

Art Progression of Knowledge and Vocabulary

Medium term plan showing objectives taught in each key stage

	EYFS	KS1	LKS2	UKS2
Exploring and Developing Ideas	EYFS Curriculum Physical Development <u>3-4 years</u> - Choose the right resources to carry out their own plan. <u>Reception</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG</u> - Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design <u>3 – 4 years</u> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Explore colour and colour mixing. <u>Reception</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. Knowledge and Skills developed in this strand: To know how to explore different materials freely in order to develop my ideas. To know how to explore and use a range of small tools. To know how to decide which materials, I will use to express myself. To know how to talk about how I have made my creation. Use key vocabulary to demonstrate knowledge and understanding in this strand: different, same	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: - respond positively to ideas and starting points; - explore ideas and collect information; - describe differences and similarities and make links to their own work; - try different materials and methods to improve; Knowledge and Skills developed in this strand: To know how to respond positively to ideas and starting points. To know how to explore ideas and collect information. To know how to describe differences and similarities and make links to my own work. To know how to try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding in this strand: Starting point, work, design, imagination, improve, methods, observe, work of art	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - use sketchbooks to record ideas; - explore ideas from first-hand observations; - question and make observations about starting points, and respond positively to suggestions; - adapt and refine ideas; Knowledge and Skills developed in this strand: To know how to use my sketchbook to record ideas. To know how to explore ideas from first-hand observations. To know how to question and make observations about starting points, and respond positively to suggestions. To know how to adapt and refine ideas. To know how to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Use key vocabulary to demonstrate knowledge and understanding in this strand: craft, creativity, observations, ideas, improvements, skills, adapt, evaluate, experimentation, feedback, first-hand observations, refine, techniques	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: - review and revisit ideas in their sketchbooks; - offer feedback using technical vocabulary; - think critically about their art and design work; - use digital technology as sources for developing ideas; Knowledge and Skills developed in this strand: To know how to review and revisit ideas in my sketchbook. To know how to offer feedback using technical vocabulary. To know how to think critically about my art and design work. To know how to use digital technology to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Use key vocabulary to demonstrate knowledge and understanding in this strand: awareness, predict, present, review, revisit, technical vocabulary, digital technology

	EYFS	KS1	LKS2	UKS2
Drawing	EYFS Curriculum Physical Development 3 – 4 years • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <u>Reception</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. <u>ELG</u> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Expressive Arts and Design 3 – 4 years • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <u>Reception</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge and Skills developed in this strand: To know how to engage in mark making opportunities. To know how to draw with detail e.g. adding arms, legs and ears. Use key vocabulary to demonstrate knowledge and understanding in this strand: chalk, crayons, draw, drawing, lines, marks, objects, pen, pencil	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; Knowledge and Skills developed in this strand: To know how to use pencils to create lines of thickness in drawings. To know how to choose and use three different grades of pencil when drawing. To know how to use a viewfinder to focus on a specific part of an artefact before drawing it. To know how to use charcoal, pencil and pastel to create art. Use key vocabulary to demonstrate knowledge and understanding in this strand: building, pastels, portrait, bold, charcoal, cityscape, detail, landscape, space	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. 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. Children can: a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; Knowledge and Skills developed in this strand: To know how to use sketches to produce a final piece of art. To know how to use different grades of pencil to shade and to show different tones and textures. To know how to use marks and lines to show texture in my art. To know how to use line, tone, shape and colour to represent figures and forms I movement. To know how to show facial expressions and body language in sketches and paintings. Use key vocabulary to demonstrate knowledge and understanding in this strand: Outline, pattern, shading, shape, form, shadow, sketch, texture, tone	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. 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. Children can: a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; Knowledge and Skills developed in this strand: To know how to identify and draw objects and use marks and lines, to produce texture. To know how to successfully use shading to create mood and feeling. To know how to explain why I have chosen specific techniques to create my art. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, graffiti, hard, perspective, smudge, soft, tools, cross-hatching, fresco, hatching, movement, mural, reflection

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Painting	EYFS Curriculum Physical Development 3 – 4 years - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. Reception - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. ELG - Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design 3 – 4 years - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge and Skills developed in this strand: To know how to mix colours. To know how to add black or white to alter the shade or tint of colours. To know how to use a variety of brushes, sponges and paints. To know how to engage with regular painting activities – continuous provision Use key vocabulary to demonstrate knowledge and understanding in this strand: colour mixing, colour, lines, marks, mix, objects, paint, paintbrush	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; Knowledge and Skills developed in this strand: To know the names of the primary and secondary colours. To know how to show how people feel in paintings and drawings. To know how to create moods in art work. To know how to mix paint to create all the secondary colours. To know how to create brown with paint. Use key vocabulary to demonstrate knowledge and understanding in this strand: Cool colours, dab, primary colours, warm colours, watercolour paint, acrylic paint, neutral colours, secondary colours, shades, sweep, techniques, tints, watercolour wash	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. 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. Children can: - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - create different textures and effects with paint; Knowledge and Skills developed in this strand: To know how to create a background using a wash. To know how to use a range of brushes to create different effects in painting. To know how to mix colours effectively using the correct language e.g. tint, shade, primary and secondary. To know how to create different textures and effects with paint. Use key vocabulary to demonstrate knowledge and understanding in this strand: background, blend, brush techniques, abstract, effect, emotion, foreground, fresco, middle ground	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. 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. Children can: - create a colour palette, demonstrating mixing techniques; - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Knowledge and Skills developed in this strand: To know how to organise line, tone, shape and colour to represent figures and forms in movement. To know how create a colour palette, demonstrating mixing techniques. To know how to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. To know how to use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. Use key vocabulary to demonstrate knowledge and understanding in this strand: Colour palette, natural works, non-natural works, oil paints, absorb, impressionism, impressionist

	EYFS	KS1	LKS2	UKS2
Sculpture	EYFS Curriculum Physical Development 3 – 4 years - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. <u>Reception</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. <u>ELG</u> - Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design 3 – 4 years - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. <u>Reception</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. Knowledge and Skills developed in this strand: To know how to join items in a variety of ways e.g. tape, glue. To know how to build models of real-life things such as buildings and vehicles using a variety of resources. To know how to use malleable materials e.g. moon sand, play dough -continuous provision. Use key vocabulary to demonstrate knowledge and understanding in this strand: model, modelling dough, shape, tools	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: - a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - b use a variety of techniques, e.g. rolling, cutting, pinching; - c use a variety of shapes, including lines and texture; Knowledge and Skills developed in this strand: To know how to cut, roll and coil materials. To know how to make a nature sculpture. To know how to create sculptures with different materials. Use key vocabulary to demonstrate knowledge and understanding in this strand: Sculpture, statue, abstract, carving, construct, geometric, installation, manufactured materials, natural materials, sculptor, texture	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. 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. Children can: - a cut, make and combine shapes to create recognisable forms; - b use clay and other malleable materials and practise joining techniques; - c add materials to the sculpture to create detail; Knowledge and Skills developed in this strand: To know how to cut, make and combine shapes to create recognisable forms. To know how to add materials to the sculpture to create detail. To know how to sculpt clay and other mouldable materials. Use key vocabulary to demonstrate knowledge and understanding in this strand: Combine, concrete, edging, form, joining techniques, sculpt, shadow, architect, brim, buckle, malleable materials, marionette puppet, peak, terrace, trimmings	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. 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. Children can: - a plan and design a sculpture; - b use tools and materials to carve, add shape, add texture and pattern; - c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - d use materials other than clay to create a 3D sculpture; Knowledge and Skills developed in this strand: To know how to plan and design a sculpture. To know how to use tools and materials to carve, add shape, add texture and pattern. To know how to develop cutting and joining skills e.g. using wire, coils, slabs and slips. To know how to use materials other than clay to create a 3D sculpture. Use key vocabulary to demonstrate knowledge and understanding in this strand: Carve, coils, design, mark, plan, slabs, slips, soft, structure, wire, cast, tram

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Collage	EYFS Curriculum Physical Development <u>3 – 4 years</u> - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. <u>Reception</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. <u>ELG</u> - Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design <u>3 – 4 years</u> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. <u>Reception</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge and Skills developed in this strand: To know how to use a variety of materials in the daily craft area. Use key vocabulary to demonstrate knowledge and understanding in this strand: cut, join, scissors, shape, snip	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; Knowledge and Skills developed in this strand: To know how to use a combination of materials that have been cut, torn and glued. To know how to sort and arrange materials. To know how to add texture by mixing materials. Use key vocabulary to demonstrate knowledge and understanding in this strand: Collage, place, tear, arrange, features, gaps, mosaic, texture, weave, pattern	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: - select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision; - learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Knowledge and Skills developed in this strand: To know how to select colours and materials to create effect giving reasons for my choices. I know how to refine work as I go to ensure precision. To know how to learn and practice a variety of techniques e.g. overlapping, tessellation, mosaic and montage. Use key vocabulary to demonstrate knowledge and understanding in this strand: Overlapping pattern, refine, form, montage, precision, tessellation	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: - add collage to a painted or printed background; - create and arrange accurate patterns; - use a range of mixed media; - plan and design a collage; Knowledge and Skills developed in this strand: To know how to add collage to a painted or printed background. To know how to create and arrange accurate patterns. To know how to plan and design a collage. To know how to use a range of mixed media. Use key vocabulary to demonstrate knowledge and understanding in this strand: Accurate patterns, arrange, plan and design, fix, mixed media

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Textiles	EYFS Curriculum Physical Development 3 – 4 years • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. <u>Reception</u> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. <u>ELG</u> • Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design 3 – 4 years • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <u>Reception</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge and Skills developed in this strand: To know how to weave or use simple sewing techniques. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, patterns	Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; Knowledge and Skills developed in this strand: To know how to show pattern by weaving. To know how to use a dyeing technique to alter a textiles colour and pattern. To know how to decorate textiles with glue or stitching to add colour and detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: Decoration, dye, ink, textiles, wax, weaving, alternate, apply, batik dye, decorative, detail, loom, plait, resist, set, stitching, textiles, woven	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; Knowledge and Skills developed in this strand: To know how to select appropriate materials giving reasons for my choices. To develop skills in stitching, cutting and joining. To know how to use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. Use key vocabulary to demonstrate knowledge and understanding in this strand: joining, needle, stitch, thread, dyeing, stuffing, textural effects, turn	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; Knowledge and Skills developed in this strand: To know how to experiment with a range of media by overlapping and layering in order to create texture, effect and colour. To know how to add decoration to create effect. To know how to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave and pattern. Use key vocabulary to demonstrate knowledge and understanding in this strand: create effect, overlapping, layering, non-traditional fabrics

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Printing	EYFS Curriculum Physical Development <u>3 – 4 years</u> - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. <u>Reception</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. <u>ELG</u> - Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design <u>3 – 4 years</u> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. <u>Reception</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knowledge and Skills developed in this strand: To know how to follow sequences/patterns. To know how to make tracks. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, paint, pattern, repeating pattern, sponge	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. 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. Children can: - a copy an original print; - b use a variety of materials, e.g. sponges, fruit, blocks; - c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Knowledge and Skills developed in this strand: To know how to create a repeating pattern in print. To know how to create a printed piece of art by pressing, rolling, rubbing and stamping. Use key vocabulary to demonstrate knowledge and understanding in this strand: Experiment, objects, press, printing, roll, shape, stamp, original print, printmaking, relief printing, rub, texture, woodcut	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: - a use more than one colour to layer in a print; - b replicate patterns from observations; - c make printing blocks; - d make repeated patterns with precision; Knowledge and Skills developed in this strand: To know how to use more than one colour to layer in a print. To know how to replicate patterns from observations. To know how to print onto different materials using at least four colours. Use key vocabulary to demonstrate knowledge and understanding in this strand: Block, coiled string, block printing ink, inking rollers, layer, polystyrene printing tiles, precision, replicate	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: - a design and create printing blocks/tiles; - b develop techniques in mono, block and relief printing; - c create and arrange accurate patterns; Knowledge and Skills developed in this strand: To know how to create an accurate print design following criteria. To know how to overprint to create different patterns. Use key vocabulary to demonstrate knowledge and understanding in this strand: Arrange, mono printing, relief printing, tiles, collograph, hammering, Hapa-Zome

	EYFS	KS1	LKS2	UKS2
Artist Focus	EYFS Curriculum Understanding the World <u>3-4 years</u> • Show interest in different occupations. <u>Reception</u> • Compare and contrast characters from stories, including figures from the past. <u>ELG</u> • Talk about the lives of people around them and their roles in society. Knowledge and Skills developed in this strand: To know how to talk about illustrators and artists. Use key vocabulary to demonstrate knowledge and understanding in this strand: different, same	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: - a use inspiration from famous artists to replicate a piece of work; - b reflect upon their work inspired by a famous notable artist and the development of their art skills; - c express an opinion on the work of famous, notable artists and refer to techniques and effect; Knowledge and Skills developed in this strand: To know how to describe what I can see and give an opinion about the work of an artist. To know how to ask questions about a piece of work. To know how to create a piece of art in response to the work of another artist. To know how to suggest how artists have used colour, pattern and shape. Use key vocabulary to demonstrate knowledge and understanding in this strand: differences, dislike, famous, like, similarities, artist, craft maker, creativity, compare, designer, inspire, notable, opinion, products	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: - a give detailed observations about notable artists’, artisans’ and designers’ work; - b offer facts about notable artists’, artisans’ and designers’ lives; Knowledge and Skills developed in this strand: To know how to identify the techniques used by different artists. To know how to compare the work of different artists. To recognise when art is from different cultures. To recognise when art is from different historical periods. To know how to experiment with the styles used by other artists. To know how to explain some of the features of art from historical periods. Use key vocabulary to demonstrate knowledge and understanding in this strand: Compare and contrast, media, development, inspiration, reflect, techniques	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: - d use inspiration from famous artists to replicate a piece of work; - e reflect upon their work inspired by a famous notable artist and the development of their art skills; - f express an opinion on the work of famous, notable artists and refer to techniques and effect; Knowledge and Skills developed in this strand: To know how to research the work of an artist and use their work to replicate a style. To know how to explain the style of my work and how it has been influenced by a famous artist. Use key vocabulary to demonstrate knowledge and understanding in this strand: disciplines, range, artisan, critical thinking

Artists

	Year A	Year B	Year C
Autumn	Portraits Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh, Andy Warhol, Pablo Picasso, Paul Klee	Joan Miro Joan Miro	Fabricate N/A
Spring	Colour Chaos Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert and Sonia Delaunay, Wassily Kandinsky	Landscapes and Cityscapes Claude Monet, Vincent Van Gogh, Jean Metzinger	LS Lowry L S Lowrt
Summer	Let’s Sculpt Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild	Be an Architect! Hundertwasser, Zaha Hadid, Heatherwick Studios	Nature Sculpture Andy Goldsworthy

	Year A	Year B	Year C	Year D
Autumn	Bodies Julian Opie, Henry Moore, Giacometti, Vivienne Westwood	Wildlife Birds Constantin Brancusi, Richard Sweeney	Autumn Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cezanne	The Seaside Alfred Wallis, Hokusai
Spring	South and Central America Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro	British Art Thomas Gainsborough, Sonia Boyce, Howard Hodgkin, Anish Kapoor, Lucien Freud, Paula Rego	North America John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Llyod Wright, Jean-Michel Basquiat, Mary Cassatt	Fruit and Vegetables Carl Warner, Michale Brennand-wood, Caravaggio,
Summer	Insects Louise Bourgeois, Jennifer Angus	Ancient Egypt David Hockney, Man Ray, Fernand Leger	European Art and Artists Anselm Kiefer, Michaelangelo, Le Corbusier, Rembrandt, Coco Chanel, Salvador Dali	Plants and Flowers Henri Rousseau, India Flint, Alexander Calder, David Oliveira



Art Progression of Knowledge and Vocabulary

Cross-curricular Links

	Key Stage One	Key Stage Two
English	Art in response to stories, illustration, comic book art	Art in response to stories, illustration, comic book art
Maths	Shapes, proportions, patterns	Shapes, proportions, patterns
Science	Drawing the human and animal bodies.	Drawing scientific diagrams
History	Portraits of historical figures, sculptures of historical buildings and artefacts	Portraits of historical figures, sculptures of historical buildings and artefacts, art through the ages
Geography	Landscape artists	Landscape art
Design & Technology	Cake design (Vik Muniz)	architecture, product design
Computing	Photography, digital art, typography	Photography, digital art, typography
Music	Creating artwork in response to music, creating musical instruments, the paintings of Kadinsky	Creating artwork in response to music, creating musical instruments
PSHE	Emotions through art	Emotions through art