

Art Knowledge and Skills Progression (including vocabulary)

EYFS - Reception					
ELG		Expressive Arts and Design - Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Physical Development - Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Understanding the World - The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	
Reception	Term/ Focus	Summer 1 - Natural Sculptures Spring 1 - Spring flowers	Autumn 1 - Self Portraits Spring 1 - Spring flowers	Summer 1 - Natural Sculpture Spring 1 - Spring flowers	Spring 1 - Kasamatsu Shiro Summer 1- Danae Stratou
	Skills	Mark Making Enjoys making marks, signs and symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves Explores mark-making using thick brushes, foam and sponge brushes Selects and sorts, cuts, tears, stitches and discusses Random experimental printing with hands, feet, found materials	Drawing Skills Is spontaneously expressive, using marks, lines and curves Colour & Shape Handles different materials from the class "bit box	Texture Handles different materials from the class "bit box Handles, feels and manipulates rigid and malleable materials	Express opinions of artists' work
	Sticky Knowledge	I know how to hold a pencil and paintbrush correctly. I know how to use marks to represent my feelings. I know what paint is. I know that I need a pencil to sketch. I know the difference between a painting and a photograph. I know that materials can have different textures I know how to colours to make new ones.			
	Key Vocabulary	Mix, texture, material, artist, art, paint, paintbrush, pencil, sketch			

Art Knowledge and Skills Progression (including vocabulary)

Key Stage One – Year 1					
NC		Using Materials to use a range of materials creatively to design and make products	Drawing to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Use colour, pattern, texture, line, form, space and shape to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Range of Artists about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 1	Term/ Focus	Autumn 2 Portraits Spring 2 Seascapes - Matisse Summer 2 Silhouette paintings	Autumn 2 Portraits Summer 2 Silhouette paintings	Autumn 2 Portraits Spring 2 Seascapes- Matisse Summer 2 Silhouette paintings	Autumn 2 Portraits- Richard James Lane Autumn 2 Portraits- Amy Sherald Summer 2 Silhouette paintings- Augustin Edouart Summer 2 Silhouette paintings- Kara Walker
	Skills	Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Use a sketchbook to gather and collect artwork. Create images from imagination, experience or observation.	Mark Making Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Use a variety of tools and techniques including the use of different brush sizes and types. Drawing Skills Work on different scales. Use a variety of tools and techniques	Colour Begin to explore the use of line, shape and colour Mix and match colours to artefacts and objects. Mix secondary colours and shades sing different types of paint. Shape Begin to explore the use of line, shape and colour Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Texture Create different textures e.g. use of sawdust.	Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Art Knowledge and Skills Progression (including vocabulary)

	Sticky Knowledge	To know how to cut shapes and stick them to create a desired picture. To know how to split up a face to draw it. To know the shape of the features of the face. To know what Richard James Lane was well known for. To know who Amy Sherald is famous for painting. To know how to make different marks using chalk and oil pastels. To know how to use wax crayons and paint to create the wax resist effect. To know what a silhouette is. To know how to mix paint to create different hues of the same colour. To know what a foreground and background is. To know how to express my opinion about an artists' work.
	Key Vocabulary	Cut, shape, stick, sections, oval, round, curved, shading, smudge, hard/soft, watercolour, resist, wax, crayon, silhouette Primary colours-red, blue yellow, Mix Foreground/ Background

Art Knowledge and Skills Progression (including vocabulary)

Key Stage One – Year 2					
NC		Using Materials- to use a range of materials creatively to design and make products	Drawing to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Use colour, pattern, texture, line, form, space and shape to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Range of Artists- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 2	Term/ Focus	Autumn 1 Clay pots	Spring 1 Famous Artist	Autumn 1 Creating a pot Spring 1 Famous Artists Summer 1 Seascapes	Autumn 1- Koike Shoko Spring 1- Picasso & Jackson Pollock Summer 1 JMW Turner
	Skills	Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Mark Making Experiment with the visual elements; line, shape, pattern and colour Drawing Skills Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	Colour Name different types of paint and their properties. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc Mix a range of secondary colours, shades and tones. Shape Experiment with the visual elements; line, shape, pattern and colour Work on a range of scales e.g. large brush on large paper etc Texture Experiment with, construct and join recycled, natural and man-made materials more confidently.	Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
	Sticky Knowledge	To understand how to handle, shape and decorate clay effectively To know who Koike Shoko is and why she is famous To name different types of paint and understand their different uses To recognise primary colours and how to mix these to make desired secondary colours. To select and use appropriate equipment when working on different scales. To know who Picasso, Pollock and Monet were and to know about their influences/background.			
	Key Vocabulary	clay, mould, shape, ceramics, pottery, kiln, glaze, decoration, stoneware artists, impressionist, abstract, surrealism, cubism, expressionism, modern art, canvas, paint, stroke, equipment, movement primary colours, secondary colours, tone, shade, texture, scale, mixing, layering, watercolour			

Art Knowledge and Skills Progression (including vocabulary)

Lower Key Stage Two - Year 3				
NC		Recording to create sketch books to record their observations and use them to review and revisit ideas.	Mastery of techniques to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Range of Artists- about great artists, architects and designers in history.
Year 3	Term/ Focus	Autumn 2- Richmond's Architecture Summer 2- Portraits	Spring 2- Egyptian Sculptures	
	Skills	Use their sketchbook to collect and record visual information from different sources. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.	Mark Making Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print Explore pattern and shape, creating designs for printing. Drawing Skills Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level.	Colour Work confidently on a range of scales e.g. thin brush on small picture etc. Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Shape Construct a simple clay base for extending and modelling other shapes. Work confidently on a range of scales e.g. thin brush on small picture etc. Texture Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes.

Art Knowledge and Skills Progression (including vocabulary)

	Sticky Knowledge	To know what printing is. To know how printing works. To know how to create pattern and shape in polystyrene. To know the tools and materials used in printing. To know how to make marks in different materials. To know that artists paint portraits differently. To know how to shade using different types of pencils. To be able to name the tools and materials used in creating their portraits. To understand the purpose of clay when creating sculptures. To know how to use multimedia to enhance my designs. To know which tools to use when creating clay sculptures.
	Key Vocab'	Patterns, repeated patterns, architecture, printing. Portrait, portraiture, grading, tones. primary colours, secondary colours. Clay, moulding, sculpture, multimedia, designs.

Art Knowledge and Skills Progression (including vocabulary)

Lower Key Stage Two – Year 4					
NC		Recording to create sketch books to record their observations and use them to review and revisit ideas.	Mastery of techniques to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Range of Artists - about great artists, architects and designers in history.
Year 4	Term/ Focus	Autumn 1- Roman Shields Spring 2- Viewpoints Summer 2- Aboriginal Art	Autumn 1- Roman Shields Spring 2- Viewpoints		Spring 2- Rachel Ruysch Spring 2- Edward Ruscha Summer 2 Emily Kame Kngwarreye
	Skills	Collect images and information independently in a sketchbook. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Alter and refine drawings and describe changes using art vocabulary.	Mark Making Explore relationships between line and tone, pattern and shape, line and texture. Drawing Skills Use research to inspire drawings from memory and imagination. Alter and refine drawings and describe changes using art vocabulary. Make informed choices in drawing inc. paper and media	Colour Show increasing independence and creativity with the painting process. Use more specific colour language e.g. tint, tone, shade, hue. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Plan and create different effects and textures with paint according to what they need for the task. Choose paints and implements appropriately. Shape Show an understanding of shape, space and form. Texture Make informed choices about the 3D technique chosen. Plan and create different effects and textures with paint according to what they need for the task.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Sticky Knowledge	To know what papier mache is. To know what mod-roc is and how to use it for simple sculpture pieces. To know which paint brush to use to create texture. To know how to paint onto different materials. To know what one point and two-point perspective are. To know what a vanishing point is. To know how to structure a perspective drawing. To have an awareness of space. To know who Emily Kame Kngwarreye is and what type of art she creates To know which colours to create a scene. To know what aboriginal art is. To know where aboriginal art comes from.			

Art Knowledge and Skills Progression (including vocabulary)

	Kew Vocab'	Papier mache, mod rock, patterns Shape, form, space, perspective, landscape Tint, tone, shade, hue, aboriginal
--	------------	--

Art Knowledge and Skills Progression (including vocabulary)

Upper Key Stage Two – Year 5				
NC		Recording to create sketch books to record their observations and use them to review and revisit ideas.	Mastery of techniques to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Range of Artists- about great artists, architects and designers in history.
Year 5	Term/Focus	Autumn 2- Still Life Spring 2- Significant Artists	Summer 2 – Natural Art	
	Skills	Use a sketchbook to develop ideas. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination Create imaginative work from a variety of sources. Drawing Skills Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Mark Making Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Create imaginative work from a variety of sources. Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing and other preparatory work. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Colour Choose inks and overlay colours. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Shape Build up layers and colours/textures Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Texture Organise their work in terms of pattern, repetition, symmetry or random printing styles. Use recycled, natural and man-made materials to create sculpture.
	Sticky Knowledge	To know what a still-life drawing is. To know how to create different styles of shading. To know what style of painting Cezanne is well known for. To know what style of art Van Gogh is known for. To know what style of art Monet is known for. To know that Zaha Hadid is an architect and the style of her work. To know what a sculpture is.		
	Key Vocabulary	Still-life, shading, position, light, cross-hatching, architecture, impressionism, brush-strokes, texture, colour, lines, medium sculpture, chicken wire		

Art Knowledge and Skills Progression (including vocabulary)

Upper Key Stage Two – Year 6				
NC		Recording to create sketch books to record their observations and use them to review and revisit ideas.	Mastery of techniques to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Range of Artists- about great artists, architects and designers in history.
Year 6	Term/Focus	Autumn 1- People in Action Spring 1- Implementing Styles Summer 1- Contrasting Styles	Autumn 1- People in Action Spring 1- Implementing Styles Summer 1- Contrasting Styles	Autumn 1- Degas, Lynette Yiadom-Boakye Spring 1- David Hockney Summer 1- Gainsborough, Turner, Constable, Escher
	Skills	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Develop ideas using different or mixed media, using a sketchbook. Work from a variety of sources, inc. those researched independently.	Mark Making Demonstrate a wide variety of ways to make different marks with dry and wet media. Carry out preliminary studies, test media and materials and mix appropriate colours. Drawing Skills Create shades and tints using black and white	Colour Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Create shades and tints using black and white Shape Create sculpture and constructions with increasing independence. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Show an awareness of how paintings are created (composition). Texture Demonstrate a wide variety of ways to make different marks with dry and wet media.
	Sticky Knowledge	To know how to use a frame to correctly proportion and position sections of the human face. To be able to use techniques to show movement. To know who Lynette Yiadom-Boakye and identify techniques used in her art. To know who Degas is and identify some of his works. To know who David Hockney is and identify techniques used in his art. To know how to explore different techniques to use an artist's style to create a piece of work. To know how to express my opinion about an artists' work. To be able to show perspective. To know the works of some famous artists linked with landscapes. (Turner, Constable, Escher) To know the difference between realistic and non-realistic artwork and explain the differences. To be able to compare two different artists styles when drawing a similar setting (landscapes). To be able to show perspective.		

Art Knowledge and Skills Progression (including vocabulary)

	Key Vocabulary	Proportion, shading, movement, position, perspective, scaling, size, shadow, landscapes, outlines, style, strokes Expression, oil pastels, ink, contrast, complimentary, colour, style, strokes Realistic, expression, colour, style, strokes
--	----------------	---