



LOVING LEARNING, CARING FOR EACH OTHER, ACHIEVING EXCELLENCE

1. Progression of knowledge, skills and vocabulary

Our Progression of Knowledge, Skills and Vocabulary

We have spilt this into:

- **Theoretical knowledge** – learning about artists and artwork
- **Practical knowledge** – developing technical proficiency
- **Disciplinary knowledge** – what pupil learn about how art is analysed and evaluated
- We have also included a section on **generating ideas**, which happens when these three domains interplay with one another.

We have added key vocabulary under each section below as well as listed the vocabulary for each of the Key Stage 1 units.

THEORETICAL KNOWLEDGE

Theoretical knowledge (Knowledge of process and context - knowledge of artists)

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • I know some key art work and artists • I understand that ideas can be expressed in art • I can start to say how artwork makes me feel or what I like about it. • I can demonstrate a preference for a particular artist or art form 	<ul style="list-style-type: none"> • I know some key facts about a range of famous artists and art works. • I can describe the content of artwork and the feelings & emotions the artist may want conveyed. 	<ul style="list-style-type: none"> • I know and can compare some significant works of art craft & design, learning how and when they were made. • I can describe the content, feelings & emotions conveyed by the work to a more competent level. • I can give a contextual background to some significant works of art.

Practical knowledge (Making skills) Become proficient in drawing, painting, sculpture and other art, craft and design techniques



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Reception	Year 1	Year 2
<p>Drawing:</p> <ul style="list-style-type: none"> • I know that different types of pencils or drawing utensils can make different marks on a surface. • I know which pieces of equipment are appropriate for drawing or making marks. • I can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes. • I know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker marks than a black felt tip pen. • I know that the more pressure used with a pencil, the darker the tones will be • I can draw simple lines and shapes including circles, squares and triangles and start to create forms e.g. flowers, people, animals. • I enjoy using and exploring different tools e.g. pens, pencils, chalk • I know how to do a shading techniques through simple colouring exercises • I can draw freely with pleasure 	<p>Drawing:</p> <ul style="list-style-type: none"> • I know that a pencil grip can change how marks are applied on a surface. E.g. held closely to the tip increased the amount of control you have. • I know that when you hold a pencil close to the tip, will increase control and detail. • I knows that appropriate simple shapes must be combined and used to create an overall object. • I know that refining lines means to make them more accurate. • I know that pencil marks can be lighter / darker depending on the pressure used to apply marks. • I know that pencils have different grades. HB is used for writing and sketching. • I can draw basic lines and shapes with increasing confidence to create more complex forms • I can experiment with a variety of tools and media in my drawings- pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk • Draw lines of different shapes and thickness, using two different grades of pencil • I have greater control when practising shading tones and am beginning to control the pressure 	<p>Drawing:</p> <ul style="list-style-type: none"> • I know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching. • I know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder. • I know that refining lines increases the accuracy of their drawing. • I know that an eraser can be used to refine lines but also to lighten shaded areas. • I know that tones can be blended together from light, mid to dark using a pencil. Know that a pencil must be used at an angle when applying different tones. • I know that directional shading is moving the pencil back and forth using contour lines (a shape’s outer line) as a guide. • I knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another • I can explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. (These might include figurative, still life and landscape subject matter for drawings)



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		<ul style="list-style-type: none"> • I can develop mark-making skills and demonstrate control over the types of marks made through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal as a guide to drawing materials • I can continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil • I understand tone through the use of different grades of pencils (HB, 2B, 4B) • I know how to use a wider variety of drawing media e.g. graphite.
VOCAB: Draw, line, shape, tool, colour,	VOCAB: blend, pattern, shade	VOCAB: Grade, gradient, repeat, contour, tone, media
<p>Painting:</p> <ul style="list-style-type: none"> • I know that paintbrushes can make marks on a surface when combined with paint using brush strokes. • I know that a brush stroke is a mark made by a paintbrush. • I know which pieces of equipment are appropriate for painting. • I can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes. 	<p>Painting:</p> <ul style="list-style-type: none"> • I know that paintbrushes can differ in appearance • I know that a paintbrush grip can change how marks are applied on a surface • I know that if the paintbrush is held more tightly, improved control will be achieved. • I know that appropriate simple shapes must be combined and used to create an overall object. • I know that refining lines means to make them more accurate. 	<p>Painting:</p> <ul style="list-style-type: none"> • I know that paintbrushes can differ in appearance and purpose: - Flat brush – straight edges or blocked strokes - Rounded brush – can be used for lots of different styles of painting • I know that using different brushes will create a different aesthetic. e.g. a large flat brush will create wide sharp lines. • I know that holding the paintbrush close to the point will help control and detail, further towards the end creates loose brush strokes.



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<ul style="list-style-type: none"> • Know that some paints move differently to others. E.g. some may be thick and need more effort to move. Some may be drier etc. • Know that when paint is mixed, it will change its colour. Choose colours to be used in an artwork. Know that some colours can be “light” or ‘bright’ or ‘dark’. • I know how to hold a paintbrush comfortably • I know how to blend colours on a palette • I know how to look after brushes and equipment • Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. • I can mix colours to make new ones • I know that colours can be made darker or lighter by adding black or white or by adding more water/pigment. • I know how to make patterns & add things to paint to make textures such as sand, grit, salt. • I can work carefully to paint shapes, lines and edges neatly. 	<ul style="list-style-type: none"> • I know the names of different types of paint such as watercolour and acrylic paint based on its aesthetic qualities e.g watercolours are “watery” and “thin”. Acrylic paint is “thick”. • I know that when adding white to a colour, its value becomes lighter (known as tint) • I know that when adding black (or a darker colour such as purple) makes its colour or value darker. • I know that red, blue and yellow are primary colours • I know different types of paint and the properties of each such as poster paint, powdered paint, block paint. • I can measure and mix paint, I can blend colours in palettes and on the paper and develop ability in applying paint skilfully. • I can paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. • I know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task. • I can use colours imaginatively and know that colour can be used to express their thoughts and feelings. 	<ul style="list-style-type: none"> • I know that directional strokes are created moving the paintbrush back and forth using contour lines. • I know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder. • I know that refining lines increases the accuracy of their painting (when working on realism). • I know that paints have different properties, for example: - Watercolour = translucent - Acrylic = opaque Know that red, blue and yellow are primary colours and orange, green and purple are secondary colours. • I know that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family. • I know that when adding a darker colour such as purple makes its colour or value darker. • I know colours can also be tinted with other colours (when red is added to white, it has a red tint creating pink). • I know that a gradient is a gradual change from one element to another such as light to dark or from one colour to another When using colours (light, mid and dark) a gradient is created. • I know where colours are placed to create a gradient.
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	<ul style="list-style-type: none"> • I know how to make colours darker and lighter and understanding of how this affects form. • I know how to paint patterns & add things to paint to make textures such as sand, grit, salt. • I know how to make thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours 	<ul style="list-style-type: none"> • I know that tones can be blended together from light, mid to dark using a paintbrush. • I can use good brush control & know to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. • I know how to paint neatly and carefully, without leaving gaps or messy edges. • I can measure & mix the paint needed & apply paint sensitively with control. • I can paint on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. • I know how to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively • I can use colour mixing to make finer variations in secondary colours. • I know why light colours appear to be to us and dark objects look further away, then explore this in their art. • I can create original patterns & make textures. • I understand the importance of outlines & paint more sophisticated shapes
<p>VOCAB paint, brush, match, mix, palette</p>	<p>VOCAB Mixing, stroke, brush size, primary, secondary</p>	<p>VOCAB Variations, texture, expressive</p>



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<p>Printing:</p> <ul style="list-style-type: none"> I can make simple printing blocks from soft materials they have cut, shaped or moulded. 	<p>Printing:</p> <ul style="list-style-type: none"> I know different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. I can print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc. 	<p>Printing:</p> <ul style="list-style-type: none"> I know different methods of printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. I can use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.
<p>VOCAB print, technique</p>	<p>VOCAB methods, printing, materials</p>	<p>VOCAB Relief printing, mono printing, block printing,</p>
<p>Digital:</p> <ul style="list-style-type: none"> I know how to take photographs with digital cameras 	<p>Digital:</p> <ul style="list-style-type: none"> I know how to take photos with digital cameras taking care to frame the shot to capture the detail they want. Using focus and position. (They use simple software to edit and manipulate photos.) 	<p>Digital:</p> <ul style="list-style-type: none"> I know how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. I know how to use painting software to edit and manipulate photos to create more complex images.
<p>VOCAB Photograph, camera,</p>	<p>VOCAB Focus, position change</p>	<p>VOCAB Digital, frame, software, edit</p>
<p>3D sculpture:</p> <ul style="list-style-type: none"> I know how to create form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. 	<p>3D sculpture:</p> <ul style="list-style-type: none"> I know how to cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) 	<p>3D sculpture:</p> <ul style="list-style-type: none"> I know how to cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms & make things I have designed, invented or seen.



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<ul style="list-style-type: none"> I can make simple shapes and forms from pliable materials such as modelling clay, foam or wire for example. 	<ul style="list-style-type: none"> I can use this to create forms to make things I have designed, invented or seen. 	<ul style="list-style-type: none"> I know how to modify & correct things with greater skill. I can make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.
VOCAB Model, shape, make, join	VOCAB Form, tear, join, design, invent, 2D, 3D, construct	VOCAB Modify, correct, sculpture

Disciplinary knowledge Evaluation skills (metacognitive) – evaluate and analyse artistic works using the language of art, craft and design

Reception	Year 1	Year 2
<ul style="list-style-type: none"> I can make creative decisions about the content of their work and select appropriate media to work with and making choices about outcomes. I can orally describe my thoughts, ideas and intentions about my work. I can compare my art to significant works of art recognising what is the same and what is different. 	<ul style="list-style-type: none"> I make creative decisions about the content of my work and select appropriate media to work with and making choices about outcomes. I can orally describe my thoughts, ideas and intentions about their work. I can state my opinions about the process of their work saying what went well & how I might improve it. I can compare my art to appropriate works of art recognising what is the same and what is different. 	<p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.</p> <p>Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.</p>
VOCAB: opinion, favourite, like, dislike	VOCAB: explain, decide, compare, prefer	VOCAB: predict, opinion, evaluate, support, recommend



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Generating Ideas (where the three domains of knowledge meet) <i>Explore ideas, record feelings & experiences</i>		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> • I can choose and express thoughts about the type of art I want to make • I can use my imagination to invent or create • I am starting to show an interest in the work of others 	<ul style="list-style-type: none"> • I can come up with an idea linked to the theme of topic I am studying • I can draw events and things that have happened me to me or things I love • I show interest in the work of others 	<ul style="list-style-type: none"> • I can express my ideas and thoughts about the type of art I want to make • I can use the work of artists and cultures to influence my work. I can invent or create imaginary places or things



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2. Unit specific vocabulary in KS1

Unit specific vocabulary in Key Stage 1:

<p>Year 1</p>	<p>Spirals: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p>	<p>Exploring Watercolour:</p> <p>Watercolour, Brush</p> <p>Wash</p> <p>Wet on dry</p> <p>Wet on wet</p> <p>Mark making</p> <p>Primary colours, secondary colours, Colour mixing</p> <p>Fluid,</p> <p>Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop</p> <p>Scale</p>	<p>Playful Making:</p> <p>Sculpture, Sculptor, Three Dimensions</p> <p>Respond Response</p> <p>Design Through Making, Playful Making, Explore, Construction, Materials,</p> <p>Invent, Imagine</p> <p>Tools, Construct, Structure, Balance</p> <p>Reflect, Share, Discuss</p>
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		<p>Line, Rhythm, Gesture, Mark</p> <p>Composition, Positive shapes, Negative shapes</p> <p>Present, Share, Reflect, Discuss, Feedback,</p>	<p>Texture, Personality, Character,</p> <p>Installation</p> <p>Flock</p> <p>Collaboration</p> <p>Present, Reflect, Share, Discuss</p>
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3. Talk like an artist!

Guide to support teachers when discussing art

colour (*hue, intensity, value, shade, tint*)

form (*two-dimensional, three-dimensional, sculpture, perspective*)

line (*lines, curves length, width, strokes, direction*)

shape (*SHAPE NAMES*)

space (*background, foreground, middle ground, distance, in between, around, within*)

texture (*feel, look, smooth, bumpy, hard, soft, clear, rough*)

value (*lightness, darkness, contrast, shades, tints*)