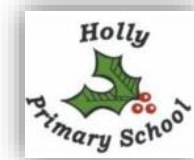


Progression of Skills: Years 3 and 4

In Years 3 and 4, the children can...



Explore and Develop Ideas

- Use work folders (instead of sketchbooks) to record ideas.
- Explore ideas from first-hand observations.
- Question and make observations about starting points, and respond positively to suggestions.
- Adapt and refine ideas.

Key vocabulary:

line, pattern, texture, form, record, detail, question, observe, refine.

Drawing

- Experiment with showing line, tone and texture with different hardness of pencils.
- Use shading to show light and shadow effects.
- Use different materials to draw, e.g. pastels, chalk, felt tips.
- Show an awareness of space when drawing.

Key vocabulary:

portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space.

Painting

- Use varied brush techniques to create shapes, textures, patterns and lines.
- Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.
- Create different textures and effects with paint.

Key vocabulary:

colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, shade, primary, secondary, tint.

Sculpture

- Cut, make and combine shapes to create recognisable forms.
- Use clay and other malleable materials and practise joining techniques.
- Decorate sculptures by adding materials to the to create detail and texture.
- Use papier- mâché to strengthen sculptures.

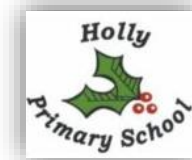
Key vocabulary:

rectangular, concrete, terrace, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light.

<p><u>Collage</u></p> <ul style="list-style-type: none">• Use a range of colours and materials to create effect, giving reasons for their choices.• Refine work as they go to ensure precision.• Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. <p>Key vocabulary: texture, shape, form, pattern, mosaic, montage, tessellate, overlap.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none">• Select appropriate materials, giving reasons.• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.• Develop skills in stitching, cutting and joining. <p>Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none">• Use more than one colour to layer in a print.• Replicate patterns from observations.• Make own printing blocks, e.g. using string glued to a block.• Make repeated patterns with precision. <p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none">• Use inspiration from famous artists to replicate a piece of work.• Reflect upon their work inspired by a famous notable artist and the development of their art skills.• Express an opinion on the work of famous, notable artists and refer to techniques and effect.• Compare and contrast different artists.• Learn about some famous architects and designers. <p>Key vocabulary: L.S. Lowry, Georges Seurat, pointillism, Michelangelo, Leonardo da Vinci (High Italian Renaissance period), renaissance architecture, Gaudi, Pablo Picasso, cubism, Pixar designers, Andy Goldsworthy, environmental art, Christopher Wren, architect, Frederick Savage, inventor, designer.</p>

Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...



Explore and Develop Ideas

- Review and revisit ideas in their work folders.
- Offer feedback using technical vocabulary.
- Think critically about their art and design work.
- Use digital technology as sources for developing ideas.

Key vocabulary:

develop, refine, texture, shape, form, pattern, structure.

Drawing

- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.
- Depict movement and perspective in drawings.
- Use a variety of tools and select the most appropriate.

Key vocabulary:

line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting

- Create a colour palette, demonstrating mixing techniques.
- Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.
- Develop finer brush strokes.
- Be expressive with colour and associate colour with moods

Key vocabulary:

blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, mood.

Sculpture

- Plan and design a sculpture.
- Use tools and materials to carve, add shape, add texture and pattern.
- Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.
- Use materials other than clay to create a 3D sculpture.
- Develop use of papier- mâché.

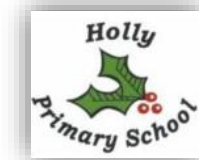
Key vocabulary:

form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt.

<p><u>Collage</u></p> <ul style="list-style-type: none">• Add collage to a painted or printed background.• Create and arrange accurate patterns.• Use a range of mixed media to create effect.• Plan and design a collage. <p>Key vocabulary: shape, form, arrange, fix, plan, design, effect.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none">• Experiment with a range of media/fabrics by overlapping and layering in order to create texture, effect and colour.• Add decoration to create effect. <p>Key vocabulary: colour, fabric, weave, pattern.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none">• Design and create printing blocks/tiles.• Develop techniques in mono, block and relief printing and reflect on choice of colour for effect.• Create and arrange accurate patterns. <p>Key vocabulary: Hapa-Zome (leaf printing), pattern, shape, tile, colour, arrange, collograph (layering of flat materials).</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none">• Give detailed observations about notable artists', architects' and designers' work.• Offer facts about notable artists', architects' and designers' lives.• Be able to recognise and name a famous piece of art. <p>Key vocabulary: European artists- war pictures, Van Gogh, self-portrait, Frida Kahlo, Seurat, Pointilism, Picasso, Duchamp, cubist, Andy Warhol, Pop Art, William Morris lino printing, art deco architecture, Banksy.</p>

Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...



Explore and Develop Ideas

- Respond positively to ideas and starting points.
- Explore ideas and collect information.
- Describe differences and similarities and make links to their own work.
- Try different materials and methods to improve.

Key vocabulary:

work, work of art, idea, starting point, observe, focus, design, improve.

Drawing

- Draw lines of varying thickness.
- Use dots and lines to demonstrate pattern and texture (experimenting with different surfaces to draw on).
- Use different materials to draw, for example pastels, chalk, felt tips.

Key vocabulary:

portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, pattern, texture, rough, smooth.

Painting

- Name the primary and secondary colours.
- Experiment with different brushes (including brushstrokes) and other painting tools.
- Mix primary colours to make secondary colours.
- Add white and black to alter tints and shades.

Key vocabulary:

primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Sculpture

- Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.
- Use a variety of techniques, e.g. rolling, cutting, pinching.
- Use a variety of shapes, including lines and texture.

Key vocabulary:

sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, pyramid.

<p><u>Collage</u></p> <ul style="list-style-type: none">• Use a combination of materials that have been cut, torn and glued.• Sort and arrange materials.• Experiment with placing them on different backgrounds.• Add texture by mixing materials. <p>Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none">• Show pattern by weaving and plaiting.• Use a dyeing technique to alter a textile's colour and pattern.• Decorate and embellish textiles with glue or stitching, to add colour and detail. <p>Key vocabulary: textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
<p><u>Printing</u></p> <ul style="list-style-type: none">• Copy an original print.• Use a variety of materials to create texture, e.g. sponges, fruit, blocks.• Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.• Create repeating patterns. <p>Key vocabulary: colour, shape, printing, printmaking, relief printing, objects.</p>	<p><u>Work of Other Artists</u></p> <ul style="list-style-type: none">• Describe the work of famous, notable artists and designers.• Express an opinion on the work of famous, notable artists.• Use inspiration from famous, notable artists to create their own work and compare. <p>Key vocabulary: Andy Goldsworthy, Wassily Kandinsky, van Gogh, Martin Bulinya (African artist), Chinese Block Prints (Chinese New Year), Ole Kirk Christiansen (designer of Lego).</p>