

Progression of Knowledge:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists, Designers and Architects in history	ELG: Listening, Attention and Understanding Children will listen attentively and respond to what they hear with relevant questions and comments during whole class discussions and small group interactions. They clarify their understanding about artists explored. ELG: Past and Present Children can talk about the lives of people around them, in the past and now, and their contribution to art ELG: People, Culture and Communities Children recognise how art can look similar different across cultures, religions and communicates ELG: The Natural World Children use their knowledge of the natural world for inspiration for their observations and drawings	- I can identify lines, shape and colour in the work of Paul Klee - I can identify the use of materials in the work of Matisse - I can make comparisons between portraits from different artists, including abstract - I can identify the artistic style of Picasso. - I can use Andy Warhol's style as inspiration - I can make observations about Rosseau's paintings	- I can study the paintings of artists including: Van Gogh, William Morris, Jacob Vosmaer, Marc Quinn, Claude Monet, Georgia O'Keeffe - I can study the paintings of artists in religious and historical contexts, where the artist is unknown - I can discuss why an artist is called a pioneer and present my own views - I can create a fact file about an artist studied - I know the role of an architect - I can compare buildings and architect's styles - I can annotate the work of Max Ernst, considering how his life experiences impact his work - I can study the work and life of Van Gogh	- I can compare and contrast the artwork of two designers - I can study the work of Megan Coyle - I can study the work, style and techniques of William Morris - I can identify key themes of an artist's work and their influences - I can explore the work of key Symbolism artists: Moreau, Redon, Gauguin, Klimpt, Munch, Delville and identify themes - I can research the work of key artists and compare and contrast	- I can compare the artwork of designers from an era of history, in different media: sculpture, drawings, paintings - I can study the work of da Vinci, Durer, Michelangelo, Raphael - I can annotate the work of key artists, drawing out reoccurring themes and how they are typical to the theme - I can understand the life and work of Leonardo da Vinci - I can make comparisons between artists' work of an era. - I can explore folk art of different cultures - I can explore and analyse Madhubani art - I can recognise how accessible techniques can be to untrained artists - I can understand and comment on the work of Giacometti	- I can study the key artists of the Romantic movement: Friedrich, Cole, Aivazovsky - I can study the work of William Turner - I can annotate the work of key artists, making notes based on what I have learnt - I can consider how artists acquired 'nicknames and the reasons for these - I can explore the work of key potters: geometric era, Corinth and Corinthian pottery, Athen's pottery, red figure pottery, including quality of their clay, pigment and decoration - I can identify how an artist achieves messages and emotion in religious art	- I can collect and present key information about Pop Art, conducting research about Eduardo Paolozzi. - I can explore the work of Pop Artists: Roy Lichtenstein, Andy Warhol - I can compare the work of Pop Artists from different countries - I can analyse the work and success of Zaha Hadid. - I can recognise the influence that key architects have - I have identify architecture as an art form which creates an emotive response for its visitors - I can recognise the role of designers in influencing artists, and how they have been influenced
Eras of Art History		- I can make comparisons between portraits of different eras	- I can make comparisons between paintings of different eras, cultures and religions - I understand how artistic symbols can be powerful in historical contexts - I can connect an artist to key events and influences that existed when they were alive - I can compare the work of artists from the same era	- I can explore an inspiration for art across different historical eras - I can place inspiration for art on a timeline, drawing generalisations about how subjects have changed - I can use my understanding of a historical era to understand how an artists' work can be influenced - I can recognise artistic movements in their chronology - I can recognise key features of artistic movements - I can use technology to support my research, and to compare and contrast	- I can explore an inspiration for art across different historical eras - I can place inspiration for art on a timeline, making comparisons with my historical knowledge - I can draw out key messages and symbols from portraits of an era, identifying them as propaganda - I can explore how folk art is influenced by culture, religion and historical context - I can explore art from different culture	- I can analyse key moods, feelings and atmospheres of the Romantic Movement - I can reflect on the use of colour and light to create mood - I can evaluate the function and decorative qualities of sculpture from an ancient civilisation - I can reflect on how Greek pottery has evolved over time. - I can recognise how art can be symbolic in religion - I can compare and contrast art from different eras and religions	- I can reflect on the eras of surrealism and realism to understand the impact of Pop Art. - I can compare Pop Art with Dadaism - I can compare and contrast UK Pop Art with USA Pop Art - I can recognise the impact of popular culture of design and art
Knowledge of materials		- I can name the primary colours - I know if a colour is a primary or secondary colour - I can describe line, shape, and colour - I can describe collage - I understand how to repeat patterns using printing - I can make decisions about thread and fabric - I can recognise key features of portraits - I can sort colour into warm and cold - I can describe different textures of material	- I can name the primary colours and describe how to make secondary colours - I understand basic colour theory and can associate colour with themes - I understand how watercolours are different to ready-mixed paint - I can describe texture e.g., rough, smooth - I can identify patterns and repeating shapes in photographs - I can compare and contrast pictures and match colour - I can describe the difference between line and outline	- I can identify a variety of textures, colour variations and shapes in material - I can select and make decisions about materials in mixed media projects - I can recognise the suitability of different media for different effects - I can recognise patterns, common themes and materials in paintings. - I can reflect on the impact of charcoal as a drawing material	- I understand the concepts of depth and perspective and scale to show a lifelike scene - I can identify perspective points in a Tudor House. - I can select materials appropriate to their properties and appearance	- I can consider how to include mixed media to painting to create textured effect - I can name and experiment with primary colours to create secondary and tertiary colours - I can use a range of paints including acrylic and watercolour - I can trial different materials' effectiveness in creating stained glass	- I can compare the printing techniques of silkscreen and lithography - I can consider the impact of printing for mass production of an image - I can consider the suitability of materials in architecture for aesthetic qualities and structure - I can name and experiment with primary colours to create secondary and tertiary colours - I can experiment with monochromatic colours for gradient - I can analyse complimentary and clashing colours

Artistic Vocabulary		<u>Primary colours; Secondary colours; line; collage; shape; colour; Klee; Matisse; printing; symbol; stamp; repeat; fabric; thread; weave; cross frame; textiles; portrait; abstract; Warhol; Picasso; Rosseau; pattern; silhouette; materials; texture</u>	<u>Inspiration; happy; sadness; hope; love; living; dying; primary colours; secondary colours; O'Keefe; watercolour; stroke; brush; mix; light; dark; pioneer; abstract; realistic; viewpoint; remembrance; shape; pattern; texture; rough; smooth; architect; rubbings; print; ink; repeat; evaluation; commitment; observe; Van Gogh; late 1800s; similar; different; line; outline; observational point; colour gradient; organising; shadow; tone; layers; water wash; oil resists; scrubbing; feedback; contrasting colours</u>	<u>Collage; compare; shape; history; inspiration; contrast; varnishing; texture; colour; layering; overlapping; coiling; material; labelling; evaluate; Megan O'Coyle; William Morris; botanist; scientist; style; technique; influence; observe; personal opinion; design; outline; observational drawing; repeating pattern; underdrawing; proportion; perspective; tones; tints; colour palette; gradient; form, arrange, fit; relief-printing; pressure; ink, tile; improvement; successful; feedback; constructive; replicate; symbols; charcoal; symbolism; expression</u>	<u>Depth; perspective; proportion; renaissance; sculpture; humanism; drawing; painting; horizon; vanishing point; ground plane; vantage point; viewing point; orthogonal lines; accuracy; annotate; values; tone; highlights; da Vinci; scientist; inventor; tempera; silhouettes; sfumato technique; culture; Folk Art; Paper Art; beliefs; traditions; community; heritage; inspiration; theme; staining; experiment; self-expression; weave; practicality; appearance; Phad; Warli; Kalamkari; Gond; influence; Madhubani; joints; oblong shape; sculptures; Giacometti; base; wrap;</u>	<u>Romantic, romanticism, features, connections, primary colours, secondary colours, monochromatic colours, scale, tone, weather, natural landscape, Friedrich, Cole, Aivazovsky, tertiary colours, feeling, emotion, contribute, mood, atmosphere, brushstroke, texture, long horizontal sweeps, palette knife, grainy impressionist, William Turner, annotate, evaluate, observation, composition; contain; design; functional; decorative; process; form; materials; techniques; smoothen; coiling; cross-hatching; impressioning; roughening; geometric; Corinth; Athens; red figure; quality; pigment; era; spirituality; symbols; principles; values; sacred; convey; representation; values; themes; Islamic; stained glass; Nasir-ol-molk</u>	<u>Surrealism, realism, pop art, Dadaism, tension, replicate, inspiration, Lichtenstein, Warhol, Lithography, printmaking, silkscreen, commercial, elite, masses, ridiculed, unrealistic, tertiary; blending; circling; scribbling; hatching; cross-hatching; highlight; value; tone; depth; gradient; aesthetic; structure; underdrawing; Zaha Hadid; primary colours, secondary colours, tertiary colours, colour wheel, complementary colours, clashing colours, Vaselevy, emotive response; Piet Mondrian; evaluate, refine, develop</u>
---------------------	--	--	--	--	---	---	--

Progression of Skills:

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recording and Reviewing Observations		ELG: Self-Regulation: Children will show an understanding of the own feelings and those of others in group projects, being able to wait for their turn and control their immediate impulses. They follow teacher instructions with focus. ELG: Managing Self Children know how to keep themselves clean when working with a range of modelling and artistic materials. They are confident to try new activities with independence, resilience and perseverance. ELG: Building Relationships Children are able to work in groups, collaboratively, on projects, being sensitive to their own and others' needs.	<u>- I can listen to adult feedback about my work and make adjustments</u> <u>- I can make comparisons between artistic techniques</u> <u>- I can evaluate my work on an artistic technique</u> <u>- I can use a mirror to observe key features of a face</u> <u>- I can respond emotively to an artists' work</u> <u>- I can provide feedback sensitively to my peers</u> <u>- I can identify themes and emotion in paintings</u>	<u>- I can identify how themes and emotion can vary from the same stimulus</u> <u>- I can justify the emotion that I have associated with art, commenting on colour and shape</u> <u>- I can review why others may organise their views differently to my own</u> <u>- I can listen to adult feedback about my work and make adjustments</u> <u>- I can review the techniques used in an artist's paintings, making comparisons with abstract and realistic examples</u> <u>- I can discuss, define and give examples of different shape and pattern</u> <u>- I can work independently and collaboratively by sharing resources, waiting for turns, asking for help and revising my approach to improve my outcomes</u> <u>- I can annotate my observations from collected rubbings and prints</u> <u>- I can evaluate mine and others' prints, in line with buildings observed</u> <u>- I can use post-it notes to provide feedback to my peers</u>	<u>- I can evaluate my work against that of an artists</u> <u>- I can make observations of an artists' work to design my own piece</u> <u>- I can annotate images with my opinions and observations</u> <u>- I can reflect on the effectiveness of my design in line with key skills practised</u> <u>- I can provide constructive feedback to my peers about their products</u> <u>- I can evaluate my effectiveness of using charcoal for drawing</u> <u>- I can review my sketch book to collect ideas and techniques for my design</u>	<u>- I can annotate an image, commenting on how the work is typical to an era</u> <u>- I can evaluate my initial practise of a skill, identifying my strengths and areas for improvement</u> <u>- I can reflect on the impact of da Vinci's drawing techniques</u> <u>- I can analyse the use of geometrical, repeating shapes</u> <u>- I can observe the impact of culture and religion on artwork</u> <u>- I can reflect on the practicality and appearance of my design</u> <u>- I can review my sketch book to collect ideas and techniques for my design</u>	<u>- I can annotate on work from a given era, presenting information linked to what I have made</u> <u>- I can 'find' key emotions within work and understand what this means</u> <u>- I can evaluate and annotate the function, design, decorative qualities, materials and techniques used in sculpture.</u> <u>- I can reflect on the practicality and appearance of my design</u> <u>- I can identify reoccurring shapes and patterns in art, within religious objects</u> <u>- I can review my choice of colour and shape in conveying spiritual themes</u> <u>- I can review my sketch book to collect ideas and techniques for my design</u>	<u>- I can make observations and comparisons between UK and USA Pop Art</u> <u>- I can annotate an image, drawing out techniques to create specific emotion</u> <u>- I can identify key themes and styles in Pop Art</u> <u>- I can analyse an image to identify appropriate drawing techniques</u> <u>- I can review my sketch book to collect ideas and techniques for my design</u>
	Collage		<u>- I can use glue to secure material</u> <u>- I can select the size of pieces to fit the available space</u> <u>- I can use a variety of colour and texture</u>		<u>- I can vary the use of texture and colour in my collage</u> <u>- I can make decisions when selecting materials to use</u> <u>- I can be accurate in creating the size of pieces needed for a collage</u> <u>- I can use the technique of overlapping</u> <u>- I can use the technique of coiling</u>		<u>- I can add materials to a painting to create a textured effect</u> <u>- I can select and choose materials to exemplify the impact of them</u> <u>- I can design a stained glass effect by overlaying materials to create geometrical shapes and reviewing the impact of colour choices, in line</u>	<u>- I can draw on my knowledge of collage techniques to experiment with colour combinations and to add texture to my design</u>

		ELG: Gross Motor Skills Children are able to negotiate space and obstacles safely when creating larger sculptures, drawings, painting or prints.			- I can use the technique of layering - I can refine and improve my technique with collage - I can make decisions about how to varnish my collage - I can secure my materials		with a given style	
Drawing		ELG: Fine Motor Skills: Children are able to use small tools such as printing blocks, paintbrushes, scissors, glue. ELG: Numerical patterns Children can recognise and represent patterns in artistic design. ELG: Creating with Materials Children can safely use and explore a variety of	- I can hold a pencil/ crayon correctly, and adapt how I hold resources for using chalk - I can draw key features in proportional relation to each other - I can select colour appropriately - I can use oil pastels to create a silhouette	- I can refine my techniques when collecting rubbings, and comment on textures - I can use the long flat edge of a wax crayon, moving it in the same direction and taping my paper to hold it still. - I can observe an object and 'plan' proportions on a page - I can draw an outline of a shape, applying appropriate pressure - I can refine and improve my outline - I can create colour gradients by organising colours - I can add shadow and tone to drawings - I can apply gradients by building colour in layers	- I can make an observational drawing outline, focussing on perspective and space - I can understand and use an underdrawing for painting by tracing - I can apply pressure appropriately when using charcoal - I can create light/ dark gradients using charcoal - I can start with the darkest point of an image and 'work backwards' when drawing with charcoal - I can lightly blend charcoal for effect - I can reflect on my use of charcoal and refine my technique	- I can draw in perspective, by including an understanding of horizon, vanishing points, ground plane, vantage points and orthogonal lines - I can practise and develop my mastery of drawing with depth and perspective, using rulers to develop accuracy - I can create a gradient of tone by considering pencil pressure and thickness - I can use light, medium and dark values to highlight perspective - I can use an eraser to lighten an area/ add highlights - I can use an initial sketch outline before adding tone and value - I can draw considering proportion		- I can explore different pencil techniques including shading, depth of colour, scribbling, circling, hatching, cross-hatching and blending - I can make decisions about pencil techniques to use for given objects - I can identify centre lines as a starting point, adding blended, directed, textured strokes - I can select pencil types to create a desired gradient - I can use blending sticks and erasers for highlights - I can apply techniques learnt to replicate an image I have analysed - I can be precise and accurate in my drawings
Painting		materials, tools and techniques. They experiment with colour, design, texture form and function and share their creations. They can explain the processes they have used. ELG: Being Imaginative and Expressive: Children can create their own design, drawing on a range of inspirations.	- I can mix primary colours to make secondary colours - I can hold a paintbrush correctly when painting - I can create different shades of the same colour by mixing - I can combine different shades of the same colour to create a background - I can create a water wash over oil pastels	- I know how much water to use in water-colours - I can clean by brush and check for moisture between paints - I can make paints lighter/darker by using black/white and mixing in a lid - I can hold a paintbrush with control - I can 'stroke' the paint across a page - I can review and improve my technique across lessons - I can recognise how not using a technique impacts a product - I can paint a 'viewpoint' from a real life object - I can create a water wash over oil pastels - I can use a variety of tools to add paint to a painting	- I can be consistent in holding and using paintbrushes and watercolours, as learnt about in KS1 - I can add tones and tints to a colour palette to create a colour gradient - I can add colour to an underdrawing, focusing on tones and tints from the colour palette I have created.		- I can reflect on how to use watercolours successfully, based on prior learning - I can use the three primary colours as a tool to experiment with secondary colours - I can create monochromatic colours to produce shades of the same colours, - I can explore different brushstrokes to create different textures - I can select different paints and collage to add texture to a painting - I can improve my mastery of painting by reflecting on my pieces and refining my style.	- I can draw on my knowledge of painting techniques to experiment with colour combinations - I can consistently use watercolour painting techniques accurately
Printing			- I can recognise examples of printing in the world - I can select quantities of ink to press onto paper and fabric - I can repeat a pattern by printing - I can recognise repeating symbols - I can apply appropriate pressure to a printing tile - I can print using multiple colours	- I can improve my skills in printing: pressure of pencil, simplicity of design, 'warming up' ink, amount of ink applied, using different colours and avoiding leaning on tile when carving - I can explain key techniques of printing	- I can use technology to repeat a design I have made - I can improve my skills in printing: pressure of pencil, simplicity of design, 'warming up' ink, amount of ink applied, using different colours and avoiding leaning on tile when carving - I can explain key techniques of relief-printing and understand the suitability of material - I can make decisions about mixed media to enhance my print			- I understand the difference between silkscreen, lithography and relief-printing - I can design a piece of Pop Art, justifying my choice in colour, choice of item - I can improve my skills in printing: pressure of pencil, simplicity of design, 'warming up' ink, amount of ink applied, using different colours and avoiding leaning on tile when carving - I can experiment with different shades, colours and designs - I can refine my design to create a finished product
Sculpture			- I can create a sculpture, held together by a weave - I can create a sculpture using clay - I can describe the feel of clay - I can manipulate clay to change the shape of it - I can twist a shape I have made - I can make marks into clay of different styles, using different tools - I can observe changes in my clay as it dries	- I can recognise different textures in different surfaces - I can select and apply different materials to create raised texture		- I can select key materials to hold a structure - I can create a base for a design - I can wrap a material to create a finished piece - I can add layers to a design by selecting resources appropriately - I can refine and improve my skills in creating structure - I can plan which materials I will use in my sculpture, reflecting on mine and others initial designs	- I can recognise sculpture as a tool for containing objects - I can work with and join clay by: smoothing edges to strengthen clay, using appropriate amounts of water, trimming edges for a crisper finish, coiling clay into a spiral and building up layers, using cross-hatching to join clay, creating surface texture by impressioning, roughening/ smoothing parts of a surface - I can evaluate my technique and	

							<i>improve my mastery of sculpting clay</i> <u>- I can test different materials' effectiveness to create stained glass</u>	
	Textiles		<i>- I can make decisions about how to sort materials</i> <i>- I can weave thread to make a pattern</i> <i>- I can keep material tight</i> <i>- I can think about the direction of a weave</i>			<i>- I can use natural resources to stain materials including mud, charcoal, leaves and flowers, and comment on the effects made.</i> <i>- I can weave fabric</i> <i>- I can select materials in a weave to create an appealing design, considering texture and colour</i> <i>- I can select material and add materials to it, to create a folk-art inspired design</i> <i>- I can secure items successfully</i>		<u>- I can collect my ideas to design my own outfit which is typical to the 1960s style explored</u> <u>- I can combine my knowledge of drawing, collage, printing and painting to create my final product</u>