

Hudson Road Primary School

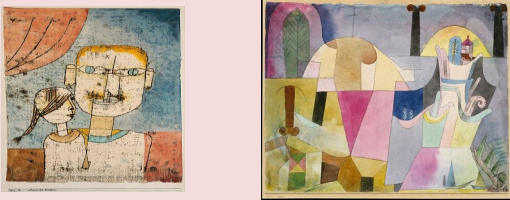
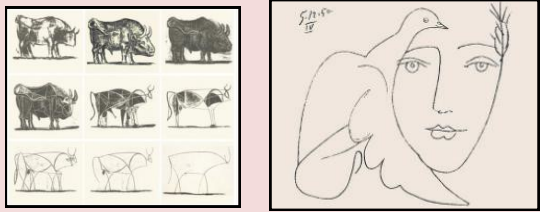
Art

Progression of Knowledge, Vocabulary and Skills Document


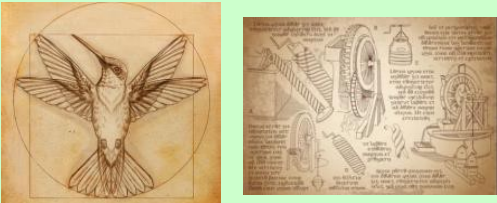




	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u> Drawing	Artist of Study:	Artist of Study: Paul Klee	Artist of Study: Pablo Picasso	Artist of Study: Georgia O’Keeffe	Artist of Study: Leonardo Da Vinci	Artist of Study: Rozi Hathaway	Artist of Study: Ben Kwok
<u>Unit of Study Two</u> Painting and printing	Artist of Study	Artist of Study: Wassily Kandinsky	Artist of Study: Henri Matisse	Artist of Study: Andy Warhol	Artist of Study: Vincent Van Gogh	Artist of Study: Frida Khalo	Artist of Study: Claude Monet
<u>Unit of Study Three</u> 3D Designs, Collage and	Artist of Study	Artist of Study: Andy Goldsworthy	Artist of Study: Ben Lewis Giles	Artist of Study: Barbara Hepworth	Artist of Study: Hannah Hoch	Artist of Study: Vivienne Westwood	Artist of Study: Beatriz Milhazes

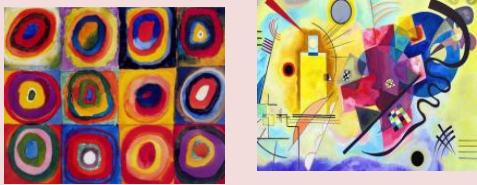

Drawing

	EYFS	Year 1	Year 2
Artist Knowledge		 <p>Artist of Study: Paul Klee</p>	 <p>Artist of Study: Pablo Picasso</p>
Skills	<p>Birth to 3: Develop manipulation and control. Explore different materials and tools. Start to make marks intentionally. Express ideas and feelings through mark making.</p> <p>3&4 Use a comfortable grip with good control when holding pens and pencils. Draw with increasing complexity and detail. Use drawing to represent loud noises and movement. Show emotions in drawings.</p> <p>Reception: Use their small motor skills to use a pencil for drawing. Explore, use and refine artistic effects to express their thoughts and feelings.</p>	<p>D1 - Observe and draw landscapes/ natural world</p> <p>D2 - Explore different textures</p> <p>D3 - Draw lines of different shape and thickness</p> <p>D4 - Observe and experiment with patterns</p> <p>D5 - Experiment and develop control with different tools pencils, chalks, charcoal, felt tips, pastels, markers</p> <p>D6 - Observe anatomy (faces, limbs)</p>	<p>D1 - Discuss use of shadows and tone light and dark</p> <p>D2 - Experiment with different grades of sketching pencil</p> <p>D3 - Develop an increasing range of marks, lines and patterns</p> <p>D4 - Experiment with tools and surfaces</p> <p>D5 - Use a viewfinder to focus on a specific part of an artefact before drawing it</p>
Vocabulary	<p>Colour Shape</p> <p>Pencils Size</p> <p>Crayons Surface</p> <p>Chalk</p>	<p>Thick Fine Line Perspective Narrow</p> <p>Thin Soft Shape Detail Sketch</p> <p>Pattern Landscape Nature Texture Portrait</p> <p>Repeat Pastels Charcoal Markers</p>	<p>Shade Tone Smooth Ridged</p> <p>Smudge Density Soft Glossy</p> <p>Blend Coarse Shiny Shadow</p> <p>Comparison</p>
SKETCH BOOKS	<p>Shared Floor-book</p>	<p>Can they sketch pictures of the environment around them?</p> <p>Can they sketch to make quick records?</p> <p>Can they label in their sketch books?</p>	<p>Can they demonstrate ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using ‘annotation’ in their sketch books?</p> <p>Can they keep notes in their sketch books as to how they have changed their work?</p>

Drawing



	Year 3	Year 4	Year 5	Year 6
Artist Knowledge	 <p>Artist of Study: Georgia O'Keeffe</p>	 <p>Artist of Study: Leonardo Da Vinci</p>	 <p>Artist of Study: Rozi Hathaway</p>	 <p>Artist of Study: Ben Kwok</p>
Skills	<p>D1 - Use different grades of pencil to show different tones and textures</p> <p>D2 - Use drawings as a basis for working in other media (Cartoon representations, changing the look of a known building)</p> <p>D3 - Accurate drawings of people (particularly faces)</p> <p>D4 - Show facial expressions in their drawing</p> <p>D5 - Explore a sense of scale (people, places, buildings, objects and nature)</p>	<p>D1 - Identify and draw the effect of light</p> <p>D2 - Use shading and lines to represent curved surfaces (observational drawings)</p> <p>D3 - Use an increasing range of tools to show shape and tone (imaginative drawings)</p> <p>D4 - Accurate drawing of whole people including proportion and placement</p> <p>D5 - Work on a variety of scales (observational drawing)</p> <p>D6 - Explain why they have chosen specific materials to work with</p>	<p>D1 - Use shading to create mood and feeling</p> <p>D2 - Draw simple objects and use marks and lines to produce texture</p> <p>D3 - Show reflections (silhouettes)</p> <p>D4 - Use a wide range of drawing tools and media (blending colours and pencil grades)</p> <p>D5 - Use a range of strategies to record their ideas, observations and imagination (shading, cross-hatching)</p> <p>D6 - Develop concept of perspective (scale and position)</p>	<p>D1 - Draw a figure in action (paying attention to proportion, position and movement)</p> <p>D2 - Select from a range of drawing tools to create a specific effect (a blurred or distorted image)</p> <p>D3 - Draw a still life in preparation for a painting</p> <p>D4 - Sketch out emotions and self portrait (create self image)</p> <p>D5 - Explain why they have combined tools to create drawings</p> <p>D6 - Explain why they have chosen specific drawing techniques</p>
Vocabulary	<p>Scale Change Label</p> <p>Position Improve Expression</p> <p>Form Cartoon Curved</p> <p>Frame Comic strip Burnishing</p> <p>Texture Shape</p>	<p>Proportion Character Space</p> <p>Refine Curved Personality</p> <p>Surface Placement Modify</p> <p>Distance Appearance Direction</p> <p>Plan Pressure</p>	<p>Hatching Viewpoint Image</p> <p>Cross-Hatching Perspective Angle</p> <p>Distance Reflection Expression</p> <p>Silhouettes Shading Panorama</p>	<p>Movement Balance Imbalance</p> <p>Dynamic Emotion Form</p> <p>Poised Action</p>
SKETCH BOOKS	<p>Can they make notes about techniques they have used by artists? Can they write and explanation of sketch notes? Can they make improvements by keeping notes in their sketch books?</p>	<p>Can they produce a montage about themselves? Can they use their SB to adapt and improve their original ideas? Can they record facial expressions and body language in their sketches?</p>	<p>Can they use their SB to compare and discuss ideas with others?</p> <p>Can they make notes in their SB on how to develop their work further?</p>	<p>Can they compare their methods to others and keep notes? Can they include research? Can they adapt and refine their work?</p>

Painting and Printing

	EYFS	Year 1	Year 2
Artist Knowledge		 <p>Artist of Study: Wassily Kandinsky</p>	 <p>Artist of Study: Henri Matisse</p>
Skills	<p>Birth to 3: Develop manipulation and control. Explore different materials and tools. Start to make marks intentionally. Express ideas and feelings through mark making.</p> <p>3&4 Use a comfortable grip with good control when holding pens and pencils. Draw with increasing complexity and detail. Use drawing to represent loud noises and movement. Show emotions in drawings. Explore colour and colour mixing.</p> <p>Reception: Use their small motor skills to use paintbrushes. Explore, use and refine artistic effects to express their thoughts and feelings.</p>	<p>P1 - Name primary and secondary colours including shades P2 - Mix primary colours and match colours from observation P3 - Choose to use thick and thin paint brushes appropriately P4 - Find collections of colour P5 - Explore, experiment and respond to colour in the natural environment (painting picture with appropriate tones)</p> <p>PR1– Make printed marks with a variety of objects PR2 - Make a simple wax or pencil rubbing PR3 - Design their own printing block</p>	<p>P1 - Mix colours to make a range of tints (adding white) P2 - Mix and match colours, predicting the outcome P3 - Mix paint to create all the secondary colours P4 - Apply paint in a range of strokes, dots, lines and washes P5 - Select from a range of brushes (thick, thin, flat, round) P6 - Create moods in paintings (Emotion painting)</p> <p>PR1 - Make printed marks with a variety of natural objects PR2 - Create a print using pressing, rolling, rubbing and stamping PR3 - Make repeating and rotating patterns on a variety of surfaces (different papers, cloth)</p>
Vocabulary	<p>Colour Brushes Mix Paint</p> <p>Primary Colours</p>	<p>Primary (colour) Secondary Light Warm</p> <p>Thick Thin Tone Cold</p> <p>Bright Shade (eg. different shade of red etc)</p> <p>Rubbing Print Pressure Image</p>	<p>Tints Dots Strokes Washes Flat</p> <p>Round Emotions Feelings Mood Lines</p> <p>Pointed Repeat Pressing Rolling Stamping</p> <p>Smudge Decoration</p>
KNOWLEDGE		<p>Can they describe what they can see and like in the work of another artist?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they say how other artists have used colour, pattern and shape?</p> <p>Can they create another piece of work in response to another artists work?</p>

Painting and Printing

	Year 3	Year 4	Year 5	Year 6
Artist Knowledge	 <p>Artist of Study: Andy Warhol</p>	 <p>Artist of Study: Vincent Van Gogh</p>	 <p>Artist of Study: Frida Kahlo</p>	 <p>Artist of Study: Claude Monet</p>
Skills	<p>P1 - Apply paint in a range of controlled strokes, dots, lines and washes (experiment by adding water)</p> <p>P2 - Mix and match colours to those in a given artwork</p> <p>P3 - Predict with accuracy the colours that they mix using wider vocabulary</p> <p>P3 - Know where the primary and secondary colours sit on the colour wheel (create colour wheel)</p> <p>P4 - Select a focal point using a viewfinder and enlarge</p> <p>P5 - Use a range of brushes to create different effects</p> <p>PR1 - Create a mono print</p> <p>PR2 - Create a printing block</p> <p>PR3 - Make a 2 colour print</p>	<p>P1 - Create colour to reflect mood in their paintings</p> <p>P2 - Use a limited palette to extend knowledge of colour mixing, producing a range of tones and shades</p> <p>P3 - Explore ideas for creating individual landscapes (Seurat and pointillism)</p> <p>P4 - Choose suitable brushes for the task</p> <p>PR1 - Create a print using at least 4 colours</p> <p>PR2 - Create an accurate print design</p> <p>PR3 - Select different materials to print on (paper, cloth, card etc)</p>	<p>P1 - Develop paintings in stages, over time</p> <p>P2 - Experiment with paint application, colour and scale (Colour wash, brush types in a variety of strokes)</p> <p>P3 - Express mood accurately through their painting</p> <p>PR1 - Design patterns of increasing complexity and print on to varied backgrounds and surfaces</p> <p>PR2 - Develop understanding of most appropriate printing methods</p>	<p>P1 - Develop painting in stages over time (taking time to plan and draft)</p> <p>P2 - Use a wide range of techniques in their work, creating tones and contrasting colours</p> <p>P3 - Explain why they have chosen specific painting techniques</p> <p>P4 - Use a drawn image as a still life or figure</p> <p>PR1- Use drawings as a starting point for a printed image</p> <p>PR2 - Learn to design patterns of increasing complexity (studying repetition, rotation and symmetry)</p> <p>PR3 - Overprint using different colours</p>
Vocabulary	<p>Colour Wheel Fan Intense</p> <p>Enlarge Watery Strong Shade</p> <p>Tint Bold Natural Opaque</p> <p>Colour descriptors (crimson, emerald, scarlet)</p> <p>Background Foreground Middleground</p> <p>Mono-print Block</p>	<p>Hue Horizon Swirling</p> <p>Scenery Abstract Stippled</p> <p>Imaginary Representational</p> <p>Line Continuous</p>	<p>Warm colours Scraped Indentation</p> <p>Cold colours Layered</p> <p>Intense Engraving</p> <p>Textured Monotype</p> <p>Stroked Inking up</p> <p>Dabbed Water/ Oil based</p>	<p>Atmosphere Composition</p> <p>Still Life Complimentary</p> <p>Arrangement Rotation</p> <p>Modern Repetition</p> <p>Traditional Motif</p> <p>Tonal Overprint Symmetry</p>
KNOWLEDGE	<p>Can they compare the work of different artists?</p> <p>Are they beginning to understand the viewpoints and what artists are trying to express in their work?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at work in books, on the internet, visits to galleries and other sources?</p>	<p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects (eg. architectural design)?</p> <p>Can they make a record about the styles and qualities in their work?</p>

3D Design / Textiles and Collage													
	EYFS				Year 1					Year 2			
Artist Knowledge					 <p>Artist of Study: Andy Goldsworthy</p>					 <p>Artist of Study: Ben Lewis Giles</p>			
					<p>3D1 - Make and assemblage from found or natural materials on small or large scale</p> <p>3D2 - Assemble and construct using card and boxes (cut, fold, bend and stick)</p> <p>3D3 - Develop tactile skills using playdough</p> <p>T1 - Create a simple weaving pattern (using paper or yarn)</p> <p>T2 - Group fabrics and threads by colour and texture</p> <p>C1 - Cut and tear paper and card for collage</p> <p>C2 - Gather and sort materials needed to create collage</p>					<p>3D1 - Combine and manipulate materials to explore structure and form (eg. plasticine)</p> <p>3D2 - Make experimental assemblages or sculptures on large or small scale (collaborative group work)</p> <p>T1 - Create simple appliqué work with different shapes</p> <p>T2 - Join fabrics using glue, experimenting with combinations of materials</p> <p>C1 - Use different kinds of materials in their collage and explain why they have chosen them</p> <p>C2 - Use repeated patterns in their collage</p>			
Skills	<p>Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3&4 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Decide which materials to use to express their own ideas. Join different materials and explore different textures.</p> <p>Reception: Explore, use and refine artistic effects to express their thoughts and feelings.</p>												
Vocabulary	Cut	Card	Tough	Shape inc names	Fabric	Texture	Yarn	Weave	Felt	Plasticine	Collage	Metal	Construct
	Stick	Glue	Fluffy	Masking Tape	Colour	Stick	Wool	Scraps	Assemble	Combine	Appliqué	Form	Curve
	Scissors	Hard	Smooth		Pattern	Glue	Fur	Sew	Attach	Manipulate	Opinion	Stone	Structure
	Paper	Soft	Strong		Shape	Thread	Satin	Needle	Model	Sculpture	Wood	Bend	Repeating Pattern
KNOWLEDGE	<p>Can they develop their own ideas through selecting and using materials?</p> <p>Can they make decisions about how materials can be combined and changed?</p>				<p>Can they recognise different textures and fabrics?</p> <p>Can they use specific vocabulary related to sculpture and 3D accurately?</p>					<p>Can they use vocabulary to compare and comment on different approaches?</p> <p>Can they evaluate their work?</p>			

3D Design / Textiles and Collage

	Year 3	Year 4	Year 5	Year 6
Artist Knowledge	 <p>Artist of Study: Barbara Hepworth</p>	 <p>Artist of Study: Hannah Hoch</p>	 <p>Artist of Study: Vivienne Westwood</p>	 <p>Artist of Study: Beatriz Milhazes</p>
Skills	<p>3D1 - Develop understanding and control of modelling using clay and card</p> <p>3D2 - Increase control and knowledge of tools and suitability for different tasks</p> <p>3D3 - Create pop-ups</p> <p>T1 - Use smaller eyed needles and finer threads</p> <p>T2 - Embellish their work with a range of decorative stitching (running, cross, chain and stem stitch)</p> <p>C1 - Create a montage an area of interest</p> <p>C2 - Create a mosaic using natural/ found objects (Lentils, sticks etc)</p>	<p>3D1 - Begin to sculpt clay and other mouldable materials</p> <p>3D2 - Combine materials and processes to design and make 3D form for different projects</p> <p>T1 –Use stitches, shapes, colour and textures to represent elements of the natural and designed world (e.g stitched and quilted autumn leaf)</p> <p>C1 - Explore and work from images to produce textured pieces (selecting fabrics, papers etc to create a landscape/ cityscape/ rainforest) Combine visual and tactile qualities</p>	<p>3D1– Control modelling with clay, cardboard and other materials (making attachments with clay, using slip)</p> <p>3D2 - Extend construction skills by experimenting with card cutting, bending, scoring, folding and sticking (wire mesh / modroc)</p> <p>T1 - Extend skills of weaving and appliqué with fabric, paper and other materials (weaving to represent nature) warp and weft</p> <p>T2 - Collect ideas for work in sketchbooks (inc photographs, colour swatches, combinations of textiles)</p> <p>C1 - Combine visual and tactile qualities to express mood and emotion</p>	<p>3D1 - Create models on a range of scales</p> <p>3D2 - Create a sculpture which is open to interpretation by the audience</p> <p>T1 - Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles (soft sculptures in a range of matching tones)</p> <p>T2 - Include visual and tactile elements in their work (smocking)</p> <p>C1 - Combine pattern, tone and shape, choosing materials carefully</p>
Vocabulary	<p>Viewpoint Decoration Montage</p> <p>Two-dimensional Tiles Collection</p> <p>Three-dimensional Embroidery</p> <p>Clay Stitching Threading</p> <p>Detail Cross/ running/stem/chain stitch</p>	<p>Sculpt Stylised</p> <p>Proportion</p> <p>Perspective</p> <p>Symbolic</p> <p>Ornate</p>	<p>Slip Pliable Warp</p> <p>Surface texture Solid Weft</p> <p>Flexible Angle Replicate</p> <p>Attachment Balance Manipulate</p> <p>Plane Transform</p>	<p>Interpretation Detract</p> <p>Smocking Practicality</p> <p>Ruching Aesthetic</p> <p>Accentuate Dynamic</p> <p>Enhance</p>
KNOWLEDGE	<p>Can they describe the difference between 2D and 3D art?</p> <p>Can they recognise sculpture techniques translate to architectural details?</p> <p>Can they talk about how different materials have been assembled to create an end product?</p>	<p>Can they talk about and show the necessary starting point for their sculpture using 2D form in sketchbooks?</p> <p>Do the understand the limitations and different qualities of materials they use? (eg. clay drying out)</p>	<p>Can they recognise 2D as a starting point for 3D sculpture (change work of an artist)?</p> <p>Can they recognise certain colours and textures compliment each other and talk through their ideas using correct vocabulary?</p>	<p>Can they talk about the different stages of their sculpture/ work?</p> <p>Can they talk about the design being the starting point?</p> <p>Do the understand basic skills must be mastered? (neatness and accuracy)</p>

EYFS	KS1	LKS2	UKS2
<p>Represent ideas and thoughts and feelings through DT and art</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Construct with a purpose in mind.</p> <p>Choose particular colours for purpose.</p> <p>Understand that different media can be combined to create new effects.</p>	<p>E1 Record and explore ideas from first hand observations.</p> <p>E2 Ask and answer questions about starting points for their work.</p> <p>E3 Develop and share their ideas, try things out and make changes.</p> <p>E4 Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 Think critically about their art and design work.</p>	<p>E1 Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketch-books.</p> <p>E4 Think critically about their art and design work</p>	<p>E1 Create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketch-books.</p> <p>E4 Think critically about their art and design work.</p>