object in relationship to another object.</p> <p>Proportion- refers to the size of the parts of an object in relationship to other parts of the same object.</p>	<p>Tonal contrast- is created when light tones and dark tones lie alongside each other e.g. monochrome images</p> <p>Mixed media- art form that combines a variety of media in a single artwork</p> <p>Form- the shape in artwork.</p> <p>Negative and positive space- positive space is the area taken up by objects in the picture and negative space is the area around.</p>

Drawing

On a range of surfaces, using a range of mediums e.g. pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils.

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages)</p> <p>Can control the types of marks made with different media on a range of surfaces</p> <p>Can produce a range of expanding patterns using different techniques</p> <p>Can investigate tone by drawing light/dark lines, patterns and shapes</p>	<p>Create patterns and textures with a variety of media.</p> <p>Begin to show an awareness of objects having a third dimension and perspective in their drawings.</p>	<p>Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone.</p> <p>Using a single focal point and horizon do develop further simple perspective.</p> <p>Drawings include features of the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Develop close observation skills- possibly using view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Develop their own style using tonal contrast and mixed media drawing.</p> <p>Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion.</p>

Painting

On a range of surfaces, using watercolours or ready mixed paints as well as using a range of paintbrush sizes.

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Turner*, Rambrant, Lowry, Matisse, Margritte, Seurat, Kandinsky

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</p> <p>Can mix primary and secondary colours to explore the colour wheel and spectrum.</p> <p>Can experiment with tints (adding white) and shades (adding black).</p>	<p>Mix primary colours and secondary colours to achieve colour matching.</p> <p>Demonstrate increasing control over the types of marks made when painting.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.).</p>	<p>Mix colour with increasing confidence building on previous knowledge.</p> <p>Begin to explore complimentary colours.</p> <p>Add white or black to colour to tint or shade a colour for effective colour matching.</p> <p>Confidently control types of marks made when painting.</p> <p>Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand).</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Begin to plan work to make effective use of space and work in a sustained and independent way.</p> <p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Begin to create atmosphere and light effects (shadow and highlights) through use of black and white as well as colour mixing.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures.</p> <p>Confidently create atmosphere and light effects through use of colour mixing.</p>

Sculpture

Use malleable materials like dough and clay within art lessons although other media such as Modroc- wire and papier-mâché can be explored in wider aspects of the curriculum.

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink Balla, Matisse, Picasso

End of KS1	Lower KS2 (Yr4)	Upper KS2 (Yr6)
<p>Can manipulate materials (mostly clay) for a variety of purposes e.g. pots, models, textured relief.</p> <p>Can impress and apply simple decoration techniques; impressed, painted, applied.</p> <p>Can select the most appropriate tools and equipment and use them with increasing confidence.</p>	<p>Explore cutting, shaping and impressing patterns into clay/dough.</p> <p>Join pieces of clay using scoring, blending and slip.</p> <p>Explore different ways of finishing work: vanish, paint or shoe polish and varnish.</p> <p>Experience working in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. clay thumb pot).</p> <p>Recognise sculptural forms in the environment.</p>	<p>Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip.</p> <p>Work around armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes).</p> <p>Combine medias to create a sculpture (e.g. incorporate glass pebbles).</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose.</p> <p>Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work.</p>

Printing

Including rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden, Matisse

End of KS1	Lower KS2 (Yr3)	Upper KS2 (Yr5)
<p>Can explore and create different patterns by choosing appropriate objects to create effect.</p> <p>Can explore pattern and shape by using techniques such as layering.</p> <p>Can carry out different printing techniques, including mono printing, block printing and resist printing.</p>	<p>Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc).</p> <p>Develop mono-printing techniques (the process of making a print using 'mark making')- additive and subtractive.</p> <p>Work into prints once they are dry with a range of media e.g. crayons, colour pens and pencils etc.</p> <p>Begin to understand what positive and negative shapes are.</p>	<p>Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc. or collagraphs (sticking onto a printing block e.g. string) method.</p> <p>Apply more than one colour to a print.</p> <p>Apply experience of working into prints with a range of media as well as experience printing on fabric and embroider onto a print.</p> <p>Refer to the positive and negative spaces of their print.</p>

Collage

Using paper or photographs as well as their own painting and drawings to create montages, photomontages or mixed media compositions.

Possible Artists: Kurt Schwitters, Picasso, Annegret Soltau, Ben Giles, Dolan Geiman, Megan Coyle, Robin Brooks, Matisse, Beatriz Milhazes

End of KS1	Lower KS2 (Yr4)	Upper KS2 (Yr6)
Can fold, crumple, tear and overlap materials	Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose.	Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern .
Can select the most appropriate adhesive to use	Cut and tear materials with some accuracy.	Accurately cuts complex shapes.
Can embellish a basic collage using a range of media	Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc. Sticks with increasing accuracy, exploring overlap, mosaic or overlay.	Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.

Textiles

(weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

Possible Artists: Ashley, Fassett, African/Indian, Adire, Gillian Kyle*, Stolzl

End of KS1	Lower KS2 (Yr3)	Upper KS2 (Yr5)
Can tie knots and stitch with control.	Experiment with dyeing fabrics and/or threads one colour. Using natural dyes and tie-dye methods.	Explore resist paste (flour or wax) and batik as well as tie dye using one or two colours.
Can use stitching techniques and objects to embellish a piece of fabric.	Weave fabrics using a frame. Sew with straight stitches to create patterns and surface decorations.	Print onto fabrics and add detail using fabric pens/crayons. Use a number of different stitches creatively to produce different patterns and textures.
Can experience colouring fabric by printing or dipping.	Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue.	Apply decoration to meet a desired effect.
Can create and use dyes e.g. onion skins, tea, coffee, beetroot	Changing and modifying threads and fabrics by knotting, fraying, fringing, pulling threads, twisting or plaiting.	Change or modify threads and fabrics to meet a desired effect.