



## Art Knowledge and Skills Progression

Year Group	Lesson Ideas/ Vocabulary	Drawing	Painting	Printing	Textiles	Sculpture	Collage
<b>EYFS</b>	<p><b><u>Lesson Ideas</u></b></p> <p><b><u>Van Gogh's sunflowers</u></b> First hand observation - drawing Van Gogh's sunflowers/<b>starry skies</b> Van Gogh-finger printing exploring brush strokes</p> <p>Painting Press prints</p> <p>'natural sculptures' Natural material gathering Building of natural sculptures and pictures</p> <p><b><u>Vocabulary</u></b></p>	<p>Pupils will learn to use different types of dry media e.g. chalk, felt tips, pencils. Pupils will learn how to make a variety of differentiated marks from lines, dots and shapes. Pupils will be able to talk about their marks and give clear meaning to them. Pupils will be encouraged to use drawings to tell a story.</p>	<p>Pupils will make a variety of marks using the paint brush. Pupils will be able to form shapes and different line patterns using this medium. Pupils will be encouraged to use a range of different tools to bring coloured marks onto paper. Pupils will experiment with primary colours and discuss what</p>	<p>Pupils will learn how to make rubbings using natural materials e.g. leaves. Pupils will be encouraged to explore the tactile and physical nature of printing-creating and developing their awareness of shape and form. Pupils will be</p>	<p>Pupils will learn how to select and combine textiles according to colour, pattern and texture</p> <p>In collage children will learn a simple weave technique.</p>	<p>Pupils will learn how to manipulate malleable materials in different ways (kneading/rolling ). Pupils will be encouraged to make simple 3D structures and models to help with storytelling or from their imagination. Pupils will link their skills where they will design and build natural sculptures</p>	<p>Pupils will have access to a variety of collage materials and be encouraged to use a mixture together within their pictures.</p> <p>Pupils will be able to talk about the different textures of the materials they are using whilst collaging.</p>



	Paint, brush, pencil, coloured pencil, chalk, crayons, charcoal, pastels, draw, marks, line, circle,	Pupils will be encouraged to begin to form	happens when these are mixed.	encouraged to use a range of objects as tools to			
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	<p>up, down, round, wet, dry, finger paint, print, mix, clay, plasticine, mould, push, roll, squeeze, change, print, wood, leaves, objects, rubbings, smooth, rough, shiny, bumpy, natural, materials, collage. Colours: red, blue, yellow, green, purple, brown, black, orange, white, pink.</p>	<p>accurate drawings of people and animals. As part of a study of Van Gogh's sunflowers the pupils will learn how use a range of media to record their ideas from observation, source material and imagination. They will explore line, marks and texture that dry media can produce. End point- Portrait pencil drawing use marks to represent self and can explain significance of marks for self and others.</p>	<p>Pupils will examine the work of Van Gogh and compare the physical use of brush strokes compared to finger marks. Pupils will evaluate the experience talking about steps they have taken and the similarities and difference of their own sunflowers compared to Van Gogh's.</p>	<p>explore printing.</p>			
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**KS1**

In addition to the knowledge and skills taught across KS1 the pupils will have the opportunity to:

- Develop their control and use of a pencil when drawing



	<ul style="list-style-type: none"> <li>- Record and explore ideas from first hand observations</li> <li>- Describe the similarities and differences between different practices and disciplines and making links to their own work</li> </ul>						
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Year 1	<p><b><u>Lesson Ideas</u></b></p> <p><b><u>Dinosaurs</u></b>  <b>Printing leaf background with own made greens, draw 2 dinosaurs, one bright, one camouflaged. Which hides, which stands out why- to look nice to a partner or to scare others away</b>            sculptures Leaf            rubbings            Bark rubbings            Hanging mobiles (wind-catchers) incorporating leaf prints and natural materials</p> <p><b><u>Vocabulary</u></b></p> <p>Paint, brush, pencil, draw, wet, dry, mix, finger paint, colour, light, dark,</p>	<p>At year 1 pupils will be taught to experiment with dry media specifically <b>oil pastel and chalk pastel</b>- pupils will learn about the tonal qualities of these two media investigating how to create dark and light marks lines and patterns through experimentation and observation. End point- Using mirrors- Portrait draw their face and include components eg hair, ears, chin, eyebrows, eyes, nose,</p>	<p>Pupils will learn how to select the correct size brush when painting. They will be taught the names of the primary colours and have recall of this. They will be taught how to create primary shades by adding black to a pure hue. They will learn how to mix primary tones by adding grey to a pure hue. This key knowledge is first taught here and will be extended and built upon</p>	<p>Pupils will extend and use the exploratory printing techniques Simple press printing will be introduced.</p>	<p>Pupils will learn how to change and modify fabric)</p>	<p>Pupils will create a 3D and 2D objects.  Pupils will learn simple techniques of manipulating clay in order to create decorated pots exploring and extending skills learned at EYFS.</p>	<p>Pupils will make thoughtful and considered choices when selecting media to use in collage based on their growing understanding of colour and texture first introduced at EYFS They will create class and individual collages as part of in depth</p>



		nostrils, lips.						
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	<p>Straight, wavy, curved, zig-zag, copying, rubbing, match, print, sponge, roller, ink, modelling, rolling, <b>air drying</b> clay, tile, pot, tools, fold, crumple, tear, Pastel, chalk, collage, texture, smudging, primary colour, stencil, printing block, press print, kneading, overlap</p>	<p>Pupils at year 1 will further investigate texture through rubbings</p>					
<b>Year Group</b>	<b>Lesson Ideas/ Vocabulary</b>	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>	<b>Sculpture</b>	<b>Collage</b>
<b>Year 2</b>		<p>Pupils will extend their knowledge of dry media taught at year 1 and be introduced to charcoal for the first time. They will draw lines and marks identifying the effectiveness of charcoal in achieving a</p>	<p>Building on the work first taught at year 1-year 2 pupil will recognise when to select broad brushes and finer brushes for detailed work They will be taught how to</p>	N/A	<p>At year 2 pupils will use techniques such as plaiting, fraying and fringing to change and modify threads and fabrics achieving decorative effects as</p>	<p>At year 2 pupils will change the structure of malleable materials They will learn to use air dry clay and use tools which will be built upon at year 5</p> <p>Also use cardboard tubes to give structure covered with papiermache. Create 3D dinosaurs</p>	<p>Pupils at year 2 will learn how to create imagined and observed images using collage as part of their study of Matisse (Jazz collection) They will collect, sort, name and match colours</p>



	<p>Decorated tiles to create a frieze          –(Clay tiles + clay tools exploring Charles Rennie Mackintosh and the Glasgow School</p> <p><b><u>Vocabulary</u></b></p> <p>Straight, wavy, curved, zig-zag, copying, rubbing, match, modelling, rolling, clay, tile, pot, tools, fold, crumple, tear, decorate, smooth, rough, charcoal, chalk, control, surfaces, powder paint, threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, tools, texture, observations, invent, major brush, fine brush, layering, tone, primary shade, primary tone, cords          secondary colour</p>	<p>greater tonal range than pencil. They will combine this awareness of line with the use of colour          They will observe and invent shape understand the term ‘negative space’          End point- as above in yr 1 but with components in relative position.</p>	<p>care for brushes properly          At year 2 pupils will learn about different paint types and their properties specifically: <b>powder</b>, poster and watercolour paints, ink and brushes          They will build upon the colour mixing of shades and tones by adding back and grey using the paints specified first taught at year 1. This will be extended at year 3 with their study of</p>		<p>part of their study of Chinese culture and the Chinese New Year. This will be developed at year 4 when stitching techniques are first introduced.</p>	<p>appropriate for an image          Expanding upon their study of shape in Y2 drawing lessons they will create and arrange shapes appropriately. This acquired knowledge will be developed and built upon at year 4 in their study of Picasso and Cubism.</p>
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			and draw upon their knowledge of line taught in drawing lessons.				
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<b>Year 3</b>	<p><b>Lesson Ideas</b></p> <p><b>History-</b> Clarice Cliff- bold colours and control of lines, sculpting skills of pots. Printing techniques- William Morris</p> <p><b>English and Geography-</b> Iron man Giant modrock</p> <p><b>Science-</b> habitats of animals' modrock sculptures.</p> <p><b>History and R.E-</b> (Tudors) Stain glass windows</p>	<p>At year 3 the pupils will be taught about the grades of pencil and experiment with these to achieve variations in tone.</p> <p>Through their study of various shading examples to create depth and texture. They will select soft dry media and compare this with the use of hard lines to create a</p>	<p>At year 3 the pupils will learn greater control when painting. They will build upon the work of year 2 in selecting brushes for smaller and bigger scale studies. They will be taught how to 'block in' when painting- keeping within lines and where to use colour washes for a softer effect.</p>	<p>Pupils will build upon their knowledge of printing taught at year 1. They will learn how to create printing blocks using an impressed method.</p> <p>They will build up their skill set and learn how to use two colour overlays as part of their study.</p>		<p>Pupil will use modrock to produce simple 3D models as part of their English comprehension focus, Science and Geography. This 3D rendering of a 2D design will build upon the knowledge acquired during the Year 1 study of Andy Goldsworthy (3D forms constructed from 2D shapes). In Term 1 year 3 pupils will learn how to join clay</p>	



		<p>fine graphic style End point-as in yr 2 focus on how eyes have detail and show expression</p>					
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	<p><b><u>Ongoing: Sketchbook</u></b>          Grades of pencil</p> <p>Henri Matisse -oil pastel techniques (fauvism)</p> <p><b><u>Vocabulary</u></b></p> <p>Charcoal, chalk, control, surfaces, poster paint, powder paint, threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, tools, texture, pattern, observation, imagination, detail, Grades of pencil, tone, blocking in colour, colour wash, secondary colours, tints, shades</p> <p>Grades of pencil, Blocking in colour versus colour blocking, 2B, 4B, 6B, HB, 2H, 4H, 6H pencils</p>	<p>Knowledge of soft dry media will be developed at greater depth when exploring Paleolithic art and the cave paintings of Lascaux.</p>	<p>These techniques will be part of Art will continue to develop through the year, as we focus on different artists techniques Clarice Cliff. e.g. The children will continue to practice painting with the media introduced at year 2. They will build upon the colour mixing of shades and tones by adding back and grey first taught at year 1 and 2 and extend into the mixing of tints by adding white to pure hues. They will learn</p>			<p>adequately when creating burnished pots with handles as part of their study of pre-history. This will build upon the techniques taught at EYFS and year 1.</p>	
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			how use a limited palette				
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			through colour mixing. They will have a solid understanding of which primary colours make secondary colours.				
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<b>Year 4</b>	<p><b>Lesson Ideas</b></p> <p><b>History – Tudors</b> Cross stitch and textiles work</p> <p><b>Recycling topic-</b> Design and sew pencil case with reused material</p> <p><b>Geography- developing landscapes and villages</b> Cezanne- use of colour to demonstrate landscape and structure. Experiment with paint types to create texture</p> <p><b>Picasso- Dora Maar</b></p>	<p>Pupils will be taught how to use sketchbooks to record visual information from different sources. They will select from their existing knowledge of dry media experimenting with lines and marks to create texture and surface detail. At year 3 the pupils will have a knowledge of grades of pencil.</p>	<p>At year 4 the pupils will be introduced to some new paint types including acrylic. Pupils will experiment with a range of paint types to create textural effects. At year 4 pupils will be able to evaluate the painterly impact of each type of paint.</p>	<p>Year 4 will continue to practice techniques of printing to create different effects, experimenting with printing materials.</p>	<p>Building upon their knowledge of decorative techniques taught in year 2, year 4 pupils will develop their skills in stitching cutting and joining.</p>	<p>Building upon techniques taught at year 3- pupils will create abstract heads based on the portrait of Dora Marr extending their understanding of modelling, form and technique and materials. The knowledge acquired about creating a base will feed into the armatures created at year 6</p>	<p>Pupils will extend the learning they first acquired in years 1 and year 2 by experimenting with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures-this will include use of digital</p>



	<p>Collage techniques – link to Picasso</p> <p><b><u>Science – Environmental change</u></b></p> <p><b><u>Ongoing: Sketchbook</u></b> Line marks to create texture</p> <p><b><u>Vocabulary</u></b></p> <p>Observation, imagination, detail, Grades of pencil, tone, colour block, colour wash, secondary colours, tints, shade, collage, 2B, 4B, 6B, HB, 2H, 4H, 6H pencils Charcoal, texture, Form, shape third dimension pattern hue gouache/acrylic/oil/ tempera</p>	<p>They will use their ever expanding knowledge to understand objects have a third dimension and use tone effectively in creating 3D shape, and begin to use their knowledge of cylinder sphere and cone to construct still life studies. This understanding of a third dimension will be extended by year 5 and 6 when drawing perspective End point-as in year 5 portrait focus on mouth and detail, 3D, expression</p>	<p>Pupils will explore impasto-methods of thickening paint. (eg Beeswax) they will use this thickened paint to create textural effects mimicking the work of Picasso and Cezanne</p> <p>Pupils at year 4 will be now be confident in the language of colour including primary, secondary, hue, shade, tone and tint having being taught consistently since EYFS.</p>			<p>and sculptures at year 5.</p>	<p>Media.</p> <p>The understanding of abstract forms will feed into the Year 5 &amp; 6 sculpture study.</p>
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Year 5	<p><b><u>Year 5 and 6 will follow the same topics and develop their year group skills within these foci. We follow a 4-year rolling programme so some skills may overlap.</u></b></p> <p><b><u>Lesson Ideas for year 5 and 6</u></b>            Look at 'Edvard Munch The Scream' – create similar using colour mixing / blending techniques with coloured pencils- they will then contrast this with the Monet's study of Waterloo Bridge looking at the impact of colour on mood and atmosphere.</p> <p><b>Study Cubism and Abstract art linked to topics for that year.</b></p> <p><b><u>Brazil</u></b>            Foreground/middle ground/background            Develop a painting from a drawing-create multiple copies changing the colour to create atmosphere as learned in the study of Monet</p>	<p>At year 5 the pupils will be introduced to viewfinders to begin to work closely from observation. At year 5 they will create a detailed drawing. They will be taught how to use a sketchbook to collect and develop ideas understanding the process artists go through before drawing or painting. End points- portrait of self thinking about posture and its effect on person expressed. in the background</p>	<p>At year 5 pupils will develop a painting from a drawing. At year 3 pupils are taught about secondary colours-this understanding of colour will now be extended into a new language of complementary and contrasting colours</p> <p>With this knowledge the year 5 pupils will be taught how to mix and match colours to create atmosphere and light effects.</p>	<p>Building on knowledge acquired at year 3 the year 5 pupils will create printing blocks by simplifying an initial sketch book idea. They will then develop this into a lino cut 'impressed' method, creating prints with three overlays. This could be part of a study of the Bayeux tapestry showing the Viking</p>	<p>Binca work and collage with felt scenes linked to topic</p>	<p>As part of their study of South America- year 5 pupils will further develop their control and use of tools when carving replica heads from Rapa Nui (Easter Island) or topic links . This builds upon good and safe use of tools introduced at year 2.</p>	<p>Study Henri Rousseau</p>





	<p>Also study Ricardo Cony Echart, Romero Britto, Keith Haring</p> <p><b><u>Anglo Saxons and Vikings</u></b>          Printing with three overlays- recreating sections of the Bayeux Tapestry.          Brooch and jewelry designs and sculpture of brooches and making</p> <p><b><u>Benin Now and then</u></b>          Calixte Dakpogan (sculptor)          Dominique Kousas (painter – inspiration for print work)          Landscapes: sketching and fabric.</p> <p><b><u>The history of Music</u></b>          Picasso and cubism          Abstract art          Musical themed art and sketching of instruments          Bonfire night themed art</p> <p><b><u>Our Green Planet and Recycling</u></b>          Henry Rousseau          Henry Matisse          Autumnal art          Perspective</p>	<p>can tell us more about the person.</p> <p>Explore different pressure on line and</p>	<p>Exploring the</p>	<p>invasion or          The Book of Kells</p>		<p>Metal work sculpture of Norse and anglo-saxon animals/figurines</p>	
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	<p>tapestry/ using Illuminated Scripts as sources of inspiration</p> <p>Ongoing: Sketchbook to develop ideas</p> <p><b><u>Vocabulary (Year 5)</u></b></p> <p>2B, 4B, 6B, HB, 2H, 4H, 6H pencils Charcoal, texture, Form, shape third dimension, pattern wet media/dry media, blending, hatching (not cross hatching) atmosphere, shading, view finder foreground, middle ground, background, composition, focal point, perspective, proportion</p>	<p>blending techniques with coloured pencils. This will be built upon at year 6</p> <p>Year 5 teachers will teach composition, scale and proportion in their drawings foreground, middle ground and background.</p>	<p>work of Monet and Munch will give the pupils the visual vocabulary they need to mix a palette of warm and cold colours to create atmosphere. This knowledge will then be applied in their own work. Extension into use of acrylic paints.</p>	<p>illuminate d manuscript t</p> <p>They will then work into prints with a range of media e.g. pens, colour pens and paints and evaluate the effectiveness. Year 6 will extend this in their study of textiles and screen printing.</p>			
<b>Year Group</b>	<b>Lesson Ideas/ Vocabulary</b>	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>	<b>Sculpture</b>	<b>Collage</b>
<b>Year 6</b>	<p><b><u>Lesson Ideas</u></b> <b><u>Year 5 and 6 will follow the same topics and develop their year group skills within these foci. We follow a 4-year rolling programme so some skills may overlap.</u></b></p> <p><b><u>History - local area:</u></b> Local artists – Sarah Taylor,</p>	<p>The knowledge taught at year 6 repeats, consolidates and extends skills taught at year 5 Pupils will develop their</p>	<p>The knowledge taught at year 6 repeats, consolidates and extends skills taught at year 5 Pupils will develop a painting from</p>	<p>Making print blocks</p>	<p>At year 6 pupils will learn how to experiment with a range of media to overlap and layer</p>	<p>Pupils at year 6 will build upon modelling skills taught from EYFS to year 5. Pupils will use armatures to provide structures for more sophisticated</p>	<p>Topic inspired collage work</p>



	<p>Jen Buckley inks overlaying sketch. Steven Brown.</p> <p>Photos/digital images of local area – detailed drawings</p> <p><b><u>Forces and Machines</u></b> Robot faces Printing and print block making</p> <p><b><u>Plants and growing</u></b> Victorian plant explorer sketches and transparent watercolour washes</p>	drawings	a				
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	<p><b><u>Rivers, Mountains and Seas</u></b> Landscape and perspective (composition of the picture)</p> <p><b><u>Art – Mexico:</u></b> <b><u>Frida Kahlo –</u></b> Still life/composition</p> <p>Stippling + scumbling Painting</p> <p><b><u>Science – Evolution:</u></b> Perspective drawing, Victorian sketching and watercolours</p> <p><b><u>Vocabulary Year 6</u></b></p> <p>Form, shape third dimension, pattern, wet media/dry media, blending, hatching atmosphere, shading, view finder, foreground, middle ground, background, contrast, complement, composition, focal point, perspective, proportion, cross hatching, scumbling, stippling, tone, portrait, palette, maquette</p>	<p>working from a variety of sources including observation, photographs and digital images. They will work in a sustained and independent way to create a detailed drawing using viewfinders as introduced at year 5 At year 6 the pupils will extend their range of blending techniques to include more sophisticated techniques such as stippling and scumbling. Using wet and dry media alongside drawing with pencil or inksuch as</p>	<p>drawing creating imaginative work from a variety of sources including a study of Cumbrian sculptors.</p>		<p>creating interesting colours and textures and effects using screen printing as a vehicle. This will feed into their study of Kahlo, Frink and the Yorkshire artist Hepworth and link to their study of portraiture and armature in sculpture</p>	<p>methods of sculpting using eg Sue Palmley (on Cumbria Sculptors website) and local sculptor Shawn Williamson.</p>	
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		<p>(transparent water colour work). This will be</p>					
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		<p>introduced in a series of drawings At year 6 the pupils will now begin to develop their own style using tonal contrast and mixed media At year 6 the pupils can use the skills of perspective and horizon. They will also be able to evaluate famous paintings using the language of composition, perspective etc composition taught at year 4 and year 5 to use simple perspective in their work using a single focal point End point-self portrait using selfies and 2 contrasting</p>					
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		<p>emotions, or 2 dimensions of personality, draw a self portrait showing these aspects</p>					
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