

Year 1 Progression of Skills and Vocabulary in Art and Design

Year 1	<p>National Curriculum Key Stage 1: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation</p>		
Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Identify similarities and differences between two or more pieces of art. - Communicate their ideas simply before creating artwork. - Use sketchbook to record response to stimuli - Understand activities which might take place in a sketch book - Feel a sense of ownership of sketchbook - Describe what you can see, what you like, how it makes you feel and what you would like to ask the artist 	<p><u>Coverage</u> Autumn – Street View Summer – Rays and Sunrays</p>	
Drawing	<ul style="list-style-type: none"> - Draw or paint a place from memory, imagination or observation – Landscapes - Use soft and hard pencils to create different types of line and shape. - Create different types of line such as zigzag, wavy, curved, thick and thin. - Explore a variety of drawing materials: pencil, pen, wax crayon, pastels - Explore mark making to build mark making vocabulary - Observational drawing – sketch to explore and record - Experimental drawing – from memory or imagination 	<p><u>Coverage</u> Autumn – Street View Summer – Rays and Sunrays</p>	<p><u>Vocabulary</u> Drawing, line, sketchbooks, pencil, pen, chalk, wax crayon, mark make, sketch, observation, continuous line, portrait, self-portrait</p>
Painting	<ul style="list-style-type: none"> - Identify and use paints in the primary and secondary colours. - Observational painting: ready mixed paint - Select and use brushes: thick, thin, sponge 	<p><u>Coverage</u> Autumn – Street View</p>	<p><u>Vocabulary</u> Primary colours, red, blue, yellow, colour mixing, secondary colours, green, orange, purple, ready mixed paint, colour wheel, primary colours</p>
3D and Sculpture	<ul style="list-style-type: none"> - Explore ways for 2D to transform into 3D - Use basic tools to deconstruct and then construct 	<p><u>Coverage</u></p>	<p><u>Vocabulary</u></p>

	<ul style="list-style-type: none"> - Use materials to assemble basic shapes 		2D, 3D, transform, materials, assemble, shapes, tools, sculpture, construct, deconstruct, layering
Collage and Printing	<ul style="list-style-type: none"> - Create a collage of a face made by sticking paper onto another surface. - Print a shape or pattern by pressing paint or ink from one surface to another. - Make simple prints and patterns using a range of liquids including ink and paint. - Explore simple printmaking through collagraphy - Explore pattern, shape and texture - Explore a variety of collage materials 	<p><u>Coverage</u> Spring – Funny faces and Fabulous features Summer – Rays and Sunrays</p>	<p><u>Vocabulary</u> Print, print making, shape, texture, shape, features, Collagraph, Collage</p>
Significant Artists	<ul style="list-style-type: none"> - Describe and explore the work of a significant artist - James Rizzi - Describe and explore the work of a Range of artists. 	<p><u>Coverage</u> Autumn – Street View</p>	<p><u>Vocabulary</u> James Rizzi</p>
Evaluation	<ul style="list-style-type: none"> - Say what they like about their own or others’ work using simple artistic vocabulary. - Share opinions on others work - Listen to other’s opinions - Talk to a peer or adult about your artwork 	<p><u>Coverage</u> Autumn – Street View Spring – Funny faces and Fabulous features Summer – Rays and Sunrays</p>	

Year 2 Progression of Skills and Vocabulary in Art and Design

Year 2	<p>National Curriculum Key Stage 1: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation</p>		
Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Develop 'sketchbook habit' - using sketchbook as a place to record responses - Understand activities which might take place in a sketch book including drawing to show you have seen, drawing to experiment and writing notes - Feel a sense of ownership of sketchbook - Describe what you can see, what you like, how it makes you feel and what you would like to ask the artist 	<p><u>Coverage</u> Autumn – Muck, Mess and Mixtures Spring – Portraits and Poses Summer – Still Life</p>	<p><u>Vocabulary</u></p>
Drawing	<ul style="list-style-type: none"> - Explore a variety of drawing materials: pencil, pen, chalk, wax crayon, soft pastel, charcoal - Explore a variety of drawing starting points: observation from primary and secondary sources, drawing from memory and imagination - Observational drawing – thumbnail sketches - Experimental drawing – from memory or imagination - Recap line - thick or thin, move in any direction 	<p><u>Coverage</u> Autumn – Muck, Mess and Mixtures Summer – Still Life</p>	<p><u>Vocabulary</u> Landscape, Portrait, charcoal, starting points, primary source, secondary source, shape drawing, composition</p>
Painting	<ul style="list-style-type: none"> - Recognise primary colours and secondary colours - Colour mixing to discover hues of a colour (white creates tint, black creates shade) - Apply colour skills to a project: powder paint - Use colour mixing knowledge to match colour 	<p><u>Coverage</u> Autumn – Muck, Mess and Mixtures Summer – Still Life</p>	<p><u>Vocabulary</u> Primary colours, secondary colours, hues, white to create tint, black to create shade, powder paint, media, Landscape, Portrait,</p>
3D and Sculpture	<ul style="list-style-type: none"> - Explore how 2D can become 3D - Explore modelling materials: clay - Introduce form – 3D sculpture 	<p><u>Coverage</u></p>	<p><u>Vocabulary</u> 2D, 3D, materials, texture, match, clay, tools, shape, form, texture</p>

Collage and Printing	<ul style="list-style-type: none"> - Explore simple collage - Use collage to create texture 	<p style="text-align: center;"><u>Coverage</u></p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">Collage, rubbing, materials, match, colour, texture</p>
Significant Artists	<ul style="list-style-type: none"> - Share opinions on others work - Listen to other's opinions - Talk to a peer or adult about your artwork 	<p style="text-align: center;"><u>Coverage</u></p> <p>Autumn – Muck, Mess and Mixtures Spring – Portraits and Poses Summer – Still Life</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Hans Holbein, Roy Lichtenstein, Vincent Van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</p>
Evaluation	<ul style="list-style-type: none"> - Evaluate and analyse creative works using the language of art, craft and design - Analyse and evaluate their own and others' work using artistic vocabulary. 	<p style="text-align: center;"><u>Coverage</u></p> <p>Autumn – Muck, Mess and Mixtures Spring – Portraits and Poses Summer – Still Life</p>	

Year 3 Progression of Skills and Vocabulary in Art and Design

Year 3	National Curriculum Key Stage 2: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation		
Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Use sketchbook to record response to stimuli - Practise and develop sketchbook use: testing ideas, looking back, thinking forward - Feel a sense of ownership of sketchbook - Describe: what you can see, what you like/dislike, how it makes you feel, what the artist is conveying, how it inspires you 	<u>Coverage</u> Autumn – Prehistoric Pots Spring - Ammonite Summer – Mosaic Masters	<u>Vocabulary</u>
Drawing	<ul style="list-style-type: none"> - Explore a variety of drawing materials: pencil, pen, ink, fine line pens - Observational drawing: careful looking, quick sketching - Use observational drawing as a starting point - Introduce line – hatching, cross hatching 	<u>Coverage</u> Autumn – Prehistoric Pots Spring - Ammonite	<u>Vocabulary</u> pencil, pen, chalk, wax crayon, soft pastel, charcoal, watercolour pencils. Line, texture, smooth, rough, hatching, cross hatching, scumbling
Painting	<ul style="list-style-type: none"> - Apply colour thinking about colour ranges: watercolour - Introduce value – lightness or darkness of colour - Paint using a variety of brushes for a specific purpose 	<u>Coverage</u> Summer – Mosaic Masters	<u>Vocabulary</u> Colour ranges, surfaces, colour value, variety, brushes, specific purpose
3D and Sculpture	<ul style="list-style-type: none"> - Explore a simple clay technique - Explore how combinations of materials can be made into a piece of art - Introduce 3D sculpture, length, height and width - Clay techniques; Making Bell Beaker-style pots 	<u>Coverage</u> Autumn – Prehistoric Pots Spring – Ammonite	<u>Vocabulary</u> Clay, technique, found materials, feature, imprint, combinations, materials, imprint, mosaic, Bell Beaker Pottery, pinch, Geometrical patterns.
Collage and Printing	<ul style="list-style-type: none"> - Use collage create a design - Explore how imprint can create pattern 	<u>Coverage</u> Spring – Ammonite Summer – Mosaic Master	<u>Vocabulary</u> Combination, materials, collage, imprint, pattern, relief print, Tesserae

Significant Artists	<ul style="list-style-type: none"> - Share opinions on others work - Listen to other's opinions - Talk to a peer or adult about why you made your artwork 	<p style="text-align: center;"><u>Coverage</u></p> Autumn – Prehistoric Pots Summer – Mosaic Masters	<p style="text-align: center;"><u>Vocabulary</u></p> Fibonacci
Evaluation	<ul style="list-style-type: none"> - Make suggestions for ways to adapt and improve a piece of artwork. - 	<p style="text-align: center;"><u>Coverage</u></p> Autumn – Prehistoric Pots Spring – Ammonite Summer – Mosaic Masters	

Year 4 Progression of Skills and Vocabulary in Art and Design

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Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Use sketchbook to record response to stimuli - Practise and develop sketchbook use: testing ideas, looking back, thinking forward - Feel a sense of ownership of sketchbook - Describe: what you can see, what you like/dislike, how it makes you feel, what the artist is conveying, how it inspires you 	<u>Coverage</u> Autumn – Warp and Weft Spring – Animal Summer – Islamic Art	<u>Vocabulary</u>
Drawing	<ul style="list-style-type: none"> - Explore a variety of drawing materials: pencil, pen, ink, charcoal - Observational drawing: careful looking, quick sketching - Use observational drawing as a starting point - Introduce space – area around, above and under an object 	<u>Coverage</u> Spring - Animal Summer – Islamic Art	<u>Vocabulary</u> Drawing materials, pencil, pen, chalk, wax crayon, soft pastel, charcoal, watercolour pencils, fine line pens, starting point, interest, space, area
Painting	<ul style="list-style-type: none"> - Apply colour thinking about colour ranges: warm, cool - Use value to create light and shadow 	<u>Coverage</u>	<u>Vocabulary</u> Colour ranges, tints, shades, value, light, shadow, viewfinder
3D and Sculpture	<ul style="list-style-type: none"> - Sculpt using everyday objects to create pattern - Construct with a variety of materials - Explore how to join different media 	<u>Coverage</u> Spring - Animal Summer – Islamic Art	<u>Vocabulary</u> Sculpt, objects, construct, join, armature, figure, figurine, statuette
Collage and Printing	<ul style="list-style-type: none"> - Explore weaving - Create patterns through weaving 	<u>Coverage</u> Autumn – Warp and Weft Spring – Animal Summer – Islamic Art	<u>Vocabulary</u> Artforms, combine, represent, warp, weft, shape, pattern braid weaving fabric Loom yarn
Significant Artists	<ul style="list-style-type: none"> - Share opinions on others work - Listen to other’s opinions 	<u>Coverage</u> Spring – Animal	<u>Vocabulary</u>

	- Talk to a peer or adult about why you made your artwork		George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst
Evaluation	-	<p style="text-align: center;"><u>Coverage</u></p> <p>Autumn – Warp and Weft Spring – Animal Summer – Islamic Art</p>	

Year 5 Progression of Skills and Vocabulary in Art and Design

Year 5	National Curriculum Key Stage 2: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation		
Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Use sketchbook to record response and see it as a place which raises questions which can be explored outside the sketchbook - Feel a sense of ownership of sketchbook - Describe: what you can see, what you like/dislike, how it makes you feel, what the artist is conveying, how it inspires you 	<u>Coverage</u> Autumn – Tints, Tones and Shades Spring – Line, Light and Shadows Summer - Expression	<u>Vocabulary</u>
Drawing	<ul style="list-style-type: none"> - Choose appropriate drawing materials: pencil, pen, chalk, wax crayon, soft pastel, charcoal, watercolour pencils, fine line pens, oil pastels - Observational drawing: demonstrate understanding of line - Experimental drawing: demonstrate understanding of shape - Recap line variation – width, length, texture, thickness, hatching, cross hatching 	<u>Coverage</u> Autumn – Tints, Tones and Shades Spring – Line, Light and Shadows Summer - Expression	<u>Vocabulary</u> Line variation, width, length, thickness, texture, hatching, cross hatching, value, space, placement, overlapping, size
Painting	<ul style="list-style-type: none"> - Use colour to demonstrate inspiration: acrylic - Select method to apply paint - Paint self portraits 	<u>Coverage</u> Autumn – Tints, Tones and Shades Summer - Expression	<u>Vocabulary</u> Colour palette, horizon, hue, impressionists, landscape, perspective, scale, shade, tint, tone Inspiration, acrylic, complementary, method, apply, colour scheme, expressionism
3D and Sculpture	<ul style="list-style-type: none"> - Clay casting - Select appropriate tools 	<u>Coverage</u>	<u>Vocabulary</u>

	- Create Relief Artwork	Spring – Line, Light and Shadows	Cast, develop, response, model, tools, motif, plaster, installation
Collage and Printing	- Create paper collage - Create fabric collage - Mixed media collage	<u>Coverage</u>	<u>Vocabulary</u> Paper collage, fabric collage, mixed media collage, glue, join, stitch
Significant Artists	- Share opinions on others work - Listen to other’s opinions - Talk to a peer or adult about why and how you made your artwork - Evaluate others art work	<u>Coverage</u> Spring – Line, Light and Shadows Summer - Expression	<u>Vocabulary</u> Edvard Munch
Evaluation	-	<u>Coverage</u> Autumn – Tints, Tones and Shades Spring – Line, Light and Shadows Summer - Expression	

Year 6 Progression of Skills and Vocabulary in Art and Design

Year 6	<p>National Curriculum Key Stage 2: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation</p>		
Focus Study Area			
Generating Ideas	<ul style="list-style-type: none"> - Use sketchbook to record response and see it as a place which raises questions which can be explored outside the sketchbook - Feel a sense of ownership of sketchbook - Describe: what you can see, what you like/dislike, how it makes you feel, what the artist is conveying, how it inspires you 	<u>Coverage</u>	<u>Vocabulary</u>
Drawing	<ul style="list-style-type: none"> - Choose appropriate drawing materials: pencil, pen, chalk, wax crayon, soft pastel, charcoal, watercolour pencils, fine line pens, oil pastels - Observational drawing: demonstrate understanding of line - Experimental drawing: demonstrate understanding of shape - Recap line variation – width, length, texture, thickness, hatching, cross hatching 	<u>Coverage</u>	<u>Vocabulary</u>
Painting	<ul style="list-style-type: none"> - Use colour to demonstrate inspiration: acrylic - Select method to apply paint - Paint self portraits 	<u>Coverage</u>	<u>Vocabulary</u>
3D and Sculpture	<ul style="list-style-type: none"> - Clay casting - Select appropriate tools - Create Relief Artwork 	<u>Coverage</u>	<u>Vocabulary</u>
Collage and Printing	<ul style="list-style-type: none"> - Create paper collage - Create fabric collage - Mixed media collage 	<u>Coverage</u>	<u>Vocabulary</u>

Autumn – Distortion and Abstraction
 Spring – Environmental Artists
 Summer – Trailblazers, Barrier Breakers

Autumn – Distortion and Abstraction
 Spring – Environmental Artists
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Summer – Trailblazers, Barrier Breakers

Spring – Environmental Artists

Texture, hatching, cross hatching, value, space, placement, overlapping, size

Inspiration, acrylic, complementary, method, apply, colour scheme, expressionism

Cast, develop, response, model, tools, motif, plaster, installation

Paper collage, fabric collage, mixed media collage, glue, join, stitch

Significant Artists	<ul style="list-style-type: none"> - Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks. 	<p style="text-align: center;"><u>Coverage</u></p> Autumn – Distortion and Abstraction Spring – Environmental Artists Summer – Trailblazers, Barrier Breakers	<p style="text-align: center;"><u>Vocabulary</u></p> Edvard Munch, Mark Rothko
Evaluation	<ul style="list-style-type: none"> - Share opinions on others work - Listen to other’s opinions - Talk to a peer or adult about why and how you made your artwork - Evaluate others art work 	<p style="text-align: center;"><u>Coverage</u></p> Autumn – Distortion and Abstraction Spring – Environmental Artists Summer – Trailblazers, Barrier Breakers	