

## Bramham and Shadwell Federation

### Progression of Knowledge, Skills and Vocabulary in Art and Design

#### Curriculum Intent

- Children will become **confident and proficient in a variety of techniques** including drawing, painting, printing, sculpting, collage and pattern work.
- Children will develop their **knowledge of famous artists from a range of cultures, history and countries**. In KS2, they should be able to recognise how art and design both reflect and shape our history.
- Children will develop their **interest and curiosity** about art through a series of lessons of skill progression; knowledge progression; the opportunity to ask questions and explore their skills in a variety of ways. Through continually evaluating and improving their work, these lessons should offer the chance for children to develop their **resilience and perseverance**.
- Children should develop **an enjoyment of art**, and particularly in KS2, see art **as a tool for emotional expression and well-being**.
- Children will use the sketchbooks to explore ideas, record observations, as well as exploring the work of others and evaluate different creative ideas. Children should **revisit and review ideas** and techniques in their sketchbooks.
- Children should be able to offer feedback to peers **using technical vocabulary**.
- In KS2, Children should **use technology** as sources for developing ideas independently.

<u>Skill and Medium</u>	<u>Colour and Painting</u> Media – pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc						
<u>Class</u>	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Yearly overview intent and whole school progression</u>	Experiencing and using primary colours and different tools	Experiment with primary and secondary colours and different tools	Identify and describe a range of colours and shades.	Build on KS1- extend exploring colour mixing to applying colour mixing.	Begin to have independent opinions of the effects of colour. Key questions: How does it change? What effect does it have? What is the mood?	Consider colour for purposes: particularly using colour to express moods and feelings. Be able to choose colours for purpose independently. Link to real life reasons (diversity, culture and history). E.g dark for poverty in favelas or destruction of WWII or bright for sense of community and hope.	
<u>Implementation</u>	1. Learn the names of primary colours.	1. Learn the names of secondary colours.	1. Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.	1. Experiment with different types of brushes for effect – what happens? Do	1. Make the colours shown on a commercial colour chart.	1. Analyse and consider artists use of colour, application of it and its influence on the audience.	

	<p>2. Allow for experimentation of mixing.</p> <p>3. Learn the names of different medias that bring colour: glue, pastels, and paint, felt tips, crayons.</p> <p>4. Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>2. Introduce mixing of colours to make new colours.</p> <p>3. Find collections of colours – such as different sorts of green, blue, purple etc. Use language to evaluate these colours – light/dark.</p> <p>4. Explore applying colour with a range of tools for effect, style and enjoyment (which do they prefer?). Cotton buds, brushes, sticks, sponges.</p>	<p>2. Make as many tones of one colour as possible using primary colours and white. Darken colours without using black (use dark blue and brown instead).</p> <p>3. Mix colours to match those of the natural world – colours that might have a less defined name.</p>	<p>they have specific purposes (line size, washes of colour, detail)</p> <p>2. To have control over colour using back and forth motion with a brush to create shade and tone.</p> <p>3. Pointillism - Control when dotting, swirling and splashing, so tone and shading is evident.</p>	<p>2. Mix and match colours to those in a work of art.</p> <p>3. Work with one colour against a variety of backgrounds.</p> <p>4. Discuss and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>2. Controlling and experimenting with particular qualities of tone, shades, hue and mood.</p> <p>3. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>4. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>5. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>
<b><u>Vocabulary</u></b>	<p>Light Dark Bright Dull Colourful Brush</p>	<p>Blend Primary colours Secondary colours Warm Cold Vibrant Deep</p>	<p>Tone Shade Colour wash Natural colours Dab Bold Brushstroke Acrylic Paint Watercolours Symmetry</p>	<p>Pointillism Abstract Detailed Background Foreground Middle ground</p>	<p>Cubism Horizon Stippled Perspective Atmosphere Pigment</p>	<p>Traditional Modern Composition Complimentary Still Life Texture</p>

<b><u>Skill and Medium</u></b>	<b><u>Drawing</u></b> Media – pencil, chalk, ink, pen, brushes, pastel						
<b><u>Class</u></b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Yearly overview intent and whole school progression</u></b>	Explore making different marks with a range of tools and media.	Explore mark making with a range of thickness, shape and colour.	Experiment with drawing objects around them – still life.	Introduce making effect through tone (light and dark), texture, shading and patterns.	Make choices in variation of shading when drawing.	Use a variety to techniques to create effects: shadows, reflection, rough-look texture and smooth.	Develop ideas, skills and personal opinions/preferences when using different or mixed media.
<b><u>Implementation</u></b>	<p>1. Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>2. Investigate different lines - thick, thin, wavy, straight.</p> <p>3. Explore different textures and experiment with mark making to illustrate these.</p> <p>4. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p> <p>5. Use drawings to</p>	<p>1. Begin analysing and describing images (focal point and spotting shapes). This is a skill of 'looking' and 'picking apart' the object before beginning and during drawing.</p> <p>2. Tracing lines in the air with the finger and tracing images on paper.</p> <p>3. Begin to explore the use of line thickness, shape and colour. Pressing</p>	<p>1. Draw for a sustained period of time from the wooden figure and real objects, including single and grouped objects. Look for focal points and shapes to begin sketching (the art of 'looking and analysing'). Learn to press lightly when sketching.</p> <p>2. Use dots and lines to demonstrate pattern and texture.</p> <p>3. Begin to introduce background, middle ground and foreground, where the</p>	<p>1. Explore different pencil positions and pressures. Closer to the end creates wider, lighter pressured strokes for sketching and closer to the tip is for details and precision (normal-harder pressure).</p> <p>2. Children to learn hatching, cross-hatching, stippling and circulumism.</p> <p>3. Practise background (lighter strokes), middle ground and foreground (darker, larger, and more detailed).</p>	<p>1. Develop analytical skills of 'looking' in order to sketch accurately. Begin with focal point and sketch out 'shape'/'outline' before adding shading and details in the foreground.</p> <p>2. Develop skills in shading using techniques (hatching, cross-hatching, stippling, circulumism). Begin to discuss where it is appropriate to use different techniques – hatching is smooth so water or the sky</p>	<p>1. Depict movement (direction of shading), perspective in drawings and shadows so that an object is not floating).</p> <p>2. Make informed choices in drawing including type of paper and media. Make independent decisions based on content of drawing. Chalk for a colder/sad piece, cross-hatching for a rougher</p>	<p>1. Develop observational drawing with growing confidence.</p> <p>2. Manipulate and experiment with the elements of art to influence the mood of a piece of art: line, tone, shading, pattern, texture, form, space, colour and shape. E.G. Darker and harsher lines for WWII art, yet faded out background (not floating) – children to come to this conclusion themselves.</p>

	tell a story from retelling or from imagination.	lightly and heavily.  4. Use a variety of tools (medias): pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media when learning the skill of drawing.	foreground is larger and more detailed.  3. Experiment with the visual elements; line, shape, pattern and colour. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	4. Use different media to achieve variations in line, patterns, texture, shading, tone, colour, and shape.  5. GD: explore different pencil gradients.	whereas cross-hatching is rougher so buildings.  3. Learn to recognise where the light is coming from and shade darker and lighter areas accordingly.  4. GD: explore different pencil gradients.	texture (wood of a boat).  3. Experiment with the use of rubbers to create harsh light.  4. Explore different pencil gradients and their effects (only when confident in controlling pencil pressure and shading).	3. Explore different pencil gradients and their effects (only when confident in controlling pencil pressure and shading).  4. Use of rubbers to create harsh light.
<b><u>Vocabulary</u></b>	Line Thick Thin Wavy Straight Pencil Finger Stick Chalk Pastel Felt tip	<b>Line:</b> soft, narrow, fine, pattern, shape, detail, bold <b>Texture:</b> smooth, rough, wrinkly, bumpy <b>Colour/pattern:</b> soft, hard, shiny, <b>Shape:</b> oval, long, curvy.  Portrait Self-portrait	Background Middle ground Foreground Still Life Symmetry	Line drawing Shaded Drawing Hatching Cross-hatching Circulism Stippling Tone Landscape Bird's-eye view	Variation Pattern texture Proportion Scale Atmosphere Horizon	Expression Mood Emotion Cityscape	Mural Graffiti

<b><u>Skill and Medium</u></b>	<b><u>Printing and Patterns</u></b>						
	<b>Media – fingers, hands, vegetables, card, wood, string, lino, clay, sponges, polystyrene etc</b>						
<b><u>Class</u></b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Yearly overview intent and whole school progression</u></b>	<b>Begin to make simple prints and pictures using a range of tools allowing imagination, experimenting and observation to lead.</b>	<b>Refine experimenting knowledge to create clear patterns and pictures with more than one colour.</b>	<b>Use printmaking as a means of drawing. Create order, symmetry, and irregularity.</b>	<b>Experiment with overlapping and angling prints to create new prints, patterns and colours with increasing confidence.</b>	<b>Make repeated patterns and pictorial prints with precision.</b>	<b>Design and create prints using various techniques and materials. Make connections with printing in history and the world.</b>	
<b><u>Implementation</u></b>	<p>1. Make rubbings showing a range of textures and patterns.</p> <p>2. Take prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>3. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. What does it feel like? What difference does it make? Which do they prefer?</p> <p>GD - Produce simple pictures by printing objects.</p>	<p>1. Relief printing - string, card, etc.</p> <p>2. Develop impressed images with some added pencil or decorative detail.</p> <p>3. Use equipment and media correctly, to produce clean image. (not adding too much paint and carefully pressing print).</p>	<p>1. Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>2. Still prints with a growing range of objects, including manmade and natural printing tools.</p> <p>3. Children to design and make their own printing tool using card and string.</p> <p>3. Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>4. Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>1. Use relief and impressed printing processes with the correct tools with increasing confidently.</p> <p>2. Explore images through mono-printing on a variety of papers. Use sketchbook for recording textures, patterns and language.</p> <p>3. Discuss own work and that of other artists (packaging, Hiroshige, Escher, etc.)</p>	<p>Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.</p> <p>Identify environmental and manmade patterns and form.</p> <p>Use sketchbook for recording textures/patterns, designing, planning and evaluating a pattern to create mosaics.</p>	<p>1. Use natural and manmade tools to create a designed pictorial scene and/or patterned print.</p> <p>2. Learn about Hapa-zome, hammering, collagraph and marbling prints.</p> <p>3. Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper). Designs prints for fabrics, book covers and wallpaper.</p> <p>4. Discuss and evaluate own work and that of others (including from history).</p>	

<b><u>Vocabulary</u></b>	Rubbings Printing Objects shape	Relief printing Patterns	Order Symmetry Irregular Manmade tools Natural tools Repeating pattern Repetition Printing tiles Inking rollers	Pointillism Angle Overlap Application Water resistant Colour scheme	Mosaic Environmental patterns Manmade patterns.	Hapa-zome Hammering Collagraph Marbling
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<b><u>Skill and Medium</u></b>	<b><u>Collage</u></b> Media – collage, weaving, threads, fibers, fabrics, surfaces, wood, clay <i>Textiles skills are covered in SITE design</i>						
<b><u>Class</u></b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Handling, manipulating and enjoying using materials.</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom. Mix colours and paint strips of paper to weave with. Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving. Build on skills of using various materials to make collages – using some smaller items. Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. Sorts according to specific qualities,</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch. Use</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art. Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest. Look at fabrics</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p>	

		e.g. warm, cold, shiny, smooth etc.  Discuss how textiles create things – curtains, clothing, decoration.	various collage materials to make a specific picture.		from other countries and discuss. Compare with own. Discuss different types of fabric.	
<b><u>Vocabulary</u></b>	Texture Collage Join Sticking Shape	Weave Layer Warm Cold Shiny Smooth Soft Rough Delicate bumpy	Overlap Overlay		Mood Background Middle ground Foreground Shadow	Embellish Applique

<b><u>Skill and Medium</u></b>	<b><u>3D form</u></b> Media – clay, junk modelling <i>Some objectives may be covered in SITE design</i>						
<b><u>Class</u></b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Handling, feeling, manipulating materials.</p> <p>Junk Modelling. Constructing and building from simple objects.</p> <p>Pulls apart and reconstructs.</p> <p>Able to shape and model from observation and imagination.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p>	<p>Make informed choices about embossing.</p> <p>Show an understanding of shape, space, form and history of Roman shields.</p> <p>Plan, design, make and adapt models. Talk about their work understanding</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through</p>	<p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

	<p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc.</p>	<p>Explore shape and form.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>		<p>that it has been sculpted, modelled or constructed.</p>	<p>drawing and other preparatory work.</p>	
<b><u>Vocabulary</u></b>	<p>Model Collage Shape Construct Join Natural Fold Bend Clay</p>	<p>Rolling Kneading Shaping Sculpture structure form</p>	<p>Recycled Model Assemble</p>	<p>Carve Surface Tactile Proportion Peak</p>	<p>Etch Impress Texture Decoration Ornate Symbolic Two-dimensional Three-dimensional</p>		<p>Coils Slaps Mould plaster</p>