

Progression of Knowledge and Skill in Art and Design



Curriculum Plan			
	Autumn	Spring	Summer
Pre-sch	<ul style="list-style-type: none"> - Make meaningful marks, Including pattern using a range of media - Use drawings to represent movement or loud noises - Use drawings to represent emotions such as happiness and sadness - Draw shapes using continuous lines and use these shapes to represent objects and people 		
reception	<ul style="list-style-type: none"> - Draw lines and circles using gross motor movements - Draw freely - Draw diagonal lines - Draw pictures that are recognisable - Draw self portraits - Observational drawings of pets 		
Year 1	<p>Drawing Wax resists and floor drawings Autumn leaves (combined project) Artist: n/a</p>	<p>Drawing Drawing Spiral Snails Artist: Wassily Kandinsky</p>	<p>Drawing, collage and Sculpture Drawing feathers and Sculptural birds Artist: John Ruskin, Diana Beltran.</p>
	<p>https://www.accessart.org.uk/squiggle-drawings-autumn-floor-drawings/ https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/</p>	<p>https://www.accessart.org.uk/spiral-snails-drawing-spirals/ https://www.accessart.org.uk/spirals/ .</p>	<p>https://www.accessart.org.uk/making-sculptural-birds/ .</p>
Year 2	<p>Drawing & printing Mono printing- carbon paper Artist: Picasso and William Blake</p>	<p>Painting & Collage Mini Beast Artwork and Colour Wheels (combined project) Illustrator: Lauren Child</p>	<p>Drawing & collage Houses from round the world Architect: Wren, Gaudi, indigenous.</p>

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	https://www.accessart.org.uk/exploring-the-world-through-mono-print/ .	https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ https://www.accessart.org.uk/the-minibeast-project/	https://www.accessart.org.uk/houses-from-around-the-world-international-day-at-monkfield-primary-school/ https://www.accessart.org.uk/be-an-architect-new-for-summer-2012/
Year 3	Drawing Drawing Cartoon Characters Illustrator: Quentin Blake	Painting & textiles Cloth, thread and paint	Sculpture Fruit Inspired Clay Tiles Designer: William Morris
	https://www.accessart.org.uk/a-school-full-of-characters/	https://www.accessart.org.uk/cloth-thread-paint/ .	https://www.accessart.org.uk/fruit-inspired-clay-tiles/
Year 4	Drawing Creating Beasts - Wax Resists with Coloured Inks Illustrator: Olivia Lomenech Gill	Collage Drawing with Scissors Artists: Henri Matisse, Pinturicchio	Drawing & Sculpture Festival feasts Artists: Andy Warhol, Nicole Dyer
	https://www.accessart.org.uk/wax-resist-with-coloured-inks-and-sgraffito-on-foamboard/	https://www.accessart.org.uk/screenprinting-inspired-by-matisse/	https://www.accessart.org.uk/sculptural-food/
Year 5	Drawing Typography Graphic Designer: Alan Fletcher	Drawing, Collage and sculpture Inspired by Miro Artist: Joan Miro	Printing Block Printing Designers: Lucienne Day, Zika Ascher
	https://www.accessart.org.uk/typography-children/	https://www.accessart.org.uk/inspired-miro-collage-automatic-drawing-sculpture/	https://www.accessart.org.uk/block-printing-creating-repeat-patterns-using-letters-with-andy-mckenzie/
Year 6	Drawing/Painting Graphic Inky Still Life Artists: Banksy & Pablo Picasso	Drawing/Painting Making Layered Portraits (Part 1-3) Artists (study portraits): Picasso, Lucien Freud Photographer: Steve McCurry	Sculpture Wave Bowls Ceramic Artist: Grayson Perry
	https://www.accessart.org.uk/graphic-inky-still-life/	https://www.accessart.org.uk/making-layered-portraits-part-one/	https://www.accessart.org.uk/wave-bowls/

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		By the end of Phase 1	By the end of Phase 2	By the end of Phase 3			
Exploring and Developing Ideas	National Curriculum	<p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p>	<p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To evaluate and analyze creative works using the language of art, craft and design.</p>			
	Knowledge and Skills to be covered in all projects.						
	Knowledge	<p>Year 1</p> <ul style="list-style-type: none"> To know positive language to use to talk about artwork To know there are different forms of art made with different processes 	<p>Year 2</p> <ul style="list-style-type: none"> To know positive language to use to talk about artwork To know that a sketchbook is a pad with blank pages for sketching and is used by artists for drawing, painting or collecting ideas as a part of their creative process. 	<p>Year 3</p> <ul style="list-style-type: none"> To know that mistakes are part of the process of art To begin to know how to improve artwork 	<p>Year 4</p> <ul style="list-style-type: none"> To know that mistakes are part of the process of art To know how to improve artwork and receive feedback from others 	<p>Year 5</p> <ul style="list-style-type: none"> Begin to know their own creative style Know how to improve or change their work based on feedback/artistic influences 	<p>Year 6</p> <ul style="list-style-type: none"> Begin to know their own creative style Know how to improve or change their work based on feedback/artistic influences
Skills	<p>Year 1</p> <ul style="list-style-type: none"> begin to respond positively to ideas and starting points. explore ideas and collect information from different source material. try different materials and methods to explore, understand and improve 	<p>Year 2</p> <ul style="list-style-type: none"> respond positively to ideas and starting points. explore ideas and collect information from different source material. describe differences and similarities and make links to their own work. 	<p>Year 3</p> <ul style="list-style-type: none"> continue to develop a sketchbook habit to record ideas and to explore explore ideas from first-hand observations. begin to question and make observations about starting points, and 	<p>Year 4</p> <ul style="list-style-type: none"> continue to develop a sketchbook habit to record ideas and to explore explore ideas from first-hand observations. question and make observations about starting points and respond 	<p>Year 5</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks. begin to offer feedback using technical vocabulary. think critically about their art and design work. begin to use other art forms (literature 	<p>Year 6</p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks, raising questions. offer feedback using technical vocabulary. think critically about their art and design work. use other art forms (literature drama, 	



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		<ul style="list-style-type: none"> try different materials and methods to explore, understand and improve begin to develop a sketchbook habit 	respond positively to suggestions.	positively to suggestions. <ul style="list-style-type: none"> adapt and refine ideas 	drama, music, film) as sources for developing ideas	music, film) as sources for developing ideas	
Drawing	National Curriculum	KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.		KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.		KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.	
	Projects	knowledge and skills to be covered in projects:					
	Knowledge	Year 1 Drawing spiral snails Autumn leaves	Year 2 Houses from round the world	Year 3 Drawing Cartoon characters- Quentin Blake	Year 4 Wax resist with inks Festival feats	Year 5 Inspired by Miro Typography	Year 6 Making layered portraits Graphic Inky Still Life
	Year 1 <ul style="list-style-type: none"> That primary colours are red, blue, and yellow and that secondary colours are green, orange, and purple. That pastels, chalk, charcoal, and pencil are different media and create different effects and different thicknesses of lines. That chalk is a soft material that can easily blend using finger blending. 	Year 2 <ul style="list-style-type: none"> That wax, pencil and felt tip pens will create lines of varying thickness. That different lines can create a variety of textures. That the side of the wax crayon should be used for shading. That wax crayon will resist paint. 	Year 3 <ul style="list-style-type: none"> That the higher grading number of a pencil, the darker the line. How to hatch and that lines closer together will create a darker shade and that lines further apart will create a lighter shade. That proportion refers to relative size of different parts. 	Year 4 <ul style="list-style-type: none"> That proportion refers to relative size of different parts. To know that an etching stick is needed to draw on a foam board. That layers can be removed to create a design and texture. 	Year 5 <ul style="list-style-type: none"> That hatching, cross-hatching and layering are techniques for creating effects in sketching. That lines closer together will create a darker shade and that lines further apart will create a lighter shade. When to select each of these techniques as appropriate to their 	Year 6 <ul style="list-style-type: none"> That hatching, cross-hatching and layering are techniques for creating effects in sketching and how to combine these to for the best 3d representation. How to create light and shadow through shading. 	

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	<ul style="list-style-type: none"> To start with lighter colours and then add darker colours. That adding white will make a lighter shade and that adding black will make a darker shade. 				<p>stimulus.</p> <ul style="list-style-type: none"> That perspective is a technique for creating an illusion of 3 dimensions on a 2d surface. 	
Skills	<p>Year 1</p> <ul style="list-style-type: none"> draw lines of varying thickness. use dots and lines to demonstrate pattern and texture. use different materials to draw including pastels, chalk, charcoal, pencil use different materials to work on including A2 paper name the primary and secondary colours; add white and black to alter tints and shades in chalk 	<p>Year 2</p> <ul style="list-style-type: none"> draw lines of varying thickness. use dots and lines to demonstrate pattern and texture. use different materials to draw including wax, pencil, felt tip pens use different materials to work on including oversized strips and cartridge paper 	<p>Year 3</p> <ul style="list-style-type: none"> begin to know how to draw in proportion 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 including pencil, fine liners, pens, colouring pencils. show an awareness of space when drawing. use different materials to work on including card 	<p>Year 4</p> <ul style="list-style-type: none"> use different materials to draw including pencil, fine liners, pens, etching sticks. show an awareness of space when drawing. use different materials to work on including foam board 	<p>Year 5</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g., shadows, reflection, hatching and cross-hatching, layering. depict perspective in drawings. use a variety of tools/materials and select the most appropriate. use different materials to work on including textured/coloured paper 	<p>Year 6</p> <ul style="list-style-type: none"> use a variety of techniques to create texture and shade e.g., shadows, reflection, hatching and cross-hatching, layering. depict movement in drawings. use a variety of tools/materials, including fountain pens, ink and biros. Select the most appropriate.

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Painting	National Curriculum	<p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>		<p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>		<p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	
	Projects	knowledge and skills to be covered in projects:					
	Knowledge	Year 1	Year 2 Minibeast artwork	Year 3 Cloth, thread, and paint	Year 4	Year 5	Year 6 Making layered portraits Graphic Inky Still Life
	<p>Year 1</p>	<p>Year 2</p> <ul style="list-style-type: none"> That primary colours are red, blue, and yellow and that secondary colours, are orange and purple. How to mix green green (using blue and yellow), orange (using red and yellow) and purple (using red and blue). That the right amount of water needs to be added for successful application. 	<p>Year 3</p> <ul style="list-style-type: none"> How to mix different shades/tones of primary and secondary colours by adding white and black. To know that a sponge can be used for a large area, thicker brushes for smaller areas and fine brushes for detail. To know how to apply paint with a dry brush, using scrubbing, wet-on-wet, sgraffito techniques 	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p> <ul style="list-style-type: none"> To know that different brushes can create broader/thinner lines, and this changes the form and reflection To know that 'tints' of colour are created by adding different primary colours to the original colour e.g a mustard yellow To know tone is created by the way light falls on an object To know neat ink will stain and dry immediately, diluted ink will not compromise the original line 	

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						<ul style="list-style-type: none"> To know the difference between warm and cool colours and how they impact on mood
Skills	Year 1	Year 2 <ul style="list-style-type: none"> name the primary and secondary colours; create a backwash by using a wide brush and painting forwards and backwards in the same direction experiment with different thick brushes (including brushstrokes) mix primary colours to make secondary colours; add white and black to alter tints and shades. 	Year 3 <ul style="list-style-type: none"> begin to use varied brush techniques to create shapes, textures, patterns, and lines. mix colours effectively using the correct language, e.g., shade, primary and secondary. create different textures and effects with paint including acrylics 	Year 4	Year 5	Year 6 <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns, and lines create different textures and effects with paint create a colour palette, demonstrating mixing techniques and using inspiration use a range of paint including water colour/inks to create visually interesting pieces. become expressive with colour, associating colours with mood

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Sculpture	National Curriculum	<p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p>		<p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>		<p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	
	Projects	Knowledge and skills to be covered in projects:					
	Knowledge	<p>Year 1 Sculptural birds</p>	<p>Year 2</p>	<p>Year 3 Fruit inspired clay tiles</p>	<p>Year 4 Festival feasts</p>	<p>Year 5 Inspired by Miro</p>	<p>Year 6 Wave bowls</p>
	Skills	<p>Year 1</p> <ul style="list-style-type: none"> How to transform materials into sculpture. How to transform 2D paper into 3D form. How to use drawing and texture to add character to a sculpture. 	<p>Year 2</p>	<p>Year 3</p> <ul style="list-style-type: none"> How to join clay by scoring, adding slip and blending. That texture can be rough or smooth to represent different surfaces. How texture can be created using different clay tools. 	<p>Year 4</p> <ul style="list-style-type: none"> That Modroc is made from plaster of paris and when mixed with water, it can be used to bind, secure, unify and blend multiple elements or parts together. How to use proportion to create a recognisable form. That to strengthen a joint you need to bind Modroc in different directions and massage to strengthen. 	<p>Year 5</p> <ul style="list-style-type: none"> That Typography is the visual art of creating and arranging letters. How to create a 3D letter from a 2D design using different materials. 	<p>Year 6</p> <ul style="list-style-type: none"> How to use triangles to create a geometric sculpture. How to use craft knives safely to cut straight lines against a metal ruler.



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Collage		<p>sculpting, e.g., clay, cards, twigs</p> <p>use a variety of techniques, e.g., rolling, cutting, pinching, joining.</p> <p>use a variety of shapes, including lines and texture.</p>		<p>create recognisable forms.</p> <ul style="list-style-type: none"> use clay and practice joining techniques. use tools to begin to create detail, including texture 	<p>recognisable forms.</p> <ul style="list-style-type: none"> use Modroc, natural materials, and manmade materials e.g., twigs/bubble wrap to practice joining techniques. add materials to the sculpture to create detail, including texture, including acrylic paint 	<p>a visual map.</p> <ul style="list-style-type: none"> explore how to create letters in a playful way using cutting and collage. 	<p>shape, create difficult forms</p> <ul style="list-style-type: none"> develop cutting and joining skills using glue-guns, craft knives, cutting boards use materials such as foamboard to create a 3D sculpture.
	National Curriculum	<p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>		<p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>		<p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>	
	Projects	<p>knowledge and skills to be covered in projects:</p>					
Knowledge	<p>Year 1</p> <p>Feathers and sculptural birds</p> <ul style="list-style-type: none"> Know that collage is a piece of art made by sticking sort 	<p>Year 2</p> <p>Minibeast artwork Houses from round the world</p> <ul style="list-style-type: none"> Know that collage is a piece of art made by sticking various materials/paper onto a backing 	<p>Year 3</p>	<p>Year 4</p> <p>Drawing with scissors</p> <ul style="list-style-type: none"> Know that mosaic is a picture/pattern produced using small pieces Know that montage 	<p>Year 5</p> <p>Inspired by Miro</p> <ul style="list-style-type: none"> To know how to cut fabric To know a specific process needs to be followed to create 	<p>Year 6</p>	

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	<ul style="list-style-type: none"> • various materials/ paper onto a backing. • Know that texture can be adding layers of different shapes. 	<ul style="list-style-type: none"> • To know that texture can be created by adding layers of different shapes 		<ul style="list-style-type: none"> • is a technique of select/edit/piecing together sections of a picture • To know that accurate cutting and placement of materials will affect the precision and outcome 	<ul style="list-style-type: none"> • an effective piece of artwork • To know the benefits of using double-sided tape 	
Skills	<p>Year 1</p> <ul style="list-style-type: none"> • Use drawings that has been cut, torn and glued to create collage. • Sort and arrange materials to refine work. 	<p>Year 2</p> <ul style="list-style-type: none"> • Use painted card that has been cut, torn, and glued to create collage. • sort and arrange materials to refine work. • add texture by mixing materials. • apply to different backgrounds 	<p>Year 3</p>	<p>Year 4</p> <ul style="list-style-type: none"> • select colours and materials to create a modern effect, giving reasons for their choices. • choose from a range of materials e.g. paper, cards, magazines, tissue paper, gummed paper • refine work as they go to ensure precision. 	<p>Year 5</p> <ul style="list-style-type: none"> • create and arrange accurate designs/patterns for effect using tracing paper, fabric, wallpaper, and papers • select colours and materials to create a impression of a chosen building • develop techniques used in lower KS2 e.g securing fabric with tape, layering • develop own ideas through planning and designing 	<p>Year 6</p>

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					<ul style="list-style-type: none"> learn and practice a variety of techniques, e.g. overlapping, mosaic and montage; 		
Printing	National Curriculum	<p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture</p>	<p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p>		<p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p>		
	Projects	<p>Knowledge and skills to be covered in projects:</p>					
	Knowledge	<p>Year 1</p>	<p>Year 2 Mono printing on carbon paper</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5 Block printing</p>	<p>Year 6</p>
		<p>Year 1</p>	<p>Year 2</p> <ul style="list-style-type: none"> How to record what can be seen in photos and films through close looking and drawing. To know the relationship between drawing, looking and mark making when drawing small. 	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p> <ul style="list-style-type: none"> To know how to cut foamboard using craft knives, metal rulers and cutting boards. To know that a monoprint is a single impression of an image made from a reprintable block To know that block printing is a print using a block To know that their relief print will need to be reversed to print correctly or symmetrical 	<p>Year 6</p>

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	Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work Of Other	National Curriculum	KS1 Art and Design National Curriculum To understand 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.		KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history and understand the historical and cultural development of their art forms.		KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history and understand the historical and cultural development of their art forms.	
	P	knowledge and skills to be covered in projects:					

- Use soft pencil or handwriting pens to make drawings.
- Use observational skills as a base for drawing.

- design and create printing blocks/tiles using foamboard and wooden blocks.
- develop techniques in mono, block, and relief printing.
- create and arrange accurate patterns with precision, including repeated patterns

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Drawing Spiral Snails Drawing feathers	Mono-printing Mini Beast Artwork and Colour wheels Houses from round the world	Fruit Inspired Clay Tiles Drawing cartoon characters- Quentin Blake	Creating Beasts Drawing with Scissors Donatello, Henry Moore Festival feasts	Typography Inspired by Miro Block Printing	Wave Bowls Making Layered Portraits Graphic Inky Still life
Knowledge	<p>Year 1</p> <ul style="list-style-type: none"> To know the pieces of art 'Concentric Circles' is by Kandinsky and 'Marilyn Diptych' is by Andy Warhol To know Kandinsky was an abstract artist from the past and his work is still famous today To know that abstract art is not realistic To know Pop Art is Modern Art' uses bright colours and repeated patterns 	<p>Year 2</p> <ul style="list-style-type: none"> To know an illustrator draws the pictures in books To know Quentin Blake uses exaggerated features in his illustrations and the importance of his work in books e.g., Roald Dahl To know Lauren Child uses collage/texture in her story books to help tell the story 	<p>Year 3</p> <ul style="list-style-type: none"> To know William Morris was a British textile designer during the Arts and Crafts Movement (19th century) To know colour and pattern creates texture in his textiles To know the photographer Marino Cano takes monochrome images To know Dali was a surrealist artist and know 'The Persistence of Memory' To know surrealism is dreams/reality combined in artwork (1910-20) 	<p>Year 4</p> <ul style="list-style-type: none"> To know Matisse is known for his use of colour and experimental style (19th-20th century) To know the sculptor Donatello and that he was a Renaissance artist (realistic, detailed) (15th century) To know the sculptor Henri Moore created modern sculptor using abstract shape (20th century) 	<p>Year 5</p> <ul style="list-style-type: none"> To know the British graphic designer Alan Fletcher (20th Century) To know Christopher Wren designed St Paul's Cathedral, Antonio Gaudi designed Casa Mila in Barcelona, and Norman Foster designed The Gherkin in London To know Lucienne Day was a textile designer during 50s-60, abstract pattern maker To know Zika Ascher was a textile designer during 20th century 	<p>Year 6</p> <ul style="list-style-type: none"> To know the portrait artist Lucien Freud and his expressive style To know The Weeping Woman by Picasso and Guernica To know Picasso was a cubism artist (20th century) To know the photographer Steven McCurry and his work, The Afghan girl To know the ceramic artist – Grayson Perry and his contemporary style To know Banksy and his use of positive and negative space

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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • begin to express an opinion on the work of famous, notable artists below • begin to use inspiration from famous, notable artists below to create their own work and compare. • describe the work of famous, notable artists below 	<ul style="list-style-type: none"> • express an opinion on the work of famous, notable artists/illustrators • use inspiration from famous, notable artists/illustrators to create their own work and compare • describe the work of famous, notable artists/illustrators 	<ul style="list-style-type: none"> • begin to use inspiration from famous artists/ designers/photographers below to replicate a similar style. • reflect upon their work inspired by famous artists/ photographers/ designers and the development of their art skills. • express an opinion on the work of famous, notable artists/ designers/ photographers and begin to refer to techniques and effect, • begin to compare and contrast (from their own and prior year groups) • recognise pieces of work by famous artists 	<ul style="list-style-type: none"> • use inspiration from famous artists/ sculptors below to replicate a similar style. • reflect upon their work inspired by famous artists/ sculptors and the development of their art skills. • express an opinion on the work of famous, notable artists/ sculptors below and refer to techniques and effect, • compare and contrast (from their own and prior year groups) • recognise pieces of work by famous artists 	<ul style="list-style-type: none"> • give observations about notable artists and designers' work, refer to techniques and effect • offer facts about notable artists and designers' lives/work • compare and contrast pieces (from their own and prior year groups) • recognise and sometimes name pieces of work by famous artists • show an appreciation of artwork and influences within their own work 	<ul style="list-style-type: none"> • give detailed observations about notable artists and designers'; refer to techniques and effect • offer facts about notable artists and designers' lives/work • compare and contrast pieces (from their own and prior year groups) • recognise and name pieces of work by famous artists • show an appreciation of artwork and influences within their own work

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Vocabulary (shared language)

	KS1	Phase 2	Phase 3
Exploring and Developing Ideas	work, work of art, idea, starting point, observe, focus, design, improve, artist, sketchbook	line, pattern, texture, form, record, detail, question, observe, refine	develop, refine, texture, shape, form, pattern, structure, style, influence
Drawing	portrait, self-portrait, line drawing, detail, landscape, chalk, drawings, line, bold, size, space, thick, thin, dots, texture, pattern, primary, secondary, wax, pencil, fine liner, cartridge paper, smudge, blend	light, dark, tone, shadow, line, pattern, pressure, texture, form, shape, tone, outline, proportion, hard, soft, shading, shadow, light, dark, space, card, etching stick, foam board, hatching	line, texture, pattern, form, shape, tone, mark, hard, soft, light, heavy, portrait, cross hatching, reflection, layering, perspective
Painting	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	colour, foreground, middle ground, background, abstract, warm, blend, mix, line, tone, scaphites, scubbling, wet on wet, flat brush, round brush, abstract,	blend, mix, line, tone, shape, abstract, absorb, colour, realistic, abstract, emotion, mood, broader, thinner, dilute tint
Sculpture	sculpture, model, work, work of art, 3D, sculptor, sculpture, shapes, materials, clay, mould, pressure, pinch, blend, rolling, cutting, joining	Score, slip, belnd, texture, form, shape, rough, smooth, tools, clay, Modroc, blend, secure, unify, form, massage, bind	form, structure, texture, shape, mark, soft, join, geometric, craft knife, score, cut, blend, metal rule, straight edge
Collage	collage, gaps, cut, place, arrange, materials, layers, texture, shape, background, foreground	texture, shape, form, pattern, mosaic, modern, magazines, gummed paper, precise, overlapping, montage	shape, form, arrange, fix, architect, perspective, layering, fabric, tracing paper, wallpaper, impression, tape
Printing	Softer, harder, indent, pressure, repeat pattern, shape, overlapping, plasticine, texture, roll, press, stamp		Monoprint, impress, block printing, reprint, relief print, reverse, symmetry
Work From Other Artists	Kandinsky, Warhol, Pop Art, abstract, artist, illustrator, Quentin Blake, Lauren Child, Modern Art	William Morris, Arts and Craft Movement, textiles, designer, Marino Cano, monochrome, Dasli, Surrealism, photographer, Matisse, Donatello, sculptor, Renaissance, Henri Moore	Graphic designer, Alan Fletcher, Christopher Wren, Antonio Gaudi, Norman Foster, architect, Lucien Day, Zika Ascher, textile designer, Lucien freud, Picasso, cubism, portrait, Steven McCurry, ceramic artist, Graycen Perry, Banksy, graffiti art