



The Holy Family Catholic Primary School Art Skills and Knowledge Progression



Exploring and developing ideas To produce creative work, exploring their ideas and recording experiences.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore different materials freely, to develop their ideas about how to use them	<p>Experiment with different techniques and materials</p> <p>Select particular techniques to create a chose product.</p> <p>Become familiar with key vocabulary which demonstrates knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Try different materials and methods to improve.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas.</p> <p>Question and make observations about starting points, and respond positively to suggestions; Explore work from other cultures.</p> <p>Explore work from other periods of time.</p> <p>Become familiar with key vocabulary which demonstrates knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Adapt and refine ideas;</p> <p>Explore work from other cultures</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Develop different ideas which can be used and explain their choices for the materials and techniques used.</p> <p>Review and revisit ideas in their sketchbooks.</p> <p>Experiment with different styles that artists have used.</p> <p>Begin to offer feedback using technical vocabulary which demonstrates knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	<p>Select ideas based on first hand observations, experience or imagination.</p> <p>Refine learnt techniques by reviewing and revisiting ideas in their sketchbooks.</p> <p>Offer feedback using technical vocabulary which demonstrates knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>

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Drawing To become proficient in drawing techniques.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create simple representations of events, people and objects.	<p>Draw lines of different shapes and thickness.</p> <p>Explore pattern and texture using dots and lines</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Use different grades of pencil in drawing. Use charcoal, pencil and pastels.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>use different materials to draw.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use shading to show light and shadow effects.</p> <p>show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use a variety of tools and select the most appropriate.</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Depict movement and perspective in drawings;</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>

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Painting To become proficient in painting techniques.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore different materials freely, to develop their ideas about how to use them	<p>Name the primary and secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Add white and black to alter tints and shades.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Create different textures and effects with paint.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Create a colour palette, demonstrating mixing techniques;</p> <p>Use a range of paint (acrylic, oil paints, water colours) to explore technique.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>

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Sculpture To become proficient in sculpting techniques.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore different materials freely, to develop their ideas about how to use them	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>Use a variety of shapes, including lines and texture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Add materials to the sculpture to create detail.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Plan and design a sculpture;</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Plan and design a sculpture.</p> <p>Use tools and materials to carve, add shape, add texture and pattern;</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>



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Printing To become proficient in other art, craft and design techniques– printing.

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Explore different materials freely, to develop their ideas about how to use them	<p>Explore a variety of materials, e.g. sponges, fruit, blocks.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Copy an original print.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Replicate patterns from observations.</p> <p>Make repeated patterns with precision.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Use more than one colour to layer in a print.</p> <p>Make printing blocks</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Arrange accurate patterns.</p> <p>Become familiar with key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p>Design and create printing blocks/tiles.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;</p>

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Work of Other Artists To learn about great artists, architects and designers in history.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore different materials freely, to develop their ideas about how to use them	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p>	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Offer facts about notable artists', artisans' and designers' lives.</p>	<p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Offer facts about notable artists', artisans' and designers' lives.</p>

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