


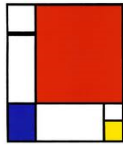










EYFS and Key Stage One

Art Forms		Reception	Year 1	Year 2
Line (Drawing, value, pencil, charcoal, pastels, Computing software)	Knowledge	 Arcimboldo Giuseppe	 Pablo Picasso	 Paul Cezanne
	Skills	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people. 	<ul style="list-style-type: none"> Refine use of a variety of drawing tools. Use tools to create different textures. Observe and draw landscapes. Observe and draw anatomy features. Observe patterns. 	<ul style="list-style-type: none"> Explore use of tools to create shades. Experiment with different tools and surfaces. Draw a way of recording feelings and experiences. Begin to discuss the use of shadows, such as light and dark.
	Vocab	draw, line, straight, long, short, dotted, wavy, zigzag, spiral, <i>shape names</i>	Previous vocabulary + Sketch, bold, thick, thin, curved, texture	Previous vocabulary + Shade, smudge, blend
Colour (Painting, ink, dye, textiles, multimedia)	Knowledge	 Mondrian	 Paul Klee	 Kandinsky
	Skills	<ul style="list-style-type: none"> Name colours. Mix colours. Experiment using primary colours. Use a range of tools to make coloured marks on paper. 	<ul style="list-style-type: none"> Name all colours. Mix primary colours to create secondary colours. Find collections of colour. Apply colour with a range of tools. 	<ul style="list-style-type: none"> Use one colour and black or white to create lighter and darker shades. Darken colours without using black. Refine primary and secondary colour mixing.
	Vocab	paint, print, colour, <i>colour names: black, white, red, blue, yellow, green, brown, pink, purple, orange, grey, repeating, striped, spotted</i>	Previous vocabulary + primary, secondary, bright, dark, light, colour mixing, symmetrical	Previous vocabulary + complementary, contrasting, cool, warm, shade, busy, simple

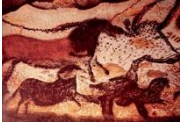




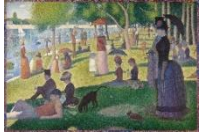


Pattern (Shape, collage, paint, pencil, printing)	Knowledge	 Henri Matisse	 Yayoi Kusama	 Andy Goldsworthy
	Skills	<ul style="list-style-type: none"> • Create rubbings. • Print with a variety of objects. • Print with a variety of colour. • Create repeating patterns. 	<ul style="list-style-type: none"> • Develop awareness and discussion of patterns. • Create impressed images. • Use a range of materials to print. • Create repeating patterns. • Explore two or three step patterns with a variety of colours and shapes. 	<ul style="list-style-type: none"> • Print and collage with a growing range of objects. • Identify different forms printing takes. • Explore creating irregular and regular patterns. • Explore natural and man-made patterns.
	Vocab	Print, rub, colour, shape, pattern, repeating	Previous vocabulary + Impress, relief	Previous vocabulary + Irregular, regular, natural, manmade
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Knowledge	 Jeff Koons	 Antony Gormley	 Andy Goldsworthy
	Skills	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shaping and modelling. 	<ul style="list-style-type: none"> • Construction using a range of materials. • Use materials to make known objects for a purpose. • Pinch and roll coils and slabs using a modelling media. • Make simple joins. 	<ul style="list-style-type: none"> • Have an awareness of natural and man-made forms. • Show expression of personal experiences and ideas. • To shape and form from a direct observation. • To use decorative techniques. • Replicate patterns and textures in a 3D model. • To study the work of other sculptors.
	Vocab	model, clay, tools, push, pull, roll, join	Previous vocabulary + mould, construct, knead, texture, natural, manmade	Previous vocabulary + slip, form, malleable









Texture (Textiles, clay, sand)	Knowledge	<ul style="list-style-type: none"> • Handling, manipulating and enjoying materials. • Simple collages. • Simple weaving. 	<ul style="list-style-type: none"> • Weaving. • Collage using a range of materials. 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects. • Use large eyed needles for developing a simple running stitch. • Simple applique work.
	Vocab	pattern, rough, smooth, bumpy, soft, hard	<i>Previous vocabulary +</i> prickly, shiny, flat, furry, hairy, sew	<i>Previous vocabulary +</i> fine, uneven, raised



St. Thomas' CE Primary Academy
 Art and Design Skills Progression

Key Stage Two

Art Forms		Year 3	Year 4	Year 5	Year 6
Line (Drawing, value, pencil, charcoal, pastels, Computing software, photography)	Knowledge	 Stone Age Murals	 Henri Rousseau	 Edgar Degas	 Paul Nash
	Skills	<ul style="list-style-type: none"> Experiment with different pencils. Take part in close observation. Explore the use of shadows, such as light and dark. Begin to develop a use of continuous line drawing. Use knowledge of shape to draw outlines. Complete accurate drawings of different forms. 	<ul style="list-style-type: none"> Identify and draw the effect of light. Focus on shade and proportion. Create accurate drawings of people including proportion and placement. Work on a variety of scales. Create computer generated drawings. 	<ul style="list-style-type: none"> Study the effect of light on objects and people from different directions. Interpret the textures of a surface. Produce increasingly accurate drawings of people. Develop the concept of perspective. 	<ul style="list-style-type: none"> Continue to study the effect of light on objects and people from different directions. Interpret the textures of a surface. Produce increasingly accurate drawings of people. Develop the concept of perspective.
	Vocab	Previous vocabulary + Grades of pencil, cross hatch, shadow	Previous vocabulary + 3d, 2d, scale, refine, alter	Previous vocabulary + Composition, foreground, middle ground, background	<i>Consolidate prior vocabulary</i>
Colour (Painting, ink, dye, textiles, multimedia)	Knowledge	 Edvard Munch	 Georges Seurat	 David Hockney	 Banksy

	Skills	<ul style="list-style-type: none"> • Make colour wheels by mixing colours to create shades. • Focus on colour to reflect the mood. • Introduce different types of brushes. Introduce different techniques to apply colour. 	<ul style="list-style-type: none"> • Explore with colour mixing and matching focusing on tinting, tone and shade. • Focus on colour to reflect the mood. Use suitable equipment for a task. 	<ul style="list-style-type: none"> • Explore tint, tones, shades and moods. • Explore the use of texture in colour. • Explore colour for purpose. 	<ul style="list-style-type: none"> • Explore tint, tones, shades and moods. • Explore the use of texture in colour. Explore colour for purpose. • Explore colour to express feelings.
	Vocabulary	Previous vocabulary + Complex, tertiary, tone, bold, earthy, intricate	Previous vocabulary + hue, highlight, shadow, vibrant, subtle, ornate	Previous vocabulary + transparent, translucent, opaque, sepia, black and white, saturation	Previous vocabulary + neutral, sombre, pastel, concentric
Pattern (Painting, ink, dye, textiles, collage, multimedia)	Knowledge	 William Morris	 Gothic architecture	 Greek mosaic patterns	 Andy Warhol
	Skills	<ul style="list-style-type: none"> • Explore pattern in the environment. • Design and innovate. • Make patterns on a range of surfaces. • Explore the use of symmetry 	<ul style="list-style-type: none"> • Explore environmental and manmade patterns. • Design and innovate. • Explore tessellation. 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experience and expression. • Create patterns for purpose. 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experience and expression. <p>Create patterns for purpose.</p>
	Vocab	Previous vocabulary + glossy, coarse, fine	Previous vocabulary + geometric, tessellated	Consolidate prior vocabulary	Consolidate prior vocabulary
Sculpture	Knowledge	 Joan Miro	 Barbara Hepworth	 Kimmy Cantrell	 Auguste Rodin
	Skills	Previous vocabulary + carving, surface, manipulate, recycled	Previous vocabulary + transparent, translucent, opaque	Previous vocabulary + abstract, realistic	Consolidate prior vocabulary

Texture (Textiles, clay, sand)	Knowledge	<ul style="list-style-type: none"> • Explore pattern in the environment. • Make patterns on a range of surfaces. • Explore the use of symmetry. 	<ul style="list-style-type: none"> • Explore environmental and manmade patterns. • Explore tessellation. 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experience and expression. • Create patterns for purpose. 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experience and expression. • Create patterns for purpose.
	Vocab	pattern, rough, smooth, bumpy, soft, hard	<i>Previous vocabulary +</i> prickly, shiny, flat, furry, hairy, sew	<i>Previous vocabulary +</i> fine, uneven, raised	<i>Consolidate prior vocabulary</i>