



St Mary's Roman Catholic Primary School

Art Skills and Knowledge progression map

End of key stage progression			
EYFS	<p>By the end of EYFS, children will have developed their creativity and Art skills throughout the year in a variety of ways.</p> <ul style="list-style-type: none"> Engage with a range of art mediums including paints, crayons, pastels, felt tips, clay, pipe cleaners, tissue paper and more. Have opportunities to develop their creative minds, motor skills and explore the senses by creating art using nature including leaves, sticks and drawing in sand. Express freely the thoughts and emotions that art elicit. Develop their small motor skills so that they can use a range of tools competently, safely and confidently including the use of paintbrushes and scissors. Fine motor skills linked to drawing: hold a pencil effectively - using the tripod grip in almost all cases. Explore illustrations by authors including Eric Carle. Explore culture through art. For example, African Culture and the Safari through Tinga Tinga Art. Children will begin to show accuracy and care when drawing. explore a variety of materials, tools and techniques, experimenting with colour, design and texture. 		
	KS1	LKS2	UKS2
Drawing	<p>Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages).</p> <p>Can control the types of marks made with different media on a range of surfaces Can produce a range of expanding patterns using different techniques.</p> <p>Can investigate tone by drawing light/dark lines, patterns and shapes.</p>	<p>Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone.</p> <p>Using a single focal point and horizon do develop further simple perspectives.</p> <p>Drawings include features of the third dimension and perspective.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Develop their own style using tonal contrast and mixed media drawing.</p> <p>Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion.</p>
Painting	<p>Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</p> <p>Can mix primary and secondary colours to explore the colour wheel and spectrum.</p> <p>Can experiment with tints (adding white) and shades (adding black).</p>	<p>Mix colour with increasing confidence building on previous knowledge.</p> <p>Begin to explore complimentary colours.</p> <p>Add white or black to colour to tint or shade a colour for effective colour matching.</p> <p>Confidently control types of marks made when painting.</p> <p>Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand).</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting.</p> <p>This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures.</p> <p>Confidently create atmosphere and light effects through use of</p>



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			colour mixing.
Sculpture	Can manipulate materials (mostly clay) for a variety of purposes e.g. pots, models, textured relief. Can impress and apply simple decoration techniques; impressed, painted, applied. Can select the most appropriate tools and equipment and use them with increasing confidence.	Explore cutting, shaping and impressing patterns into clay/dough. Join pieces of clay using scoring, blending and slip. Explore different ways of finishing work: vanish, paint or shoe polish and varnish. Experience working in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. clay thumb pot). Recognise sculptural forms in the environment.	Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip. Work around armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes). Combine media to create a sculpture (e.g. incorporate glass pebbles). Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose. Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work.
Printing	Can explore and create different patterns by choosing appropriate objects to create effect. Can explore pattern and shape by using techniques such as layering. Can carry out different printing techniques, including mono printing, block printing and resist printing.	Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc). Develop mono-printing techniques (the process of making a print using 'mark making')- additive and subtractive. Work into prints once they are dry with a range of media e.g. crayons, colour pens and pencils etc. Begin to understand what positive and negative shapes are.	Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc. or collagraphs (sticking onto a printing block e.g. string) method. Apply more than one colour to a print. Apply experience of working into prints with a range of media as well as experience printing on fabric and embroider onto a print. Refer to the positive and negative spaces of their print.
Collage	Can fold, crumple, tear and overlap materials. Can select the most appropriate adhesive to use. Can embellish a basic collage using a range of media.	Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. Cut and tear materials with some accuracy. Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc. Sticks with increasing accuracy, exploring overlap, mosaic or overlay.	Creates their own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. Accurately cuts complex shapes. Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour. Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.



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Reception	<ul style="list-style-type: none">- Children to draw their facial features accurately (self-portrait)- Children will be able to make recognisable marks.- Children will use a variety of media to express themselves through drawing.- Children will understand how textures can be created through paint in the style of Jackson Pollock.- Children will learn that primary colours mix together to make secondary colours.- Children will know how to lighten and darken paint.- Children will be familiar with and can join or assemble materials together.					
Content Domains	Year 1 End Points	Year 2 End Points	Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points



<p>Exploring developing and evaluating</p> <p>Critical Skills</p>	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Respond to ideas and starting points (e.g. a painting, an object, an experience, a person). Talk about artwork using simple labels about colour and shape. Give my opinion about artists work, recording my opinions in a class sketchbook. Contribute to class ideas for the class sketchbook Describe what they think about their own and others' work. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explore ideas from their imagination or from first hand observation. Compare and contrast work by different artists. Talk about how an artists have used colour, shape and a techniques to produce their work. Record my opinions in a sketchbook. Record ideas in a sketchbook Comment on differences in others' work and suggest ways of improving their work. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explore ideas using a variety of starting points (their own experience, other artists, their imagination). Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone. Develop their ideas in an art sketchbook. Comment on similarities and differences between their own and others work. Adapt and improve my own work. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explore ideas using a variety of starting points and collect visual and other information to help them to develop their work. Make notes in their sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. Develop and organise ideas in an art sketchbook. Make comments on the ideas, methods and approaches used in their own work. Adapt and refine work to reflect the purpose and meaning 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explore ideas and collect visual and other information independently. Pursue their own line of artistic enquiry e.g an artist, a piece of art or an art type, a theme. Use research in developing their work, taking account of the purpose. Develop, organise and refine ideas in their art sketchbook. Analyse and comment on ideas, methods and approaches used in their own and others' work. Adapt and refine their work and make suggestions to others about their work. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Explore ideas and am critical of artwork. Pursue their own line of artistic enquiry- e.g an artist, a piece of art or an art type, a theme. Base their decisions for artwork on their preferences and audience. Produce an art sketchbook that is creative, inspirational and reflects their learning journey as an artist. Analyse and comment on ideas, methods and approaches used in theirs and others' work. Comment on how ideas and meanings are conveyed in their own and others work.
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				of the work (Supported by teacher modelled and scaffolding).		<ul style="list-style-type: none"> Reflect upon their artwork at several points and make changes based on their observations.
<p>Exploring developing and evaluating</p> <p>Critical Knowledge</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point.</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: observe, focus, design, improve.</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form,</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: record, detail, question, observe, refine</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	<p>Declarative Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>



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	strand: line drawing, detail, pastels, drawings, line, bold, size, space	strand: portrait, self-portrait, landscape, cityscape, building.	strand: portrait, light, dark, tone, shadow, line,	strand: pattern, texture, form, shape, tone, outline.	strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	strand: line, mural, fresco, portrait, graffiti.
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<p>Painting</p> <p>Critical Skills</p>	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Paint pictures from first-hand experience. • Name and use the primary and secondary colours. • Mix colours together to investigate what happens. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Know how to mix primary colours to make secondary colours. • Create colour wheels. • Add white to colours to make tints. • Add black to colours to make tones. • Experiment with adding different amounts of water to paint to make washes. • Link colours to natural and manmade objects. • Use some of the ideas of artists studied to create pieces. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Mix colours to make new colours and tints and tones. • Use paint to produce washes for backgrounds (water colour) and then add detail. • Experiment in creating mood and feelings with colour. • Use a number of brush techniques using thin and thick brushes, to produce shapes and lines. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Create colours by mixing to represent images observed in the natural and man-made world. • Experiment with different colours to create a mood. • Use colour and shapes to reflect feelings and moods. • Use a number of brush techniques using thin and thick brushes, to produce textures, patterns. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Use a range of painting techniques and develop style of their own. • Sketch (lightly) before adding paint. • Convey a purpose in paintings • Include texture gained through paint mix or brush technique. • Combine colours and create tints, tones and shades to reflect the purpose of their work. • Use the qualities of watercolour and acrylic paints to create visually interesting 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Paintings include texture gained through paint mix or brush technique. • Paintings convey realism or an impression of what has been observe. • Use repertoire of painting skills to make choices to convey the meaning. • Lines in paintings are sometimes stark and cold and at other times warm to reflect different features or intentions. • Develop a personal style of painting, drawing upon ideas from other artists. • Create a colour palette, demonstrati
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					<p>pieces.</p> <ul style="list-style-type: none">• Begin to create a colour palette, demonstrating mixing techniques.• Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	<p>ng mixing techniques.</p> <ul style="list-style-type: none">• Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.• Comment on artworks with a fluent grasp of visual language.
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Painting Critical Knowledge	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours,	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: , neutral colours, tints, shades, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background,	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, emotion, warm, blend, mix, line, tone, fresco	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, colour, .	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: abstract, absorb, impressionism, impressionists.
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<p>Printing</p> <p>Critical Skills</p>	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Use printing tools such as fruit, vegetables and sponges. • Print a repeating pattern onto fabric or paper. • Press, roll, rub and stamp to make prints. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Make my own printing blocks eg: string patterns or plasticine shapes. • Explore techniques such as repeating, overlapping, rotating and arranging shapes. • Printing by pressing, rolling, rubbing and stamping. • Mimic print from the environment (e.g. wallpapers). 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Use layers of one colour. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Use more than one colour to layer in a print; 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Make my own printing blocks and experiment with different materials. • Make a two coloured print. • Replicate patterns observed in natural or built environments. • Replicate patterns from observations. • Make printing blocks. • Make repeated patterns with precision. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Give details (including own sketches) about the style of some notable artists, artisans and designers. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • Build up layers of colours to make prints of 2 or more colours. • Explored printing from other cultures and time periods. • Make precise repeating patterns by creating accurate printing blocks. • Use a range of visual elements to reflect the purpose of the work. • Comment on artworks with a fluent grasp of visual language.
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Printing Critical Knowledge	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking,	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: relief printing, objects.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, texture, colour, shape	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: block printing ink, polystyrene printing tiles, inking rollers.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering,
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<p>Sculpture</p> <p>Critical Skills</p>	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Explore ideas and begin to collect visual information with support. ● Begin to explore different materials as ideas develop. ● Use a combination of shapes. ● Include lines and texture. ● Use rolled up paper, straws, paper and card as materials. ● Use techniques such as rolling, cutting, moulding and carving with support. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Explore different methods and materials as ideas develop. ● Use a variety of shapes, including lines and texture. ● Include lines and texture. ● Add texture to work by adding materials and using tools: rolled up paper, straws, paper, card and clay as materials. ● Use techniques such as rolling, cutting, moulding and carving. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). ● Use clay and other mouldable materials. ● Add materials to provide interesting detail. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Explore paper techniques such as pop-up books and origami. ● Join these shapes together to create abstract forms. ● cut, make and combine shapes to create recognisable forms. ● Include texture that conveys feelings, expression or movement. ● Use clay and other mouldable materials. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Use my clay techniques to apply to pottery studied in other cultures. ● Use carvings to a surface to create shapes, texture and pattern. ● Use a variety of tools and techniques for sculpting use tools and materials to carve, add shape, add texture and pattern. ● Combine visual and tactile qualities. ● Use frameworks (such as wire or moulds) to provide stability and form. ● Include texture that conveys feelings, expression or movement. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ● Experiment with making life size models I use the technique of adding materials to create texture, feeling. ● Plan and design a sculpture. ● Use tools and materials to carve, add shape, add texture and pattern. ● Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. ● Use materials other than clay to create a 3D sculpture. ● Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
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<p>Sculpture</p> <p>Critical Knowledge</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving,</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle,</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
<p>Collage</p> <p>Critical Skills</p>	<p>Procedural Knowledge Explored and experimented with lots of collage materials.</p> <p>Cut and tear paper, textiles and card for my collages.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Use a combination of materials that have been cut, torn and glued; sort and arrange materials.</p>	<p>Procedural Knowledge Respond to ideas and starting points. Explore ideas and collect visual information. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p>	<p>Procedural Knowledge Cutting skills are precise Make repeated patterns</p> <p>Know the striking effect work in a limited colour palette can have</p> <p>Can use overlapping in my collage.</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines.</p> <p>They experiment with sorting and arranging materials with purpose to create effect.</p> <p>They learn new techniques, e.g. overlapping, tessellation.</p>	<p>Procedural Knowledge Use mosaic and montage</p> <p>Use tessellation and other patterns in collage select colours and materials to create effect, giving reasons for their choices;</p> <p>refine work as they go to ensure precision;</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p>	<p>Procedural Knowledge Use cutting skills to produce repeated patterns</p> <p>Experiment with techniques that use contrasting textures, colours or patterns</p> <p>Collage combines both visual and tactile qualities.</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p>	<p>Procedural Knowledge Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use ceramic mosaic materials and techniques.</p>



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Collage Critical Knowledge	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	Declarative Knowledge Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
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<p>Digital media</p> <p>Critical Skills</p>	<p>Procedural Knowledge Explore ideas using digital sources</p> <p>Record visual information using digital cameras</p> <p>Use a simple graphics package to: Create lines, changing the size of brushes in response to ideas.</p> <p>Using eraser, shape and fill tools.</p> <p>Using simple filters to manipulate and create images.</p>	<p>Procedural Knowledge Record visual images using a digital camera.</p> <p>Manipulate the image, selecting part of the image, cropping, resizing and modifying.</p>	<p>Procedural Knowledge Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Create images, video and sound recordings and explain why they were created</p>	<p>Procedural Knowledge Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>colours and textures</u>.</p> <p>Create images, video and sound recordings and explain why they were created</p>	<p>Procedural Knowledge Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p>	<p>Procedural Knowledge Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
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<p>Work of other artists</p> <p><u>Take inspiration from the greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Critical Knowledge</p>	<p>Declarative Knowledge</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.</p> <p>They will be exposed to a range of different artists throughout history throughout KS1.</p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to</p>	<p>Declarative Knowledge</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.</p> <p>They will be exposed to a range of different artists throughout history throughout KS1.</p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to</p>	<p>Declarative Knowledge</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Children continue to study the works of famous artists. They have more opportunity to offer opinions and to compare and contrast artists.</p> <p>Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can: use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to</p>	<p>Declarative Knowledge</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Children continue to study the works of famous artists.</p> <p>They have more opportunity to offer opinions and to compare and contrast artists.</p> <p>Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can: use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Declarative Knowledge</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children continue to learn from the works of famous artists.</p> <p>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.</p> <p>give detailed observations about notable artists',</p>	<p>Declarative Knowledge</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children continue to learn from the works of famous artists.</p> <p>They now expand their knowledge by looking at the range of more famous artists.</p> <p>Children comment on the work of famous artists and name their pieces of work.</p> <p>give detailed observations about</p>
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Art Skills and Knowledge progression map

	<p>demonstrate knowledge and understanding in this strand: Jasper Johns, Andy Goldsworthy, Richard Long, Patrick Heron, John Constable, Vincent Van Gogh</p>	<p>demonstrate knowledge and understanding in this strand: Frieda Kahlo, Henry Rousseau, Wassily Kandinsky, Anthony Frost, Henri Matisse, Bridget Riley, Kurt Schwitters</p>	<p>demonstrate knowledge and understanding in this strand: Michael Angelo, Hokusai, Vincent Van Gogh, Sean Scully, Paul Klee, Victor Vasarely, Henri Matisse, Howard Hodgkin</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: Wassily Kandinsky, Vivianne Westwood, Paul Cezanne, John Brunson, Georgia O'Keeffe, Henri Matisse, Francis Bacon, Andy Warhol, Dale Devereux Barker, JMW Turner, Michael Brennan Wood</p>	<p>artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand :L.S Lowry, Hundertwasser, Frank Auerbach, Chris Ofili, Fauvism, Dale Devereux, Jean Davywinter, Alberto Giacometti</p>	<p>notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Cezanne, Henri Rousseau, Hans Holbein, Frida Kahlo, Patrick Heron, Patrick Caulfield, Cubism-Picasso, Braque, Chinwe Chukwuogo-Roy, Gustav Klimt, Norman Foster, Antonio Gaudi, Henry Moore</p>
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Art Skills and Knowledge progression map

Vocabulary progression						
Area of Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D (sometimes referred to as sculpture)	Model, Cut, Stick, Fold, Bend, Attach, Stone, Shell, Wood, metal.	Sculpture, Structure, Assemble, Constructl, Statue, Metal, Curve, Form, Clay, Impress, Texture, Two-dimensional,	Viewpoint, Detail, Decoration, Three-dimensional, Tiles, Brick, Slate, Texture, Bronze, Iron.	Cast, mould, purpose, construct, embellish, refine, base, vertical and forming.	Distance, movement, position, madroc, plaster, figurative, tearing, technique, inlay and form.	Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, balance and modifications.
Collage	Colour, Pattern, Shape,	Mixed media, Collage, Appliqué, Layers, Combine, Opinion,	Abstract, torn, unique	Position, arrange, motion, represent, distortion.	Brusho colour Tones Texture Symbol Adapt Modify	Pattening, geometric, viewfinders, aspects, spiral, dimensions, cubist, figurative and enhanced.
Drawing	Thick, Thin, Soft, Pattern, Line, Shape, Nature, Made environment.	Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Comparison, Still life.	Frame, Cartoon, Comic strip, Position, Boundary, Label, Symbol, Practical, Impractical, Change, Improve.	Graphic marks, proportion, linear, reference, respond, colour combination and contour.	Scale Smudge Tone Portrait Vigorously Positive Negative	Element, tone, pattern, enlarging, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.



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Art Skills and Knowledge progression map

<p>Painting</p>	<p>Primary (colour), Light, Dark, Thick, Shade e.g. different shades of red, green, blue, yellow, Bright.</p>	<p>Secondary (colour), warm, cold, bold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p>	<p>Abstract, Natural, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, turquoise, Opaque, Translucent, Tint, Shade, Background.</p>	<p>Enlarge, irregular, surface, application, observe, palette, Foreground, Middleground, Modify.</p>	<p>Transpose Contrasting Photo-real image Palettes Expressive Adjacent Tonking Sgraffito Applicators</p>	<p>Still life, Traditional, Modern, Abstract, Imaginary, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p>
<p>Printing</p>	<p>Print, Rubbing, Smudge, Image, Shapes, Surface.</p>	<p>Pressure, Decoration, Cloth, Repeat, Rotate, Two-tone print.</p>	<p>Imprint, Impression, Mould, Monoprint, Pounce, Negative image, Positive image.</p>	<p>Scratching, adapt, firmly, transpose, repeat, Overlaid</p>	<p>Press Print Reduction printing Incisions Overlaid Linear Response</p>	<p>Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical.</p>