

# Art

Progression of conceptual knowledge, skills & vocabulary



## EYFS

### Knowledge & Skills

- Hold a pencil accurately.
- Begin to show accuracy and care when drawing.
- Safely use and explore a variety of materials, tools and techniques
- Use a range of small tools, including scissors and paintbrushes.
- Experiment with colour, design, texture, form and function.
- Explore different textures within the Forest School area.
- Share my creations and explain the process I have used.
- Express my ideas and feelings as I explore a variety of artistic effects.

### Vocabulary

Anchor words	Goldilocks words	Step on words
Crayons	Line	Shape
Paint	Rubbing	Pattern
Felt tips	Cutting	Thin
Colour	Rolling	Thick
Brush	Colour names	Print
Paper	Clay	Tearing
Pastels	Charcoal	Curling

## Year 1

### Knowledge

Children will learn:

- Artists develop their own style of drawing, painting or sculpture.
- Different people have different likes and dislikes about the work of artists; this is a matter of personal taste.
- Tone refers to the lightness or darkness of a colour.
- Different mediums can be used to create marks. They will also discover that pencils and charcoal can be held and used in different ways to create lines of varying thickness.
- Through a painting of the Northern Lights in the 'Poles Apart' topic, children will learn that primary paint colours can be mixed together to create different colours and shades. They will also explore how materials, such as sand or salt, can be added to paint to create texture.
- Romero Britto is a pop artist who uses vibrant colours and bold patterns within his work.
- Georges Seurat was a French artist who created the painting technique known as pointillism.
- Objects, such as art straws, leaves, fruit and imprints on polystyrene tiles, can be used to create prints.
- Mouldable materials such as clay can be cut, shaped and joined together in different ways.
- A collage is created by folding, crumpling, tearing, overlapping and sticking bits of paper onto a backing.

### Skills

- **Control** marks made with different media (pencil, charcoal, crayons etc.)
- **Identify the difference** between light and dark tones
- **Name** and experiment with the primary and secondary colours
- **Manipulate** malleable materials in a variety of ways i.e. rolling, joining and kneading
- **Print** with a range of hard and soft materials (sponge, vegetables, wood)
- Fold, crumple, tear and overlap papers
- Use a simple painting program to create **lines, shapes and colour**
- Study the work of a range of great artists, craft makers and designers
- Describe what they think and feel about their own work and others' work

## Vocabulary

Anchor words	Goldilocks words	Step on words
thin	primary	sketch
thick	secondary	watercolour
mix	shade	wash
dark	pattern	thickness
light	tone	crumple
line	artist	overlap
roll	shape	kneading
colour names e.g. yellow, blue	print	collage

## Year 2

### Knowledge

Children will learn:

- That white and black paint can be added to primary colours to make tints and shades when creating the London skyline during our 'London's Burning' topic.
- Prints are created by using pressing and stamping. Children will experiment with this when making repeating patterns and prints of Rangoli patterns during our 'Indian Spice' topic.
- Through looking at Kandinsky's work, children will learn that Wassily Kandinsky was a Russian abstract artist born in 1866. They will learn how Kandinsky used colour and shape to express his thoughts and feelings and create their own pieces of art influenced by his work.
- Children will learn to further extend their understanding of tints and shades when recreating Kandinsky's 'Concentric Circles'.
- They can represent their interpretations of Kandinsky's work as a 3D sculpture using clay to experiment with shape, space and form.
- Many modern day artists (known as digital artists) use design software to produce computer art as studied through the 'We are Computer Artists' topic in Computing.
- That the texture of a piece of art can be changed by folding, crumpling, tearing and overlapping paper in different ways and adding different colours.

## Skills

- Draw lines of **different shapes and thickness** from observations using a range of media (pencil, charcoal, chalks, pastels)
- **Create** light and dark tones in drawings and paintings
- Make **tints and shades** with the primary colours
- **Create a sculpture** by manipulating malleable materials in a variety of ways i.e. rolling, joining and kneading
- Design and build **repeating patterns** with a range of hard and soft materials (sponge, vegetables, wood)
- Fold, crumple, tear and overlap papers in **different ways** (e.g. texture, colour)
- Use a simple painting program to create **images** and effects with lines, shapes, colour and texture (e.g. brush and pen tools)
- Study the work of a range of great artists, craft makers and designers
- Describe and identify the **differences and similarities** between their own and others' work

## Vocabulary

Anchor words	Goldilocks words	Step on words
Shape	Overlap	Tint
Thickness	Tone	Shade
Print	Crumple	Space
Pattern	Texture	Malleable
Primary colours	Design	Digital artist
Secondary colours	Tear	Symmetrical
Sketch	Repeating pattern	Landscape
Charcoal	Collage	Abstract

## Year 3

### Knowledge

Children will learn:

- B sketching pencils make darker tones and H sketching pencils make lighter tones.
- A range of media can create different types of lines within compositions e.g. thick and thin, wavy, curved etc.
- It is possible to create different tones with paint. Adding white will make a colour lighter (tint) and adding black will make a colour darker (shade).
- Emily Carr was a Canadian artist who was known for her paintings of landscapes and people from different cultures.
- Lines, shapes and colours can be created on Paint to manipulate uploaded images of artwork.
- Clay can be cut, joined, extended and modelled together in different ways to create a Stone Age-inspired clay item.
- Block printing is the process of engraving patterns into blocks/Styrofoam to create a print.

### Skills

- Experiment with marks and lines using different grades of pencil (4B, 8B, HB) to show different **tones**
- Make **tints and shades** with primary and secondary colours by adding white and black
- Develop skills in **joining, extending and modelling** malleable materials, including clay
- Experiment with different printing techniques (e.g. block printing)
- Experiment with a **range of collage techniques** such as tearing, overlapping and layering
- Use painting programs to manipulate an existing piece of work by adding images and effects with lines, shapes, colours and textures
- Explore the work of a range of great artists, architects and designers
- Evaluate and analyse their own and others' work using artistic terminology

### Vocabulary

Anchor words	Goldilocks words	Step on words
Tone	Layer	Names of pencil grades (e.g. 4B, 8B, HB)
Ink	Blend	Hatching
Design	Smudge	Effects
Sketch	Brushstroke	Texture
Shadow	Space	Engrave
Portrait	Tint	Media
Landscape	Shade	Block printing
Collage	Digital art	Manipulate

## **Year 4**

### **Knowledge**

- Through our Tudors and Stratford topic, children will learn that a sculpture is 3D and that clay can be manipulated using tools to create patterns and textures.
- Children will learn that texture is used to describe the way a 3D piece of artwork feels when touched.
- Children will learn that Giuseppe Arcimboldo was an Italian Surrealist painter who created imaginative portraits using flowers, fruits and vegetables. His most famous paintings were Spring, Summer, Autumn and Winter.
- Through our World Kitchen topic, children will learn how to show facial expressions and body language using digital images of fruits and vegetables.
- Children will learn that still life art consists of a painting or drawing of an arrangement of objects, typically including fruits, vegetables, flowers and objects. The combination of objects often contrast in texture and tone.
- Children will learn that it is possible to create different tones and textures with sketching pencils. They will also explore that the pressure with which you use sketching pencils enables you to create lighter and darker shades.
- Children will learn that there are many different sketching techniques including hatching and stippling.

### **Skills**

- Experiment with marks and lines using different grades of pencil (4B, 8B, HB) to show different tones and textures
- Mix secondary colours together to make tertiary colours
- Create textures and patterns in malleable materials, including clay
- Experiment with different printing techniques (e.g. block printing) with two colour overlays
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
- Create a piece of art work that includes the integration of digital images they have taken
- Explore the work of a range of great artists, architects and designers
- Evaluate and analyse their own and others' work using artistic terminology

## Vocabulary

Anchor words	Goldilocks words	Step on words
Tone	Names of pencil grades (e.g. 4B, 8B, HB)	Surrealist
Shades	Sculpture	Expression
Sketch	Texture	Overlay
Collage	Tertiary	Still life
Secondary colours	Digital art	Body language
Shadow	Hatching	Contrast
Sketch	Stippling	Pressure
Block printing	Abstract	Architecture

## Year 5

### Knowledge

- Through sketching a Sutton Park scene, children will learn how to create depth in a composition through the use of very simple perspective. They will learn how to experiment with shading techniques (light/dark – pencil). They will work from direct observation.
- Through looking at Monet's work, children will learn that Claude Monet was a French impressionist artist. Children will learn how to apply paint to large flat areas of colour and use appropriate brushwork to the method of painting. This will help them show an interest in and describe what they think about the work of others.
- Children will learn about the use of colours and their relationships. They will learn that you can add white to tertiary colours to create tints and black to tertiary colours to create shades.
- Through our Street Art topic, children will learn that Banksy is an anonymous England-based street artist, vandal, political activist, and film director.
- Children will learn how to use stencils and the techniques of folding, repeating and overlapping with a variety of different collage mediums.
- Children will learn how to comment on ideas, methods and approaches in their own work and the work of others.
- Children will learn how to relate ideas, methods and approaches to context in which a work was created.
- Children will learn how to adapt and improve their own work to realise their own intentions.

## Skills

- Use different drawing and painting techniques (shading, hatching, blending, wash etc.) for different purposes
- Make tints and shades with tertiary colours by adding white and black
- Use simple perspective in their work (by using single focal point on horizon)
- Construct a sculpture which has different patterns and textures, using malleable materials
- Use different printing techniques to overprint on paper
- Use a range of media to create collages
- Create a piece of art work that includes the integration of digital images they take, then manipulate using painting programs
- Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms
- Evaluate and analyse their own and others' work using the language of art, craft and design

## Vocabulary

Anchor words	Goldilocks words	Step on words
collage	observation	bird's eye view
texture	manipulate	focal point
blend	technique	depth
wash	blend	impressionist
tint	stencil	horizon
shade	perspective	throwie
hatch	graffiti	overprint
brushstrokes	tertiary	freehand

## Year 6

### Knowledge

- Through researching the work of historical abstract artist Peter Thorpe's work, the children will learn that that abstract art is a painting or sculpture that does not represent a person, place or object in the natural world.
- Based on some of Thorpe's work, the children will develop an awareness of scale and proportion by taking into consideration foreground, middle ground and background of a piece of work.
- Children will learn that perspective drawing brings two-dimensional drawings and paintings to life and make them appear three-dimensional. They will discover that the vanishing point is the point at which the lines of perspective meet and is usually directly in front of the viewer's eye. They will also learn that the vanishing point will sit on the horizon line.
- Children will know how to select drawing techniques appropriate to the purpose e.g. cross-hatching to create darker shade.
- They will learn that mixed media is a term used to describe artworks composed from a combination of different media or materials.
- Through researching the work of British artist Peter Blake, they will learn that pop art is art based on modern popular culture and the mass media.
- Children will find out that digital art is an artistic work or practice that uses digital technology as part of the creative process. Anything produced or made on digital media, such as animations, photographs, illustrations, videos and digital paintings can be classified as digital art.
- Children will also learn that collage is the process of finding, collecting, arranging and sticking is called collage.
- Children will learn how to adapt and improve their own work to realise their own intentions. They will reflect on their artwork and apply changes where necessary.
- They will plan and evaluate their work and consider how to achieve the desired outcome.

### Skills

- Choose different drawing and painting techniques (shading, hatching, blending, wash etc.) for different purposes, understanding which work well and why
- Use complementary and contrasting colours to create texture, mood and feeling
- Use simple perspective and develop an awareness of composition, scale and proportion (foreground, middle ground, background) in their work
- Plan and construct a sculpture which has different patterns and textures and meets a given criteria, using malleable materials
- Use different printing techniques to overprint different colours and textures on paper and fabric
- Add collage to a printed or painted background
- Create a piece of art work that includes the integration of digital images they take, then layer and manipulate using painting programs
- Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms
- Evaluate and analyse their own and others' work using the language of art, craft and design

## Vocabulary

Anchor words	Goldilocks words	Step on words
perspective	complementary	composition
digital media	contrasting	expressive line
collage	focal point	continuous line
tone	horizon line	contour drawing
sculpture	foreground	post-impressionist
abstract	middle ground	colour theory
cross-hatch	background	colour harmony
architecture	mixed media	analogue colours

