

King's Oak Primary School subject progression document

Subject: Art

FS framework - ages and stages

Year group	Progression of skills	Progression in knowledge	Key vocabulary and essential experiences
Pre school	<ul style="list-style-type: none"> - Notices and is interested in the effects of making movements which leave marks. - Experiments with blocks, colours and marks. - Explores colour and how colours can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> - Hold a paint brush correctly wash the brush before changing colour - begin to control the paintbrush - experience and use primary colours and know their names - explore, experiment and respond to colour through collecting, sorting and matching - experiment with mixing colours; explore and investigate the possibilities of painting implements - express and represent observations, ideas and feelings through paintings - apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, animation, comics, books, photography, magazines, etc</p> <p>Visiting artists - illustrators ie WBD</p>
Nursery	<p>Drawing</p> <ul style="list-style-type: none"> - Enjoys making marks, signs and symbols on a variety of types of paper - Is spontaneously expressive, using marks, lines and 	<ul style="list-style-type: none"> - Hold a paint brush correctly wash the brush before changing colour - begin to control the paintbrush - experience and use primary colours and 	<p>Exposure to different artists</p> <p>Opportunities to see art</p>

	<p>curves</p> <p>Painting</p> <ul style="list-style-type: none"> - Explores making marks on a variety of papers - Uses a variety of tools to spread paint - straws, matchsticks as well as brushes <p>3D Work</p> <ul style="list-style-type: none"> - Handles, feels and manipulates rigid and malleable materials - Pulls apart and reconstructs basic shapes 	<p>know their names</p> <ul style="list-style-type: none"> - explore, experiment and respond to colour through collecting, sorting and matching - experiment with mixing colours; explore and investigate the possibilities of painting implements - express and represent observations, ideas and feelings through paintings - apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects 	<p>in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>Visiting artists - illustrators ie WBD</p>
Reception	<p>Drawing</p> <ul style="list-style-type: none"> - Uses line to draw objects seen, remembered or imagined - Explores tone using different grades of pencil, pastel and chalk <p>Painting</p> <ul style="list-style-type: none"> - Explores mark-making using thick brushes, foam and sponge brushes - Experiments with and enjoys colour <p>3D Work</p> <ul style="list-style-type: none"> - Becomes aware of shape, feel, texture, pattern and weight - Experiments with basic tools on rigid and plastic materials 	<ul style="list-style-type: none"> - That art, (design and craft) is made by artists - How to explain what they are doing - Share their creations, explaining the process they have used 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Visiting artists - illustrators ie WBD</p>
EYFS end points	<p>The Early learning goals that link most closely to the Art and Design national curriculum have been chosen.</p> <p>Expressive Arts and Design (Exploring and Using Media and Materials)</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		

Expressive Arts and Design (Being Imaginative)

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 design and technology, art, music, dance, role play and stories.

Year 1

Drawing

- Uses line and tone to draw things seen, remembered or observed
- Explores shading, using different media
- To be able to communicate something about themselves in their drawing
- To create moods in their drawing
- To draw using pencil and crayons
- To draw lines of different shapes and thickness

Painting

- Creates pattern using different tools and colours
- Uses colour and marks to express mood
- To be able to communicate something about themselves in their painting
- To create moods in their painting
- To choose thick and thin brushes as appropriate
- To paint a picture of something they can see
- To name the primary and secondary colours

3D Work

- Compares and recreates form and shape to natural and man made environments
- Creates texture using rigid and plastic materials and a variety of tools

- to describe what they can see and like in the work of another artist/ craft maker/ designer
- how to recognise and describe some simple characteristics of different kinds of art, craft and design
- the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use
- Explain what like/feel about own artwork and work of others
- Use some of the ideas of artists studied to create pieces
- the names of the tools, techniques and the formal elements(colours, shapes, tones etc.) that they use

Exposure to different artists

Opportunities to see art in different contexts, set design, animation, comics, books, photography, magazines, graffiti etc

School Art Gallery

Visiting artists - illustrators ie WBD

Vocab
primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, bold brushstroke, acrylic paint. moods, emotions, warm, cool, shape, composition, rigid, plastic, compare, recreate, join, stick, tape, attach, form, shape,

Year 2	<p>Drawing</p> <ul style="list-style-type: none"> - Draws familiar things from different viewpoints - To use charcoal, pencil and pastels To create different tones using light and dark - To show patterns and texture in their drawings - To use a viewfinder to focus on a specific part of an artefact before drawing it <p>Painting</p> <ul style="list-style-type: none"> - Paints things observed, remembered or imagined, using colour/tools - Introduces different types of brushes for specific purposes - To be able to mix paint to create all the secondary colours - To mix and match colours, and predict outcomes - To mix their own brown <p>3D Work</p> <ul style="list-style-type: none"> - Uses stimuli to create simple 2D and - 3D images using a variety of tools and materials - Recreates 2D images in a 3D piece (eg fruit) 	<ul style="list-style-type: none"> - Give reasons for preferences when looking at work of notable artists, artisans and designers - Know that different artistic works are made by craftspeople from different cultures and times - Suggest ways of improving own artwork based on the work of others and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab Pencil, draw, line, shape, feature, nose, mouth, eyes, lips, eyelids, eyelashes, hair, ears, proportion, shade, paint, mix, colour, primary, darker, lighter, abstract, Tonal, blending, cross hatch, texture, layering, mixing, surface texture, stippling, scumbling, scaffito, Print, colour, block print, relief, repeat, pattern, complementary colours, primary, secondary, roller, groove, flat, etch, smooth, roll,</p>
End point KS1	<p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers.</p> <p>Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>		

<p>Year 3</p>	<p>Drawing</p> <ul style="list-style-type: none"> - Is happy to experiment with line, tone and shade - Uses a range of materials to produce line, tone and shade - To be able to show facial expressions in their drawings - To use their sketches to produce a final piece of work - To write an explanation of their sketch in notes - To use different media to show different tones and texture <p>Painting</p> <ul style="list-style-type: none"> - Builds on primary and secondary colours with the addition of black and white and other hues - Explores the effect on paint of adding water, glue, sand, sawdust while making their own paint - To be able to predict with accuracy the colour that they mix - To create a background using a wash - To use a range of brushes to create different effects <p>3D Work</p> <ul style="list-style-type: none"> - Shows an awareness of texture, form and shape by recreating an image in 3D form - Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work 	<p>Create original pieces that are influenced by the studies of others</p> <p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Comment on the differences and similarities in their own work and the work of others</p> <ul style="list-style-type: none"> - To be able to explain how to use some of the tools and techniques they have chosen to work with. 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, China, history, drawing, sketching, water colour, shading, tinting, depth, eyes, sculpture, clay</p>
<p>Year 4</p>	<p>Drawing</p> <ul style="list-style-type: none"> - Selects appropriate media and techniques to achieve a specific outcome - To be able to show facial expressions and body language in their sketches - To identify and draw simple objects and use marks and lines to produce texture - To organise line, tone, shape and colour to represent figures and forms in movement - To explain why they have chosen specific materials to draw 	<ul style="list-style-type: none"> - Describe some of the key ideas, techniques and working practices of artists, architects and designers who are studied - Create original pieces that are influenced by the techniques and working practices of other artists - Make constructive comments about their work and that of their peers using visual language - To explain art from other periods of history 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab: Observational, shapes,</p>

	<p>with</p> <p>Painting</p> <ul style="list-style-type: none"> - Creates different effects by using a variety of tools and techniques - Uses different methods, colour and a variety of tools and techniques to express mood - To be able to create all the colours they need - To make tints by adding white - To make tones by adding black <p>3D Work</p> <ul style="list-style-type: none"> - Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour - Looks at 3D work from a variety of genres and cultures and develops own response through experimentation 	<ul style="list-style-type: none"> - to be able to demonstrate how tools they have chosen to work with, should be used effectively and with safety. 	<p>primary, secondary, tone, intensity, Hokusai, waves, tide, hues, oil pastels, water colours, Wallpaper, Victorian, repeated pattern, decorative, rotate, rotation, reflect, reflective, line of symmetry, mirror line, symmetrical, transfer, block printing, Texture, shape, form, pattern, mosaic, terracotta clay, molding, moldable, decorative, fragments. porous, slip, archaeologists, ceramic, civilisation, kneading, wedging, pinching, slabbing, coiling, sgraffito technique, contrasting,</p>
Year 5	<p>Drawing</p> <ul style="list-style-type: none"> ● effect of light on objects and people from different directions ● interpret the texture of a surface ● produce increasingly accurate drawings of people ● concept of perspective ● To be able to identify and draw simple objects, and use marks and lines to produce texture ● To successfully use shading to create mood and feeling 	<ul style="list-style-type: none"> - Give details (including own sketches) about the style of some notable artists, artisans and designers; explain how processes were used in the finished product - Create original pieces that show influences and style of notable artists, artisans and designers - Comment on art works with a fluent grasp of visual language 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p>

	<ul style="list-style-type: none"> • To organise line, tone, shape and colour to represent figures and forms in movement • To explain why they have chosen specific materials to draw with <p>Painting</p> <ul style="list-style-type: none"> - Investigates paintings and breaking it down into simple shapes - Uses techniques, colours, tools and effects to represent things seen, remembered or imagined - To be able to create a range of moods in their paintings - To express their emotions accurately through their painting and sketches <p>3D Work</p> <ul style="list-style-type: none"> - Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a 3d object observed from real life. - Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas 	<ul style="list-style-type: none"> - To learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information - how to describe the processes they are using and how they hope to achieve high quality outcomes 	<p>School Art Gallery</p> <p>hard, soft, light, heavy, proportion, portrait, water colour, palette, brush, facial features, colour, mark, shape, thumbnail, line, pattern, texture, colour, shape, composition, positive shape, negative shape, aurora borealis, Surface decoration, slab, scratch, slip, template,</p>
Year 6	<p>Drawing</p> <ul style="list-style-type: none"> - To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - To be able to use sketches to communicate emotions and a sense of self with accuracy and imagination - To explain why they have combined different mediums to create their drawings - To explain why they have chosen specific drawing techniques <p>Painting</p> <ul style="list-style-type: none"> - Explores the effect of light and colour, texture and tone on natural and man-made objects 	<ul style="list-style-type: none"> - Describe the work and ideas of various artists, artisans and designers, using appropriate vocabulary and referring to historical and cultural contexts - Show how the work of those studied was influential in both society and to other artists - Explain and justify preferences towards different styles and artists, including through own artwork - Adapt and refine work to reflect the views of others and with consideration for 	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab: flat wash, sketch, gradient wash, blotting, mixing colours, spattering, watercolours, atmosphere, silhouettes, line,</p>

	<ul style="list-style-type: none"> - To begin to be able to explain what their own style is - To use a wide range of techniques in their work. - To explain why they have chosen specific painting techniques <p>3D Work</p> <ul style="list-style-type: none"> - Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape feature, focus on textures - Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings 	<p>intended purpose and meaning</p> <ul style="list-style-type: none"> - To be able to make a record about the styles and qualities of their work - To say what their work is influenced by - Use technical vocabulary and techniques for modifying the qualities of different materials and processes. 	<p>texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, blend, mix, line, tone, shape, abstract, colour, form, arrange, fix, environmental artist, objective, non objective, mixed media, tools, landscape, filters, tints, tone, texture, critically appraise, land art, focus/out of focus (photography),</p>
<p>End point KS2</p>	<p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>		