




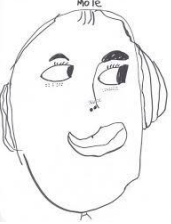
Year 1 - Progression of Skills and Vocabulary in Art

<p>Year 1</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
<p>Explore, Investigate and Examine</p>		
<p>1) "explore" is more like a quest; <i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p>	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem; <i>Application Example: I will investigate the colours I need to make green.</i></p>	<p>3) "examine" generally implies an evaluation of options; <i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p>
<p>Explore and Develop Ideas</p>	<p>To ask and answer simple questions about work.</p>	
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To recognise that ideas can be expressed in art. To try out different activities. To record from first-hand observation, experience and imagination. Use a sketchbook to gather and collect artwork. To explore the differences and similarities within the work of artists from different times and cultures. To observe styles used by great artists.</p>	
<p>Evaluate and Build on Ideas</p>	<p>To discuss likes and dislikes about work.</p>	
<p>Evaluate and Build on Ideas: Sketchbooks</p>	<p>To identify changes required in their current work. <i>E.g. pupil voice annotations on display.</i></p> 	
<p>Portrait, Landscape, Imagination, Idea, Artist, Craftsperson, Designer</p>		<p>Like, Dis-like, Change</p>



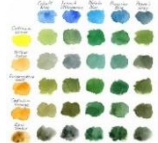

Use of ICT	To use a range of simple tools in a paint package/image manipulation software to create or modify a picture, with support		Create, Modify, Image	
Mastery of Techniques				
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles/Collage</i>	<i>3D Form</i>
<p>To use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>To draw for enjoyment.</p> <p>To begin to explore the use of line, shape and colour</p> <p>To draw a human face with some recognisable features in the correct orientation.</p> 	<p>To begin to match colours to artefacts and objects.</p> <p>To mix secondary colours and shades using different types of paint.</p> <p>To explore paint using a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>To make marks in print with a variety of objects, including natural and made objects.</p> <p>To make rubbings and recognise pattern in the environment.</p> <p>To build a repeating pattern.</p>	<p>To use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>To attempt to thread and weave, cut, glue and trim material.</p> <p>To use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>To manipulate malleable media in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>To experiment (shape and form) with, construct and join recycled, natural and man-made materials.</p>
<p>pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour</p>	<p>action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture</p>	<p>pattern, print, repeat, rubbings</p>	<p>pattern, scissors, weave, thread, fabric crayon, sew, trim</p>	<p>2D or Two Dimensional, 3D or Three Dimensional, clay, glue, pottery, scissors, sculpture, roll knead, shape, join</p>


Year 2 - Progression of Skills and Vocabulary in Art

<p>Year 2</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
<p>Explore, Investigate and Examine</p>		
<p>2) "explore" is more like a quest; <i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p>	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem; <i>Application Example: I will investigate the colours I need to make green.</i></p>	<p>3) "examine" generally implies an evaluation of options; <i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p>
<p>Explore and Develop Ideas</p>	<p>To develop ideas by asking and answering questions.</p>	
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To use drawing to record ideas and experiences. To try out different activities and make choices about what to do next. To record and explore ideas from first-hand observation, experience and imagination. To understand the basic use of a sketchbook to work out ideas. To explore the differences and similarities within the work of artists from different times and cultures.</p>	
<p>Evaluate and Build on Ideas</p>	<p>To discuss likes and dislikes about work and that of others. To identify changes required in work.</p>	
<p>Evaluate and Build on Ideas: Sketchbooks</p>	<p>To state likes/ dislikes and make some notes in sketchbooks.</p>	
		<p>similarity, difference, times, art, design, museum, gallery, investigate, culture</p> <p>idea, future, develop</p>



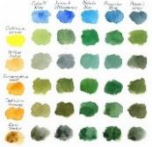
Use of ICT	To use Computing software to modify an image to communicate an idea.			Communicate, Software
Mastery of Techniques				
Drawing	Painting	Printing	Textiles/Collage	3D Form
<p>To use and combine different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>To begin to draw for a sustained period of time.</p> <p>To experiment with line, shape, pattern and colour.</p> <p>To draw a human face with recognisable features in the correct orientation.</p> 	<p>To match colours to artefacts and objects.</p> <p>To mix a range of primary and secondary colours, shades and tones.</p> <p>To explore by experimenting tools and techniques, including layering, mixing media, scraping through etc.</p>	<p>To carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>To create simple designs for printing, exploring pattern and shape.</p>	<p>To use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>To thread a needle, weave, stitch, knot and use other manipulative skills.</p> <p>To create textured collages from a variety of media.</p>	<p>To manipulate clay for a variety of purposes, including. thumb pots, simple coil pots, textured tiles and models.</p> <p>To experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
<p>sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil</p>	<p>shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, texture</p>	<p>relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring</p>	<p>French knitting, tie-dye, embroidery, collage, mosaic, stitch, knot</p>	<p>coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, man-made material, ceramic, coil, collage</p>

Year 3 - Progression of Skills and Vocabulary in Art

<p>Year 3</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
<p>Explore, Investigate and Examine</p>		
<p>3) "explore" is more like a quest; <i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p> 	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem; <i>Application Example: I will investigate the colours I need to make green.</i></p> 	<p>3) "examine" generally implies an evaluation of options; <i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p> 
<p>Explore and Develop Ideas</p>	<p>To question and make thoughtful observations about developing work.</p>	
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To observe, experience, investigate, historical periods, collaborate, scale</p>	
<p>Evaluate and Build on Ideas</p>	<p>To compare work and state feelings. To adapt work according to personal views.</p>	
<p>Evaluate and Build on Ideas: Sketchbooks</p>	<p>To begin to regularly annotate work in sketchbooks.</p> 	

Use of ICT	To create a simple animation to tell a story.			Animation, Story
Mastery of Techniques				
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles/Collage</i>	<i>3D Form</i>
<p>To experiment with different grades of pencil.</p> <p>To draw for a sustained period of time.</p> <p>To use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>To draw a human face considering the appropriate proportions between facial features.</p> 	<p>To mix a variety of colours and know which primary colours make secondary colours.</p> <p>To investigate paint with different effects and textures including. blocking in colour, washes, thickened paint etc.</p>	<p>To use a variety of techniques, including. carbon printing, relief, press and fabric printing and rubbings.</p> <p>To create simple designs for printing, investigating pattern and shape.</p>	<p>To explore a variety of techniques, including. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Thread a needle, weave, stitch, cut and join with some accuracy.</p> <p>To develop textured collages from a variety of media including greater level of detail.</p>	<p>To begin to join clay adequately by using slip and blending.</p> <p>To understand the safety and basic care of materials and tools.</p> <p>To make a simple Papier Mache object.</p>
<p>pencil grade, record, media, medium, tone, composition, line, cross hatch, horizontal, vertical</p>	<p>blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum</p>	<p>variety, design, symmetrical, asymmetrical, reflection, symmetry</p>	<p>dyeing, quilting, paper and plastic trappings, textiles, stitch, cut, join</p>	<p>slip, blend, Papier Mache, model, architecture, artefact</p>

Year 4 - Progression of Skills and Vocabulary in Art

<p>Year 4</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>		
<p>Explore, Investigate and Examine</p>			
<p>4) "explore" is more like a quest; <i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p> 	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem; <i>Application Example: I will investigate the colours I need to make green.</i></p> 	<p>3) "examine" generally implies an evaluation of options; <i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p> 	
<p>Explore and Develop Ideas</p>	<p>To question and make thoughtful observations about starting points and select ideas to use in work.</p>		<p>experience, purpose, starting point, great artists, artistic styles, technique, art history, classical, memory, ICT, art movement</p>
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To use sketchbooks, and drawing, to improve understanding, inform ideas and plan for an outcome. To select and use relevant resources and references to develop ideas. To use first hand observation, experience and imagination, and explore ideas for different purposes. To use a sketch book to collect images and information. To investigate work of great artists and crafts people from different historical periods and cultures.</p>		
<p>Evaluate and Build on Ideas</p>	<p>To compare ideas, methods and approaches in work. To adapt work according to personal views and the critique of others.</p>		<p>method, approach, opinion, aesthetic, art elements, balance,</p>

Evaluate and Build on Ideas: Sketchbooks	To annotate and develop work in sketchbook. 	
Use of ICT	To manipulate digital images using Computing software to convey a specific idea or mood.	Digital image, mood, idea

Mastery of Techniques

<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles/Collage</i>	<i>3D Form</i>
<p>To develop use of different grades of pencil.</p> <p>To extend concentration over sustained periods to develop drawings.</p> <p>To develop use of different techniques to show texture, such as marks and lines.</p> <p>To begin to control pressure of pencil/pen to create shading.</p> <p>To develop use of different techniques to show depth and distance, such as perspective and shadow.</p>	<p>To make and match colours with increasing accuracy.</p> <p>To investigate and use different paint and tools in order to create different details, effects and textures.</p>	<p>To research, create and refine a print using a variety of techniques, such as resist printing, polyblock printing.</p> <p>To design patterns of increasing complexity and repetition.</p>	<p>To explore a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>To thread a needle with appropriate length of thread.</p> <p>To cut, join and trim with increasing accuracy.</p> <p>To begin to master techniques required to sew on buttons and make small repairs.</p> <p>To develop textured collages from a variety of media including greater level of detail.</p>	<p>To join clay adequately by using slip and blending.</p> <p>To apply details to models using a variety of tools.</p>

To draw a human face with appropriate proportions between facial features.



pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study



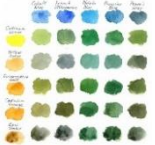

colour match, apply, detail, effect, monochromatic colour, resist, still life, theme

refine, resist printing, ployblock printing, block, canvas

needle, thread, button, repair, accurate, embellish


mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile

Year 5 - Progression of Skills and Vocabulary in Art

<p>Year 5</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>		
<p>Explore, Investigate and Examine</p>			
<p>1) "explore" is more like a quest;</p> <p><i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p> 	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem;</p> <p><i>Application Example: I will investigate the colours I need to make green.</i></p> 	<p>3) "examine" generally implies an evaluation of options;</p> <p><i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p> 	
<p>Explore and Develop Ideas</p>	<p>To deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work.</p>		<p>depth, distance, shadow</p>
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To confidently use sketchbooks to record observations; develop ideas; test materials; plan and record information. To engage in open ended research and exploration in the process of initiating and developing personal ideas To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. To use a sketchbook to record development of ideas, including drawings of small elements of larger subjects. To examine work of great artists, designers and craftspeople from different historical periods and cultures. To develop styles used by great artists.</p>		
<p>Evaluate and Build on Ideas</p>	<p>To compare ideas, methods and approaches in work and discuss feelings towards work. To adapt work according to personal views, the critique of others and describe how developments can be made.</p>		<p>genre, functionality</p>
<p>Evaluate and Build on Ideas: Sketchbooks</p>	<p>To add detailed annotations to work in sketchbook.</p> 		

Use of ICT	To make a short film/animation from images that have been sourced, captured or created.	Film, source, capture, create
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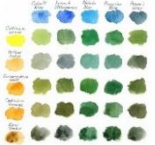

Mastery of Techniques

<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles/Collage</i>	<i>3D Form</i>
<p>To make informed choices on which pencil grades to use.</p> <p>To maintain concentration over sustained periods to develop drawings.</p> <p>To develop use of different techniques to show texture, such as marks and lines.</p> <p>To develop use of different techniques to show depth and distance, such as perspective and shadow.</p> <p>To draw a human face with appropriate proportions between facial features including shading.</p> 	<p>To develop a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>To examine the build-up layers and colours/ textures using appropriate tools.</p>	<p>To examine, create and refine a print using a variety of techniques, such as resist printing, polyblock printing.</p> <p>To develop patterns of increasing complexity and repetition.</p>	<p>To investigate and use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>To thread smaller needles.</p> <p>To accurately cut, join and trim.</p> <p>To develop techniques required to sew on buttons and make small repairs.</p> <p>To use stitching with accuracy to join fabrics.</p> <p>To examine the use of textiles in collage, including applique and tapestry.</p>	<p>To join materials such as clay and mod-roc with appropriate techniques such as wetting and blending.</p>
<p>calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon</p>	<p>source material, photograph, found objects, concentration, development of ideas, small elements, analogous colours, harmonious colours, gouache,</p>	<p>layering print, alter, modify</p>	<p>batik, wearable art, wax resist, applique</p>	

line, optical illusion, perspective, tessellation, radial	hue, photorealism, pose, intensity, tint tone			
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Year 6 - Progression of Skills and Vocabulary in Art

<p>Year 6</p>	<p>National Curriculum: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>		
<p>Explore, Investigate and Examine</p>			
<p>1) "explore" is more like a quest;</p> <p><i>Application Example: This is my first-time mixing paint, and I will explore it to my heart's content.</i></p> 	<p>2) "investigate" implies a search for answers, like the causes of an accident or a problem;</p> <p><i>Application Example: I will investigate the colours I need to make green.</i></p> 	<p>3) "examine" generally implies an evaluation of options;</p> <p><i>Application Example: I will examine all the available green colour options prior to making my final decision.</i></p> 	
<p>Explore and Develop Ideas</p>	<p>To deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work.</p>		<p>starting point, marks, lines, perspective, edit, effect, filter</p>
<p>Explore and Develop Ideas: Sketchbooks</p>	<p>To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. Independently develop a range of ideas which show curiosity, imagination and originality To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. To develop ideas in detail using different or mixed media, using a sketchbook. To examine work of great artists, designers and craftspeople from different historical periods and cultures.</p>		
<p>Evaluate and Build on Ideas</p>	<p>To compare ideas, methods and approaches in work and discuss feelings towards work. To adapt work according to personal views, the critique of others and describe how developments can be made.</p>		<p>adapt, views</p>
<p>Evaluate and Build on Ideas: Sketchbooks</p>	<p>To add detailed annotations using technical language.</p> 		

Use of ICT	To use images that have been sourced, captured or manipulated as part of a bigger project, e.g. a presentation.	Share, audience, effects, choice
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Mastery of Techniques

<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles/Collage</i>	<i>3D Form</i>
<p>To maintain concentration over sustained periods to develop drawings.</p> <p>To develop use of different techniques to show texture, such as marks and lines.</p> <p>To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>To develop use of different techniques to show depth and distance, such as perspective and shadow.</p> <p>To draw a human face with appropriate proportions between facial features, considering shading and texture.</p> 	<p>To create shades and tints using black and white.</p> <p>To choose appropriate tools: paint, paper and implements.</p>	<p>To examine, create and refine a print using a variety of techniques, such as screen printing and fabric printing.</p> <p>To be familiar with layering prints.</p>	<p>To investigate and use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>To master techniques required to sew on buttons and make small repairs.</p> <p>To pin, sew and stitch materials together to create a product.</p> <p>To examine the use of textiles in collage, including applique and tapestry</p>	<p>To develop skills in modelling materials and clay including slabs, coils, slips, etc.</p>
<p>manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective</p>	<p>shade, tint, implements, preliminary study, test media, impasto, wet-in-wet</p>		<p>pin, running stitch, product</p>	