



WTA

Art progression document



Teaching sequence of Art



The sequence of art should include:

- Study of an **artist** (which may include independent research)
- Critically **evaluating** the artists' work to inform own art work
- **Experimenting** and investigating with different techniques and media
- **Creating** own artwork, **applying** new techniques, skills and media to own artwork
- Critically **evaluating** their own artwork
- **Reflection** and re-cap of knowledge and skills remembered and understood

Developing ideas in sketchbooks	Making	Responding to art
<ul style="list-style-type: none">- Children should develop skills and ideas through use of sketchbooks.- Children should be given the opportunity to experiment with materials to choose which to use for art pieces.- Children should be introduced to a range of artists to take inspiration for their own art.- There should be a minimum of 1 sketchbook/skills session per term/per medium used. <p>Slide 8</p>	<ul style="list-style-type: none">- Children should be given an opportunity to experiment and experience a wide range of media and materials, e.g. pencil, acrylic paint, watercolour, pastels, clay, textiles, photography, computer software etc.- Children in all years should be given an opportunity to experiment and experience a range of techniques using colour, pattern, texture, line, shape, form and space.- Children should be given the opportunity to experience a wide range of art forms, e.g. observational drawing, painting, sculpture, collage, 3D, printmaking, photography, digital art etc	<ul style="list-style-type: none">- Responding to art will happen throughout the whole sequence at different times- Children should be encouraged to talk about their own and other's art- Children should be introduced to a range of famous artists throughout history..- Children should develop their evaluation skills, discussing what could be improved in their own art. <p>Slide 15</p>

Art Procedures

Painting:

Children should be taught the importance of caring for their equipment. If brushes are used correctly, there should only be paint on the top half of the bristles. There shouldn't be any paint on the wooden handle or the metal ferrule.

Brush Care — Important points

1. Care for your brush as though it is your best friend- be gentle!
2. Keep the bristles going in one direction
3. Paint should only be on the bristles of the brush
4. Never leave the brush in the water pot
5. Watercolour brushes are delicate
6. Always leave your brush in a SAFE PLACE
7. Wash brushes thoroughly at the end of every painting session



Watercolour resources



Powder paint resources



The paints should always be set up in the following way to minimise accidents and to promote children's independence and control of their workspace.

Make a straight line with the water pot, paint and palette. They should be closely positioned so that the children move between them. The children are in control of their workspace and their own equipment. Always encourage the straight line of equipment and reinforce this as the order to use: Water—Paint—Palette—Paper.

Pastels:

When completing a unit on pastel work it is important to explain and model how to use the equipment. If pastels are used correctly they can create high quality pieces of artwork. A wet paper towel should be placed at the top of the table for excess dust. An adult should model to the children how to carefully tap their learning onto the towel and not to wipe across their learning.



Sketching:

All children should be given a 2B sketching pencil to use when sketching. Sketching pencil sets (H to 6B) should be used throughout a sketching unit to allow children to explore the different pencil types.

Sketch pencils should be used for all sketching and drawings completed by children including illustrated drawings in Literacy and topic work. Printed drawings and borders should be discouraged as much as possible.



National Curriculum Content:

EYFS - Learning Goals

- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials Children at the expected level of development will: -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used; -
- Make use of props and materials when role playing characters in narratives and stories.

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experience and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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.

KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Scheme of learning/overview:

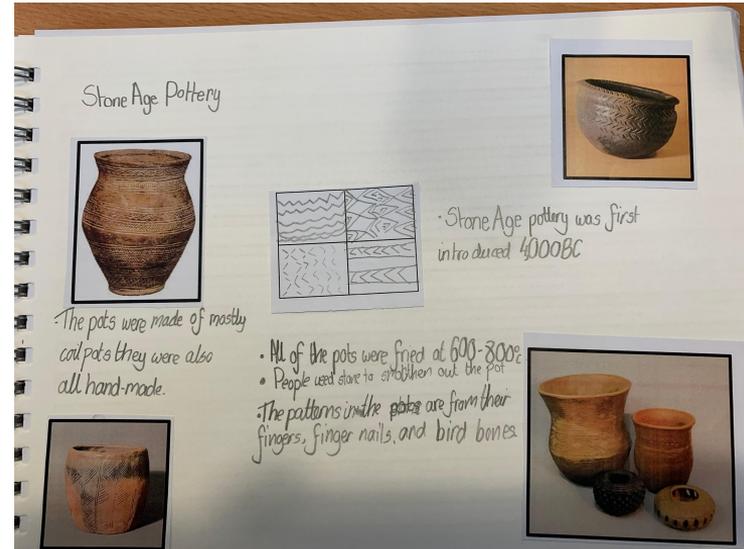
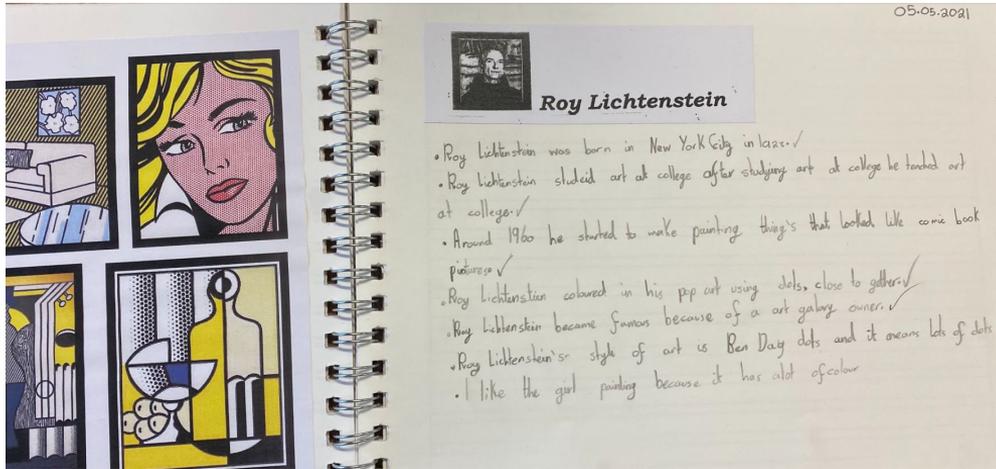
The mediums highlighted below must be covered at some point in that term. Teachers can then choose other mediums that will fit in with their topic. Choose an artist to be covered each term that links to the medium you are doing. The focus for the term does not preclude the building and progression of skills across all strands of art. Teachers should ensure that children have experience from all the strands as illustrated below.

Transition	Autumn	Spring	Summer
-Use of sketchbooks/expectations	Medium: Textiles	Medium: 3D art	Medium: Printmaking

List of artists you could choose from:

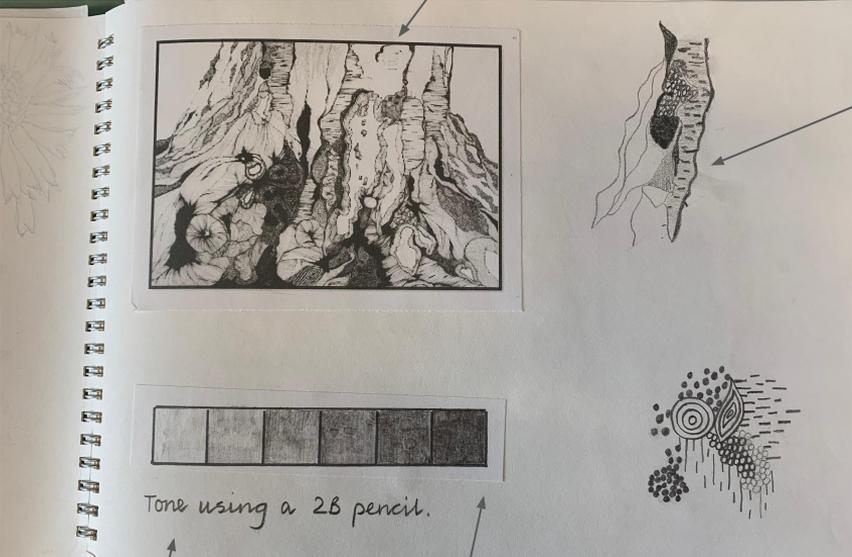
<https://www.kapowprimary.com/subjects/art-design/list-of-artists/>

Sketch book WAGOLLS-artist/art study



Sketch book WAGOLLS

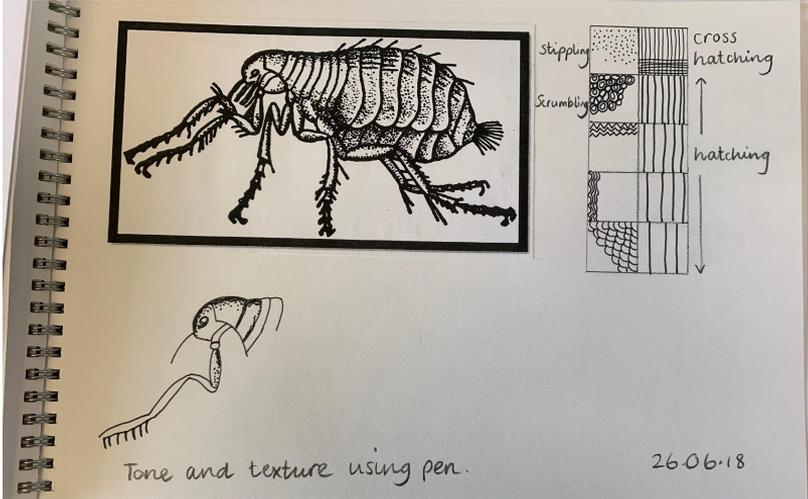
Model example



Apply the skill

Learn the skill

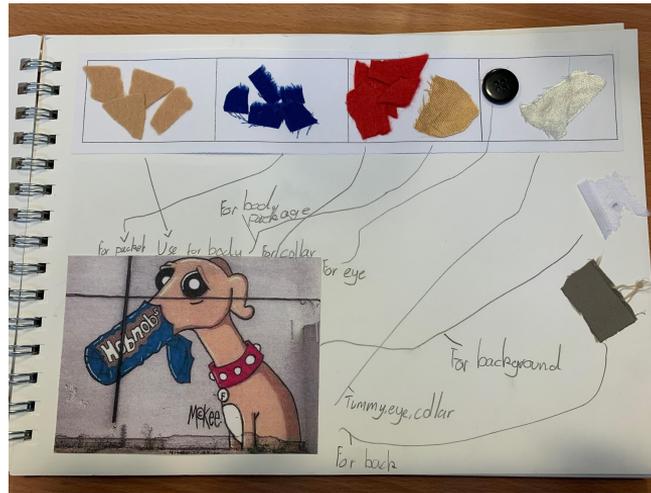
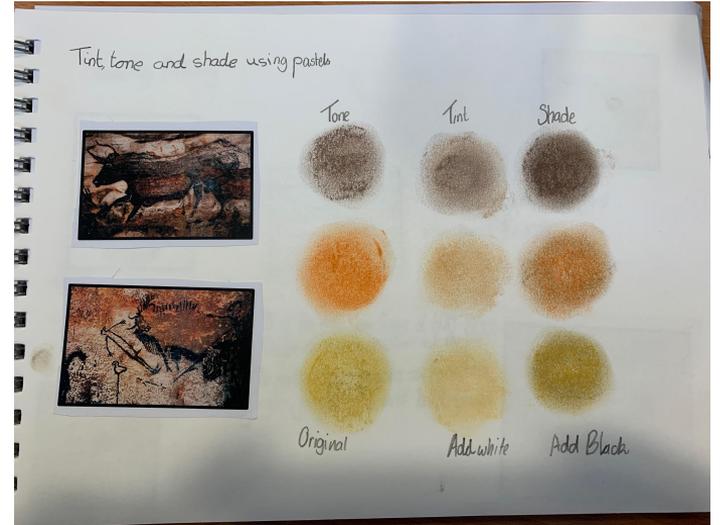
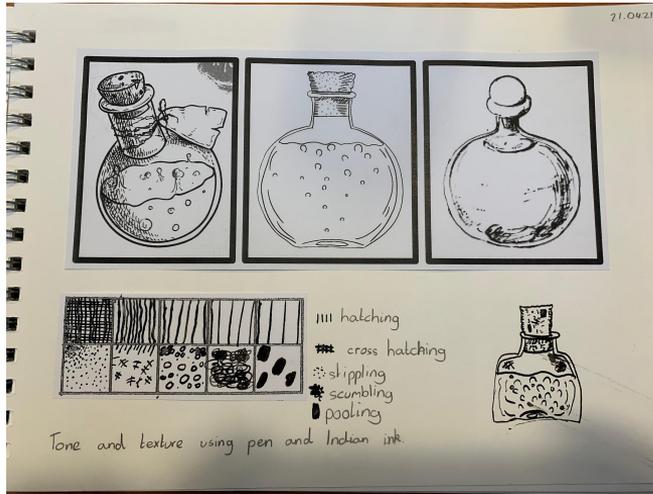
Title showing the medium and skill



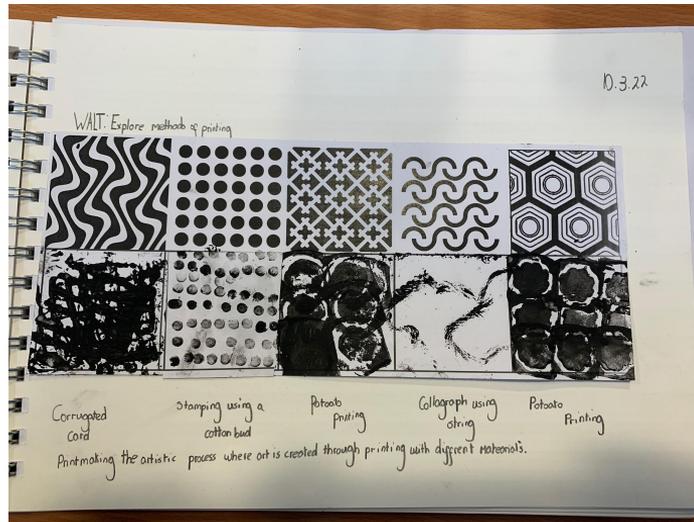
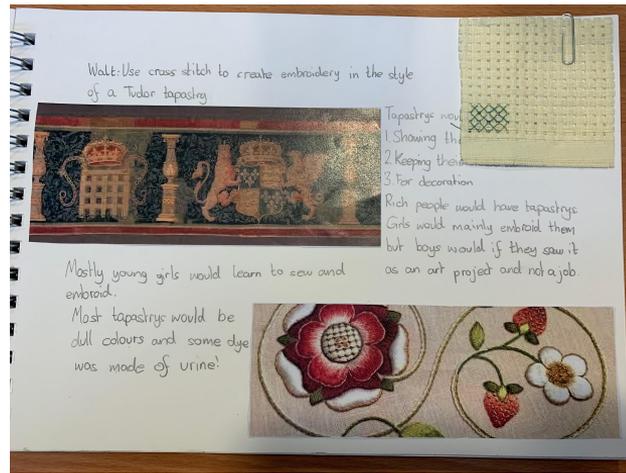
Tone and texture using pen.

26.06.18

Sketch book WAGOLLS



Sketch book WAGOLLS



Developing ideas in sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about art they have produced using simple terms including media and techniques used.</p>	<p>Start to record simple media explorations in a sketchbook.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Collect textures and patterns to inform other work.</p> <p>Build information on colour mixing, the colour wheel and colour.</p>	<p>Make notes in a sketch book about techniques used by artists</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Annotate ideas for improving their work through keeping notes in a sketchbook</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Express likes and dislikes through annotations</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</p> <p>Keep notes to indicate their intentions/purpose of a piece of work</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Keep notes which consider how a piece of work may be developed further</p>	<p>Record their thoughts and experiences in a sketch book and review and revisit these ideas as their work develops</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</p> <p>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</p> <p>Keep notes which consider how a piece of work may be developed further</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draw on different surfaces and coloured paper.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Use and begin to control a range of media.</p>	<p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Draw lines/marks from observations.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Begin to show consideration in the choice of pencil grade they use</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Develop intricate patterns/ marks with a variety of media.</p> <p>Begin to indicate facial expressions in drawings</p>	<p>Begin to show awareness of representing texture through the choice of marks and lines</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit</p> <p>Develop further drawings featuring the third dimension and perspective.</p>	<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p>	<p>Begin to show control over the types of marks made.</p> <p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p>	<p>Understand the colour wheel and colour spectrums.</p> <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix hues, shades and tones with increasing confidence.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Understand how to create a background using a wash</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix hues, shades and tones with increasing confidence.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Start to develop a painting from a drawing.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix hues, shades and tones with confidence building on previous knowledge.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix hues, shades and tones with confidence building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Understanding which works well in their work and why.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p> <p>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</p>	<p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use printmaking to create a repeating pattern.</p> <p>Explore printing in relief: e.g. String and card.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono printing and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Create repeating patterns.</p> <p>Increase awareness of mono and relief printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p>	<p>Show experience in a range of mono print techniques</p> <p>Continue to gain experience in overlaying colours.</p> <p>Use tools in a safe way.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how it be developed further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Cut shapes using scissors and other modelling tools.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art.</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Learn to secure work to continue at a later date. Join two parts successfully.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p> <p>Make a slip to join to pieces of clay.</p> <p>Secure work to continue at a later date.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Confidently carve a simple form.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>

Textiles-collage and sewing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a variety of textiles and fabric. Decorate a piece of Fabric. Use simple weaving techniques: paper, Twigs. Make a fabric collage: layering fabric.	Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton. Continue to develop understanding weaving techniques. Use different fabrics and materials in collages.	To be shown how to thread a needle. Use a running Stitch. Stitch two pieces of fabric using a running stitch. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.	Begin to thread a needle independently. Continue to use a running stitch and introduce a back Stitch. Apply decoration using beads, buttons, feathers etc. Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Thread a needle Independently. Use a running and back stitch. Apply decoration using needle and thread: buttons, Sequins. Gain experience in applying colour by printing and using fabric crayons/ paints. Change and modify threads and fabrics.	Introduce a cross stitch in Embroidery. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural Effects. Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace Making. Continue to change and modify threads and fabrics,	Design, plan and decorate a fabric piece. Experiment with a variety of Techniques. Use a number of different stitches creatively to produce different patterns and Textures. Recognise different forms of textiles and express opinions on them.

Art through technology

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Take a self-portrait or a photograph.

Use a simple computer paint program to create a picture

Understand how to use 'zoom' to show an object in detail - e.g. using a viewfinder to focus on a specific part of an artefact before drawing it

Use printed images taken with a digital camera and combine them with other media to produce art work

Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)

Take photographs and explain their creative vision

Create a piece of art which includes integrating a digital image they have taken.

Take a photo from an unusual or thought-provoking viewpoint

Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.

Compose a photo with thought for textural qualities, light and shade.

Have opportunity to explore modern and traditional artists using ICT and other resources.

Combine a selection of images using digital technology considering colour, size and rotation.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore and discuss their own artwork. Describe simple techniques and media chosen to produce their learning.</p>	<p>Explore the work of a range of artists, craft makers and designers.</p> <p>Look at and talk about own work and that of other artists expressing their likes and dislikes.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Continue to explore 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>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p>	<p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Explore a range of great Artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views</p> <p>Identify artists who have worked in a similar way to their own work.</p>

EYFS 2 year old - Foundation 2 progression

	REY	F1	F2
Developing Sketchbooks	Use simple words to show what they have produced.	Talk about what they have produced and the media used.	Talk about art they have produced using simple terms including media and techniques used.
Drawing	Manipulate a range of mark making materials.	Experiment with a range of drawing equipment, creating simple shapes and lines.	Use a range of drawing tools with developing control. Use shapes and lines to represent objects.
Painting	Use painting equipment to make marks. Recognise some colours.	Explore what happens when they mix colours. Follow painting routine with support.	Mix colours for a specific purpose. Follow painting routine independently.
Printmaking	Observe cause and effect of a simple printing activity using shapes/objects/natural materials.	Explore using objects and natural materials to create simple prints and patterns with support.	Experiment with using a variety of objects and natural materials to print patterns and create pictures. Explore using surfaces to take rubbings.
Sculpture/3D	Explore malleable materials and their impact on them.	Begin to use malleable materials to achieve a planned effect. Explore and experiment with materials and equipment provided in the continuous provision/workshop table.	Create simple playdough and clay structures, using tools appropriately. Use natural materials/landart to create patterns and simple representations .
Textiles-collage and sewing	Handle a variety of textiles and materials. Begin joining materials together with support.	Explore simple stitching, cutting and attaching materials with adult support.	Use sewing equipment to attach simple applique and beads. Select and attach materials to create a collage picture. Use scissors competently.
Art through technology			
Responding to art	Show enjoyment and desire to participate in art activities.	Talk about their own artwork in simple terms describing what they have done.	Evaluate own artwork and that of peers. Describe what they have tried to do and consider how it could be improved.

Art vocabulary when making KS1

EYFS

Colour
Primary Colours

Drawing
Draw
Pattern
Repeating
Thick
Thin
Line
Shape

Painting
Brush
Tools
Match
Mix
Palette

3D art
Model
Rolling Kneading
Shaping
Join

Printing
Technique
Positive print (print created by an object itself)

Collage
Materials
Overlapping
Smooth
Rough
Spikey
Shiny

Textiles
Cloth
Weaving
Wrap

Year 1

Hot colours
Cold colours
Tone)
Secondary colours

Sketch
Zig Zag
Wavy
Bold

Mixing
Stroke
Brush size
Opaque
Horizontal
Powder paint

Construct
Pinch
Pull
Press
Impression
Clay slab

Overprint
Printing pad
Block
Stencil
Dabbing
Ink-up

Manipulate
Shaping

Knot/ Knotting
Assemble
Resist

Year 2

Complementary colours
(red-green / blue-orange / yellow-purple)

Repeating
Jagged
Reproduce
Media
Grades of pencil (4B etc)
Charcoal

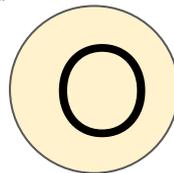
Prime (using preparatory paint)
Emulsion (water-based acrylic)

Modify
Inlay
Coil
Sculpture

Multiple
Impression
Translucent
Layering
Version

Spiral
Adjacent
Linear
Optical illusion

Concertina
Absorption
Rubbing
Binca



Art vocabulary when making lower ks2

Year 3

Colour
 Colour combination
 Colour families
 Colour mix
 Colour match
 Warm and cool colours

Drawing
 Parallel
 Highlight
 Overwork
 Blend /smudge
 Scale
 Enlarge
 Hatching
 Cross-hatching

Painting
 Dab
 Tint

3D art
 Layer
 Cylinder
 Transfer
 Prime
 Embed
 Leather-hard
 Linear

Printing
 Rotate,
 Inking-up
 Raised pressure
 Mono-printing

Collage
 Overlapping
 Vertical
 Horizontal
 Positive and negative images

Textiles
 Symmetry
 Joining

Year 4

Colour spectrum
 Contrast
 Hue (the colour and the shade of a colour)
 Tertiary colours

Graphic marks
 Proportion
 Composing
 Reference
 Concentric circles
 Tonal quality

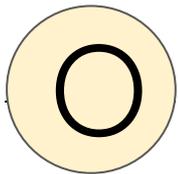
Irregular
 Application
 Landscape
 Seascape
 Colour wash
 Observational

Cast
 Mould
 Embellish
 Purpose
 Twisting
 Malleable

Indented
 Reverse
 Press-print

Motion
 Translucency
 Distortion
 Transposing
 Reworking

Wrapping
 Binding
 Threading
 Lattice
 Layering
 Construction

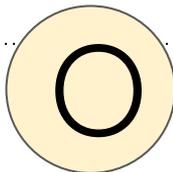


Art vocabulary when making upper ks2

Year 5

Year 6

Colour	Drawing	Painting	3D art	Printing	Collage	Textiles
Limited palette	Scale Smudge Image Acetate Portrait Vigorously	Applicators Abstract Transpose Unrealistic Photo-real image Expressive	Sculptural Figurative Trim Modroc	Incisions Inverted Edition Individual Combination Overlaid	Direct observation Stains Inks Represent	Destruction Fixing Assembling Scrunching
	Element Enlarging Mid-tone Portraiture Mosaic	Weathered surfaces Brushwork Contour Built-up surface Still-life Transpose	Pendant, Fine Culture Positioning	Unique state print	Geometric patterns Aspects Scanning Cubist Dimension Plane Multimedia Plane Figurative	Architecture Structure



Art vocabulary when exploring, developing and evaluating

EYFS

Observation
Different
Similar
Compare
Artist

Year 1

Differences Similarities
Background

Year 2

Foreground Annotate
develop

Year 3

In addition to previous years:
Creative process
Plan
Design Make
Adapt Sources Variation
Plain
Busy
Rough
Smooth
Swirling
Uneven
Colourful
Bright
Dark
Realistic
Unrealistic
Simple
Boring

Year 4

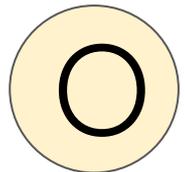
In addition to previous years:
Fine
Dull
Patterned
Crowded
Flat
Natural
Opaque
Translucent
Focus

Year 5

In addition to previous years:
Comparison
Contrast
Media
Study
Experiences
Imagination
Properties
Reflecting
Distance
Symbolic
Subtle
Complex
Complimentary
Contrasting

Year 6

In addition to previous years:
Purpose
Manipulate
Dry media
Wet media
Digital media
Independent Research
Range
Sources
Test
Atmosphere
Representation
Engaging
Consistent Inconsistent
Delicate
Flowing
Vibrant



Art and design	Computing	French	Music	Design and technology	RSE & PSHE	Wellbeing	Used in 2648 primary
STAGE	UNITS		LESSONS				
Key Stage 1 >	YEAR 3		Assessment Art and design Y3: Formal elements				
Lower Key Stage 2 >	Formal elements of art >		Lesson 1: Shape 1: Seeing simple shapes				
Upper Key Stage 2 >	Art and design skills >		Lesson 2: Shape 2: Geometry				
Essential subject materials >	Prehistoric art >		Lesson 3: Shape 3: Working with wire				
Preview of revised Art scheme 2022 >	Craft >		Lesson 4: Tone 1: The four rules of shading				
Art and design: List of artists >	YEAR 4		Lesson 5: Tone 2: Shading from light to dark				
	Formal elements of art >						
	Art and design skills >						
	Every picture tells a story >						
	Sculpture >						

Use the drop down menu to find your year and a range of mediums.

Watch

- ✓ Teacher video: Weaving materials
- ✓ Pupil video: Weaving materials

Teacher video: Weaving materials



Use the teacher videos to support your professional development.