

Progression of skills, knowledge and vocabulary in Art

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <p>Children safely use and explore a variety of tools and techniques, experimenting with colour, design and form.</p> <p>They represent their own ideas, thoughts and feelings through art.</p> <p>Continuous provision to include: A small quantity but a range of high quality mark making equipment e.g. pens/pencils/crayons/ biro/ highlighters, organised in a way in which the children can easily find what they require to explore. -To promote the engagement and experimentation of mark making, include a range of materials within the provision e.g. coloured paper, lined paper, shaped paper, envelopes, sticky notes, notebooks etc.</p> | <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p> | <p>Layer and use different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, colour, shape, pattern and texture</p> | <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> | <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> | <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> |
| Painting | <p>They safely use and explore a variety of tools and techniques, experimenting with colour, design and form.</p> <p>They represent their own ideas, thoughts and feelings through art.</p> <p>Children to have the opportunity to experiment with shape, size and colour.</p> <p>Children will focus on mixing the primary colours: red, yellow and blue using poster paint. Children are encouraged to paint objects based on their first hand experiences e.g. nature/environment or objects linked to themed class topics.</p> | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales big /small paper</p> <p>Mix basic secondary colours e.g. green, purple, orange</p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc</p> | <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> | <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade,</p> <p>Choose paints and implements appropriately.</p> <p>Show increasing independence and creativity with the painting process.</p> | <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> | <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> |

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| <p>Print/ Pattern/ Textiles</p> | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</p> <p>Continuous provision: modelling. The children can explore shape, size, colour and texture. As the children's skills develop they will be able to make more informed decisions on how to represent their ideas using a range of techniques and tools.</p> <p>Some key skills in this area are: using tools appropriately, cutting, joining & decision making (which materials to use)</p> | <p>Text</p> <p>To tear paper /hand eye co-ordination /making a pattern Paper weaving –could make a large scale work make a as a whole class based on stick man remember – “then weaved him into his nest “.-could link to outdoor learning with YS-large scale loom work</p> | <p>Print</p> <p>Use tools and objects to print irregular/regular shapes in straight lines and rows .Experiment with print blocks using acetate ,Styrofoam-link to Great Fire of London topic</p> | <p>Text</p> <p>To explore pattern and shape, creating designs for weaving -William Morris Talk about the processes used to produce a simple pattern using fabrics and weaving in pairs or individual work.</p> | <p>Print</p> <p>Research, create and refine a print using a card and string printing block Using cardboard and string –link to topic design and make a Viking broach/brooch</p> | <p>Text</p> <p>To explore pattern and shape, creating designs for weaving using a simple loom technique. Could base it on Seascapes -linked to painting work . Talk about the processes used to produce a simple pattern using fabrics and weaving in pairs or individual work.</p> | <p>Print</p> <p>Be confident with printing on paper and fabric following on from Year 2 and Year 6. Use lino printing to make a cartouche – could do own name or make a celtic prints/native American Indian print or link to Andy Warhol . Alter and modify work. Work relatively independently-</p> |
| <p>3D Form- sculpture</p> | <p>They safely use and explore a variety of materials, tools and techniques, experimenting with design and form.</p> <p>They represent their own ideas, thoughts and feelings through art.</p> <p>Skills can be developed in the malleable continuous provision. The children can handle and gain control of the tools available, include resources such as rolling pins, cutters and extruders to develop fine motor skills and overall product detail.</p> | <p>To Make a 3D form using plasticine-manipulating materials – make the objects from the stick man story e.g. bat to help retell story –discuss how this material can be altered over and over again</p> | <p>Manipulate clay for a variety of purposes, inc. thumb pot manipulation skills to make a boot Understand the safety and basic care of materials and clay tools. Experiment with, construct and join recycled, natural and man-made materials more confidently link to outdoor learning with YS.</p> | <p>Andy Goldsworthy Show an understanding of shape, space and form. Plan, design, make and adapt models based on the work of AG. Talk about their work understanding that it has been modelled or constructed. Use a variety of natural materials</p> | <p>Henry Moore – Yorkshire sculpture park Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials-</p> | <p>Wire sculptures Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> | <ul style="list-style-type: none"> Develop skills in using papier mache / wire /clay- could link to stone age topic e.g. make beads Create sculpture and constructions with increasing independence use wire work skills from Year 5 and manipulation of materials learnt in Key Stage 1 |

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| <p>Key Vocabulary</p> | <p><u>Drawing</u> Experimenting with and using a range of vocabulary to describe their own designs and ideas Naming the mark making tools (biros, markers, felt-tips, pencil crayons, wax crayons, chalk, dry-wipe pens) <u>Painting</u> Easel Paint brush Sponge Water pots Colour name Mix Focus on primary colours: red, yellow, blue <u>Textiles</u> Cut Join Fabric/materials Scissors Glue and sticky tape <u>3D</u> Flat, curved, straight, round, hollow, solid.</p> | <p><u>Drawing</u> Thick Thin Soft Fine Pattern Line Shape Detail Nature –shells -stick Charcoal Coloured pencil Drawing pencil Felt tip pen Marker <u>Painting</u> Primary colours Secondary colours Colour wheel red, blue and yellow brush palette mix water dip <u>Textiles</u> Weaving Paper In/out Pattern <u>3D</u> Model Bend Attach Plasticine</p> | <p><u>Drawing</u> Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Charcoal Coloured pencil Drawing pencil Felt tip pen Marker <u>Painting</u> Primary colours Secondary colours (as in Y1) Colour chart Light Dark Thick Thin Tone Warm Cold <u>Printing</u> Print Rubbing Rolling Smudge Image Reverse Shapes Decoration Cloth <u>3D</u> Model Cut Stick Fold Bend Attach Slip Clay Tools Safety</p> | <p><u>Drawing</u> Pencil Grades Refine Plan Line texture tone, colour shape pattern media <u>Painting</u> Primary colours Secondary colours (as in Y2) Light Dark Thick Thin Tone hot Cold Pointillism Natural Man made Colour wash <u>Textiles</u> Explore pattern shape, weaving fabrics <u>3D</u> Andy Goldsworthy Shape Space form Plan Design Make models constructed natural materials</p> | <p><u>Drawing</u> Pencil Grades Refine Plan Line texture tone, colour shape pattern media sketchbook memory imagination <u>Painting</u> Shade e.g. different shades of red, green, blue, yellow Complementary colours Colour chart Contrasting colours <u>Print</u> Research design create refine print card string printing block Pressure Surface <u>3D</u> Henry Moore 3D technique Shape Space form Plan Design Sculpted modelled constructed variety of materials</p> | <p><u>Drawing</u> Pencil Grades Refine Plan media sketchbook memory imagination visual elements , line, tone, pattern, texture, colour and shape <u>Painting</u> Complementary colours Colour chart Contrasting colours Black tones White Tones Different effects <u>Textiles</u> Research Explore pattern shape simple loom weaving refine Pressure Surface <u>3D</u> different qualities of materials modelling sculpture construction. Recycled natural manmade materials sculpture manipulate wire</p> | <p><u>Drawing</u> Pencil Grades Refine Plan Line texture tone, colour shape pattern media sketchbook memory imagination visual elements line, tone, pattern, texture, form, space, colour and shape. <u>Painting</u> Colour wheel Colour chart Different tones Complementary colours Contrasting colours <u>Print</u> Research Design Paper Fabric lino print <u>3D</u> papier mache mould</p> |
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