



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

### Cycle A 2024/25

EYFS	The EYFS art curriculum is taught through 7 exploratory groups. These are continually reviewed and adapted to provide a bespoke curriculum offer for the children in our EYFS depending on their interests or areas of development. <ul style="list-style-type: none"><li>• What Can We See?</li><li>• How Can We Explore Colour?</li><li>• How Can We Build Worlds?</li><li>• How Can We Explore Materials &amp; Marks?</li><li>• How Can We Explore 3d Materials?</li><li>• How Can We Use Our Bodies To Make Art?</li><li>• How Can We Use Our Imaginations?</li></ul>		
National Curriculum			
KS1 (Acorn class)	<ul style="list-style-type: none"><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• Use a range of materials creatively to design and make products</li><li>• To know 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</li></ul>	KS2 (Oak Class)	<p>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:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history.</li></ul>
KS1 (Acorn Class) Units, Knowledge, Skills & Vocabulary			
Unit	Progression steps		Vocabulary
	<ul style="list-style-type: none"><li>• To create drawings using your wrists elbow, shoulders, hips.</li></ul>		Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger,



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Autumn  'Spirals'  Artist= Molly Haslund	<ul style="list-style-type: none"> <li>• To create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels.</li> <li>• To personalise or make our own sketchbooks.</li> <li>• To apply our spiral explorations to observational drawings of shells.</li> <li>• To display the work made through the half term and talk about outcomes.</li> </ul>	Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think
Spring  'Simple Printmaking'	<ul style="list-style-type: none"> <li>• To identify how we can use our hands and feet to create prints of patterns.</li> <li>• To identify how you can use textured objects to make prints.</li> <li>• To identify how you can make a relief print using a 'plate'</li> <li>• To display the work made through the half term and talk about outcomes.</li> </ul>	Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Reflect, Discuss, Share, Crit,
Summer  'Making Birds'  Artist= Andrea Butler,	<ul style="list-style-type: none"> <li>• To look carefully and slowly and respond to images and film by creating observational drawings.</li> <li>• To create observational drawings of feathers using a variety of medium and mark making.</li> <li>• To manipulate paper to create 3d forms.</li> <li>• To make my own standing bird sculpture taking inspiration from artists' work.</li> <li>• To display my bird as a 'flock'.</li> </ul>	Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss
<b>KS2 (Oak Class) Units, Knowledge, Skills &amp; Vocabulary</b>		
<b>Unit</b>	<b>Progression steps</b>	<b>Vocabulary</b>
Autumn  'Gestural drawing with charcoal'  Artists = Heather Hansen Laura McKendry	<ul style="list-style-type: none"> <li>• To identify the properties of charcoal and artists who use it in their work.</li> <li>• To discover the different things that I can do with charcoal through gestural mark making.</li> <li>• To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page.</li> <li>• To create dynamic, atmospheric gestural drawings with charcoal.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

Edgar Degas		
<p>Spring</p> <p>'Working with shape and colour'</p> <p>Artists = Henri Matisse, Claire Willberg</p>	<ul style="list-style-type: none"> <li>• To explore historical artwork through looking, talking and drawing.</li> <li>• To use collage to explore the elements of a work of art.</li> <li>• To continue to develop my collaging skills thinking about colour, shapes, and composition.</li> <li>• To work into my collages to create definition and dimension.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p>"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback,</p>
<p>Summer</p> <p>'Telling Stories through drawing &amp; Making'</p> <p>Artists = Rosie Hurley Inbal Leitner Roald Dahl Quentin Blake</p>	<ul style="list-style-type: none"> <li>• To understand that artists use sketchbooks to respond to other creative artforms.</li> <li>• To use exaggeration as a tool to convey the intention of my drawings.</li> <li>• To make a 3d sculpture in response to literature/poetry.</li> <li>• To display the work made through the half term and reflect on the outcomes</li> </ul>	<p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,</p>

### Cycle B 2025/26

EYFS	<p>The EYFS art curriculum is taught through 7 exploratory groups. These are continually reviewed and adapted to provide a bespoke curriculum offer for the children in our EYFS depending on their interests or areas of development.</p> <ul style="list-style-type: none"> <li>• What Can We See?</li> <li>• How Can We Explore Colour?</li> <li>• How Can We Build Worlds?</li> </ul>
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## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

	<ul style="list-style-type: none"><li>• How Can We Explore Materials &amp; Marks?</li><li>• How Can We Explore 3d Materials?</li><li>• How Can We Use Our Bodies To Make Art?</li><li>• How Can We Use Our Imaginations?</li></ul>		
National Curriculum			
KS1 (Acorn class)	<ul style="list-style-type: none"><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• Use a range of materials creatively to design and make products</li><li>• To know 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</li></ul>	KS2 (Oak Class)	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history.</li></ul>
KS1 (Acorn Class) Units, Knowledge, Skills & Vocabulary			
Unit	Progression steps		Vocabulary
<p>Autumn</p> <p>‘Explore &amp; Draw’</p> <p>Artists=</p> <p>Rosie James</p> <p>Alice Fox</p>	<ul style="list-style-type: none"><li>• To understand that artists find inspiration for artwork from their environment.</li><li>• To explore my environment and collect things that inspire me.</li><li>• To explore different drawing exercises to record the things you have collected.</li><li>• To use a range of materials to create lots of varied mark making drawings of natural objects around me.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>		<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

<p>Spring</p> <p>'Exploring the world through mono print'</p> <p>Artists = Xgaoc'o X'are, Leonardo Di Vinci</p>	<ul style="list-style-type: none"> <li>To record what I can see in photos and films through close looking and drawing.</li> <li>To show an awareness of the relationship between drawing, looking and mark making when drawing small.</li> <li>To understand what a mono print is and to make my own mono print using carbon paper.</li> <li>To make a mono print that explores playful narrative or invention.</li> <li>To display the work made through the half term and reflect on the outcomes</li> </ul>	<p>Close Looking, Pausing, Seeing &amp; Understanding, Listening, Reacting, Thinking, Considering, Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback</p>
<p>Summer</p> <p>'Stick Transformation Project'</p> <p>Artist = Chris Kenny</p>	<ul style="list-style-type: none"> <li>To use my imagination to play and explore using materials.</li> <li>To use my imagination to reinvent the stick.</li> <li>To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p>Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think, Form, Personality, Character, Material, Object, Sculpture, Find, Imagine, Select, Discard, Edit, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture, Test, Explore, Add, Present, Share, Reflect, Respond, Feedback, Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>

### KS2 (Oak Class) Units, Knowledge, Skills & Vocabulary

Unit	Progression steps	Vocabulary
<p>Autumn</p> <p>'2D Drawing to 3d Making'</p> <p>Artists = Lubaina Himid Claire Harrup</p>	<ul style="list-style-type: none"> <li>To explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object.</li> <li>To learn two key techniques that support seeing and drawing: 1) using negative space and 2) the grid method.</li> <li>To add texture and form to simple outline shapes.</li> <li>To understand that structure and balance can make a 2D drawing become a 3D object</li> <li>To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p>2D Drawing, 3D Object, Negative space, Grid method, Scaling up, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>
<p>Spring</p> <p>'Exploring Identity'</p> <p>Artists = Henri Matisse,</p>	<ul style="list-style-type: none"> <li>To understand that artists can explore and express their identity through their artwork.</li> <li>To explore intuitive observational drawing.</li> <li>To experience communal drawing and foster a drawing community of peers.</li> <li>To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait.</li> <li>To understand how materials can be layered and the effect this creates.</li> </ul>	<p>Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

Claire Willberg	<ul style="list-style-type: none"> <li>• To use sketchbooks effectively to refine ideas.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	
Summer 'Take a seat' Artists = Yinka Ilori	<ul style="list-style-type: none"> <li>• To identify that chairs can be designed by artists and craftspeople and can reflect a particular period in history.</li> <li>• To understand that making is about experimenting with materials to find out what is possible.</li> <li>• To manipulate, combine and connect materials to make a "doodle" inspired by a prompt</li> <li>• To engage with the 'design through making' approach: to make intuitive choices when thinking about which materials to use, which shapes to make, and how to connect materials together.</li> <li>• To record ideas development in sketchbooks.</li> <li>• To connect with the concept that we are all individuals with different areas of skills and unique</li> </ul>	, Chair Design, Designer, Craftsperson, Maker, 3D Doodle, Design through Making, Chair Design, Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, similarities, Differences,

### Cycle C 2026/27

EYFS	<p>The EYFS art curriculum is taught through 7 exploratory groups. These are continually reviewed and adapted to provide a bespoke curriculum offer for the children in our EYFS depending on their interests or areas of development.</p> <ul style="list-style-type: none"> <li>• What Can We See?</li> <li>• How Can We Explore Colour?</li> <li>• How Can We Build Worlds?</li> <li>• How Can We Explore Materials &amp; Marks?</li> <li>• How Can We Explore 3d Materials?</li> <li>• How Can We Use Our Bodies To Make Art?</li> <li>• How Can We Use Our Imaginations?</li> </ul>
National Curriculum	



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

KS1 (Acorn class)	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Use a range of materials creatively to design and make products</li> <li>• To know 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</li> </ul>	KS2 (Oak Class)	<p>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:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>
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### KS1 (Acorn Class) Units, Knowledge, Skills & Vocabulary

Unit	Progression steps	Vocabulary
Autumn 'Spirals' Artist= Molly Haslund	<ul style="list-style-type: none"> <li>• To create drawings using your wrists elbow, shoulders, hips.</li> <li>• To create a "snail drawing" on white cartridge paper or black sugar paper using chalk and oil pastels.</li> <li>• To personalise or make our own sketchbooks.</li> <li>• To apply our spiral explorations to observational drawings of shells.</li> <li>• To display the work made through the half term and talk about outcomes.</li> </ul>	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground), Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think
Spring 'Simple Printmaking'	<ul style="list-style-type: none"> <li>• To identify how we can use our hands and feet to create prints of patterns.</li> <li>• To identify how you can use textured objects to make prints.</li> <li>• To identify how you can make a relief print using a 'plate'</li> <li>• To display the work made through the half term and talk about outcomes.</li> </ul>	Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Reflect, Discuss, Share, Crit,



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

<p>Summer</p> <p>'Making Birds'</p> <p>Artist= Andrea Butler,</p>	<ul style="list-style-type: none"> <li>• To look carefully and slowly and respond to images and film by creating observational drawings.</li> <li>• To create observational drawings of feathers using a variety of medium and mark making.</li> <li>• To manipulate paper to create 3d forms.</li> <li>• To make my own standing bird sculpture taking inspiration from artists' work.</li> <li>• To display my bird as a 'flock'.</li> </ul>	<p>Lines, Shapes, Mark Making, Texture, Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil,</p> <p>Observation, Close study, Blending, Texture, Explore, Discover, Transform, Fold, Tear, Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Flock, Collaboration, Present, Reflect, Share, Discuss</p>
<p><b>KS2 (Oak Class) Units, Knowledge, Skills &amp; Vocabulary</b></p>		
Unit	Progression steps	Vocabulary
<p>Autumn</p> <p>'Typography &amp; Maps'</p> <p>Artists = Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<ul style="list-style-type: none"> <li>• To understand how typography can be used creatively to communicate thoughts and ideas.</li> <li>• To create my own typeface inspired by my own interests.</li> <li>• To make my drawings strong and powerful.</li> <li>• To apply my new typography skills and my powerful drawings skills to make a visual map.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>
<p>Spring</p> <p>'Fashion Design'</p> <p>Artists = Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</p>	<ul style="list-style-type: none"> <li>• To explore the work of fashion designers and respond in my sketchbook.</li> <li>• To respond to a set brief to create drawings of fashion designs in my sketchbook.</li> <li>• To make my 2d fashion designs 3d.</li> <li>• To display the work made through the half term and reflect on the outcomes.</li> </ul>	<p>Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>
<p>Summer</p> <p>'Architecture: Dream big or small'</p>	<ul style="list-style-type: none"> <li>• To discuss the role and responsibilities involved in being an architect.</li> <li>• To discover the form and structures architects might use through careful looking and drawing</li> <li>• To make an architectural model of a home.</li> </ul>	<p>Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location, Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>





## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

Artists = Shoreditch Sketcher, Various Architects	<ul style="list-style-type: none"> <li>To display the work made through the half term and reflect on the outcomes.</li> </ul>	
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### Cycle D 2027/28

EYFS	The EYFS art curriculum is taught through 7 exploratory groups. These are continually reviewed and adapted to provide a bespoke curriculum offer for the children in our EYFS depending on their interests or areas of development. <ul style="list-style-type: none"><li>• What Can We See?</li><li>• How Can We Explore Colour?</li><li>• How Can We Build Worlds?</li><li>• How Can We Explore Materials &amp; Marks?</li><li>• How Can We Explore 3d Materials?</li><li>• How Can We Use Our Bodies To Make Art?</li><li>• How Can We Use Our Imaginations?</li></ul>		
National Curriculum			
KS1 (Acorn class)	<ul style="list-style-type: none"><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• Use a range of materials creatively to design and make products</li><li>• To know about the work of a range of artists, craft makers and designers, describing the differences and</li></ul>	KS2 (Oak Class)	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history.</li></ul>



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

	similarities between different practices and disciplines, and making links to their own work		
KS1 (Acorn Class) Units, Knowledge, Skills & Vocabulary			
Unit	Progression steps	Vocabulary	
Autumn  'Explore & Draw'  Artists= Rosie James Alice Fox	<ul style="list-style-type: none"><li>• To understand that artists find inspiration for artwork from their environment.</li><li>• To explore my environment and collect things that inspire me.</li><li>• To explore different drawing exercises to record the things you have collected.</li><li>• To use a range of materials to create lots of varied mark making drawings of natural objects around me.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	
Spring  'Exploring the world through mono print'  Artists = Xgaoc'o X'are, Leonardo Di Vinci	<ul style="list-style-type: none"><li>• To record what I can see in photos and films through close looking and drawing.</li><li>• To show an awareness of the relationship between drawing, looking and mark making when drawing small.</li><li>• To understand what a mono print is and to make my own mono print using carbon paper.</li><li>• To make a mono print that explores playful narrative or invention.</li><li>• To display the work made through the half term and reflect on the outcomes</li></ul>	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering, Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel, Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Narrative, Story, Imagination, Invent, Discover, Present, Reflect, Discuss, Share, Feedback	
Summer  'Stick Transformation Project'  Artist = Chris Kenny	<ul style="list-style-type: none"><li>• To use my imagination to play and explore using materials.</li><li>• To use my imagination to reinvent the stick.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think, Form, Personality, Character, Material, Object, Sculpture, Find, Imagine, Select, Discard, Edit, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture, Test, Explore, Add, Present, Share, Reflect, Respond, Feedback, Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	
KS2 (Oak Class) Units, Knowledge, Skills & Vocabulary			
Unit	Progression steps	Vocabulary	



## Downholland Haskayne Art Progression of Knowledge, Skills & Vocabulary

Autumn  'Storytelling through drawing'  Artist = Laura Carlin, Shaun Tan	<ul style="list-style-type: none"><li>• To explore the work of artists who tell stories through imagery.</li><li>• To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing</li><li>• To create a finished piece which contains sequenced images to describe a narrative.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>	Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Spring  'Exploring pattern'  Artists = Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	<ul style="list-style-type: none"><li>• To expand what drawing and pattern can be by making a sensory drawing</li><li>• To devise my own rules to help with making a drawing?</li><li>• To design my own pattern thinking about colour, composition, and shape.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Summer  'The art of display'  Artists = Anthony Gormley, Yinka Shonibare, Thomas J Price	<ul style="list-style-type: none"><li>• To consider how the way I present my work can change the meaning of the work or how others see it.</li><li>• To make a distinction between 'audience' and 'art' by creating a short-term construction of a figurative sketch.</li><li>• To consider how the context and presentation of my artwork can help to define it.</li><li>• To display the work made through the half term and reflect on the outcomes.</li></ul>	Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Meaning, Artwork, Art Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine, Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning, Curating/Curator, Exhibition, Performance, Artist / Performer, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,