

Subject progression: ART

Year	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Continual	Pencil, crayon, felt tip, pen, picture, scissors, glue, paper, paint, cut, stick, line	<u>Birth to Three</u> <ul style="list-style-type: none">Start to make marks intentionally.Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.Make simple models which express their ideas.	<u>Birth to Three</u> <ul style="list-style-type: none">I know what a mark is.I know that I can use parts of my body to explore different media including paint.I know what I am feeling and can show how I am feeling using marks.I know what a model is.I know how to use my ideas to build a simple model.
		<u>Three and Four Year Olds</u> <ul style="list-style-type: none">Create closed shapes with continuous lines and begin to use these shapes to represent objects.Draw with increasing complexity and detail, such as representing a face with a circle and including details.Use drawing to represent ideas like movement or loud noises.Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.Explore colour and colour mixing.	<u>Three and Four Year Olds</u> <ul style="list-style-type: none">I know that lines can make shapes.I know how to draw shapes to make them into different objects.I know how to add detail to my drawing to make it more interesting.I know how to include feelings in my drawings.I know how to use my drawing skills to make my picture look like it is moving.I know that colours can be mixed to make different colours.

Nursery: Summer		<u>Three and Four Year Olds</u> <u>Drawing</u> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<u>Three and Four Year Olds</u> <u>Drawing</u> <ul style="list-style-type: none"> • I know that lines can make shapes. • I know how to draw shapes to make them into different objects. • I know how to add detail to my drawing to make it more interesting.
Reception: Autumn	thick, thin, wavy, straight,	<u>Drawing: Line and Shape</u> <u>Fine Motor Skills</u> <ul style="list-style-type: none"> • I can use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases • Begin to show accuracy and care when drawing 	<u>Drawing: Line and Shape</u> <u>Fine Motor Skills</u> <ul style="list-style-type: none"> • I know how to use a pencil effectively to make marks • I know how to use the tripod grip when holding a pencil • I know how to show accuracy and detail in my drawing

colour, model,	<p><u>Sculpture: Creating with Materials</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none">• I can use a range of small tools, including scissors, paintbrushes and cutlery. <p><u>Creating with Materials</u></p> <ul style="list-style-type: none">• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• I can share my creations, explaining the process I have used.• I can make use of props and materials when role playing characters in narratives and stories.	<p><u>Sculpture: Creating with Materials</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none">• I know how to use different tools including scissors, paintbrushes and cutlery safely. <p><u>Creating with Materials</u></p> <ul style="list-style-type: none">• I know how to keep myself safe when exploring different materials and tools.• I know how to experiment with different colours, textures, forms and functions to make my work interesting.• I know and am able to talk about the processes needed to make a model.• I know how to share my creations with others effectively.• I know how to include props and materials in my play.
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Reception : Summer 1	<p>Brush, colour, mix, textures</p>	<p><u>Painting: Colour Mixing and Texture</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> I can use a range of small tools, including scissors, paintbrushes and cutlery. <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. <p><u>Artist Study- Eric Carle</u></p> <ul style="list-style-type: none"> I can paint a caterpillar in the style of Eric Carle using the colour mixing and texture skills I have learned. 	<p><u>Painting: Colour Mixing and Texture</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> I know how to use different tools including scissors, paintbrushes and cutlery safely. <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> I know how to keep myself safe when exploring different materials and tools. I know how to experiment with different colours, textures, forms and functions to make my work interesting. I know and am able to talk about the processes needed to make a model. I know how to share my creations with others effectively. <p><u>Artist Study- Eric Carle</u></p> <ul style="list-style-type: none"> I know about the work of Eric Carle and how he created his illustrations.
Reception Summer 2		<p><u>Drawing: Line and Shape</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> I can use a range of small tools, including scissors, paintbrushes and cutlery. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases Begin to show accuracy and care when drawing 	<p><u>Drawing: Line and Shape</u> <u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> I know how to use a pencil effectively to make marks I know how to use the tripod grip when holding a pencil I know how to show accuracy and detail in my drawing

Year 1 Autumn	Shape, detail, light, dark, experiences	<u>Drawing – Line & Shape (A1)</u> <ul style="list-style-type: none"> I can use geometric shapes in my drawings. I can use lines in my drawing. I can draw pictures of things that I have experienced. I can share my ideas through drawing 	<u>Drawing (A1), Materials (A2)</u> <ul style="list-style-type: none"> I know the names of geometric shapes. I know how to represent my experiences using lines as drawings.
Year 1 Summer 1	Sculpture, tools, effect, imagination, palette, Van Gogh, artist	<u>Sculpture- Texture & Form</u> <ul style="list-style-type: none"> I can share my ideas through textured painting. I can create using my imagination. I can develop and use a texture for effect. I can sculpt things with paint that I have experienced or imagined. <u>Artist Study – Van Gogh</u> <ul style="list-style-type: none"> I can paint my sculpture in the style of a famous artist. 	<u>Sculpture-Texture & Form & Artist Study</u> <ul style="list-style-type: none"> I know different textures create different effects. I know materials that can be added to paint to create texture. I know which tools I can use to create my paint sculpture. <u>Artist Study – Van Gogh</u> <ul style="list-style-type: none"> I know about the work of a famous artist.
Year 1 Summer 2	Colour, space,	<u>Painting</u> <ul style="list-style-type: none"> I can share my ideas through painting. I can paint things I have experienced or imagined. I can use colour and space for effect. 	<u>Painting</u> <ul style="list-style-type: none"> I know how to represent my experiences and imagination through painting. I know how to use colour and space for effect.

Year 2 Autumn	<p>Media, pipe cleaners, Antony Gormley, refer, practise, combine, twist, shape (mould), evaluate, record, represent, message</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • I can practise my sculpting skills. • I can develop and share my ideas. • I can combine my experiences and imagination. • I can shape media to convey a desired message. • I can evaluate my work. <p><u>Artist Study- Antony Gormley</u></p> <ul style="list-style-type: none"> • I can examine a piece of work from a well-known artist. • I can use this piece of work to create my own piece, in the style of this artist. • I can evaluate my final piece. 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • I know how to refer to my sketch book to remind me of previous sculpture work. • I know how to represent my experiences and imagination through sculpture. • I know how to shape media to create my final product. • I know how to evaluate my work using artistic language. <p><u>Artist Study- Antony Gormley</u></p> <ul style="list-style-type: none"> • I know how to evaluate my work using artistic language. • I know how to compare my work with that of a well-known artist. • I know how to critically examine a piece of work from a well-known artist.
Year 2 Spring 1	<p>Soft, broad, narrow, fine, bold, oval, long, curvy, circular, triangular, rectangular, sketch, faint, feathery.</p>	<p><u>Drawing- Line and Shape (S1)</u></p> <ul style="list-style-type: none"> • I can practise my drawing skills using geometric shapes and lines. • I can share my ideas through my drawings. • I can describe different line styles (movement and contour –wavy, straight etc.) and the feelings they evoke. 	<p><u>Drawing- Line and Shape (S1)</u></p> <ul style="list-style-type: none"> • I know how to refer to my sketch book to remind me of previous drawing work. • I know how to represent my ideas through drawing. • I know how to examine a line and say what it reminds me of and how it makes me feel.

Year 2 Spring 2:	<p>Tints, shades, tones, compare, critical</p> <p>Dina Appel</p>	<p><u>Painting – Colour & Space</u></p> <ul style="list-style-type: none"> • I can practise my painting skills. • I can develop and share my ideas. • I can choose from experiences or imagination. • I can use colour and shape for effect. <p><u>Artist Study- Dina Appel</u></p> <ul style="list-style-type: none"> • I can examine a piece of work from a well-known artist. • I can use this piece of work to create my own piece, in the style of this artist. • I can evaluate my final piece. 	<p><u>Painting– Colour & Space</u></p> <ul style="list-style-type: none"> • I know how to refer to my sketch book to remind me of previous painting work. • I know how to represent my experiences or imagination through painting. • I know how to use colour and space for effect. <p><u>Artist Study- Dina Appel</u></p> <ul style="list-style-type: none"> • I know how to evaluate my work using artistic language. • I know how to compare my work with that of a well-known artist. • I know how to critically examine a piece of work from a well-known artist.
Year 3 Autumn:	<p>Brush, size, types, primary colours, secondary colours, techniques, layering, blocking, improve</p>	<p><u>Painting – Acrylic</u></p> <ul style="list-style-type: none"> • I can use techniques I have learned with acrylic paints. • I can review and evaluate my work. • I can make changes by painting over my work with acrylic paint. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • I know how to refer to my sketch book to remind me of previous painting work. • I know how to review and evaluate my work. • I know how to make changes by painting over my work with acrylic paint.

Pinching, pulling, clay, analyse, opinion, join, modelling, develop, observation

Sculpture 1 – Observations, Technique & Control.

- I can research and analyse the work of a famous artist.
- I can form and record an opinion of the artist's work.
- I can replicate elements of the work to improve my understanding and technique.

Sculpture 2 – Experimenting & Form.

- I can plan, create and evaluate a sculpture.
- I can use clay to sculpt a model using the appropriate tools.
- I can use my prior knowledge from sculpture 1 and incorporate this into my work.

Sculpture 1 – Observations, Technique & Control.

- I know how to research and analyse the work of a famous artist.
- I know how to use artistic language to voice my opinion of an artist's work.

Sculpture 2 – Experimenting & Form.

- I know how to plan, create and evaluate a sculpture.
- I know how to use clay tools and techniques effectively.

Year 3 Summer:	<p>Charcoal, strokes</p> <p>similar, replicate, research</p>	<p><u>Drawing – Pencil and Charcoal</u></p> <ul style="list-style-type: none"> I can use skills I have previously learnt (line, shape and space) to develop my drawing skills (sketching, charcoal and pencil) <p><u>Artist Study- Cath Hodsman & Rosalind Monk</u></p> <ul style="list-style-type: none"> I can compare the work of 2 similar artists. I can replicate the work of famous artists. I can use artistic language to evaluate my work. I can research and record information about famous artists. 	<p><u>Drawing - Pencil and Charcoal</u></p> <ul style="list-style-type: none"> I know how to refer to my sketch book to remind me of previous drawing techniques. I know the different methods involved in using charcoal compared to pencil. <p><u>Artist Study – Cath Hodsman & Rosalind Monk</u></p> <ul style="list-style-type: none"> I know how to compare the work of 2 similar artists I know how to replicate the work of famous artists using similar pencil strokes. I know how to use artistic language to evaluate my work.
Year 4 Autumn:	<p>Marks, motifs, rolling, printing, pressing, experimenting</p>	<p><u>Materials – Texture, Pattern, Experimenting</u></p> <ul style="list-style-type: none"> I can create texture using different marks and tools. I can create patterns/motifs with repeated mark making. I can evaluate my work using artistic language 	<p><u>Materials – Texture, Pattern, Experimenting</u></p> <ul style="list-style-type: none"> I know how to create texture using different marks and tools. I know how to create patterns/motifs with repeated mark making. I know how to evaluate my work using artistic language

Year 4 Spring:	Watercolour, control	<u>Artist Study – Albrecht Durer & JMW Turner Painting 1 – Watercolours, Observations, Techniques & Control</u> <ul style="list-style-type: none"> • I can analyse a watercolour painting. • I can comment on form, line, technique and other observations. • I can form and discuss opinions. • I can use artistic language to evaluate my work. 	<u>Artist Study - Albrecht Durer & JMW Turner Painting 1 - Watercolours, Observations, Techniques & Control</u> <ul style="list-style-type: none"> • I know how to analyse a watercolour painting. • I know what form, line and technique are and can comment on this. • I know how to express my artistic opinions. • I know how to evaluate my work using artistic language.
Year 4 Summer:	Washes	<u>Painting 2 – Watercolour, Experiment</u> <ul style="list-style-type: none"> • I can plan, create and evaluate a painting using watercolours. • I can use my prior knowledge from Painting 1 and incorporate this into my work. • I can refer to my sketchbook and use it to help plan my work. • I can evaluate my work using artistic language. 	<u>Painting 2– Watercolour, Experiment</u> <ul style="list-style-type: none"> • I know how to use what I have learnt to plan and create a watercolour painting. • I know that my sketchbook is a valuable resource to recap and build on my skills. • I know how to evaluate my work in an artistic manner.
Year 5 Autumn:	Photographs, visual images, shapes within a drawing, tonal contrast, shading, hatching, blending, perspective, composition, scale	<u>Drawing – Pencil</u> <ul style="list-style-type: none"> • I can develop my drawing and sketching skills, using pencils. • I can choose the appropriate technique to achieve the desired effect (line, shape and space). • I can evaluate my work using artistic language. 	<u>Drawing- Pencil</u> <ul style="list-style-type: none"> • I know how to use new techniques to achieve desired effects. • I know how to select from a range of learnt techniques to achieve an effect. • I know how to confidently evaluate my work, using artistic language.

Year 5 Spring:	Biography	<u>Project & Artist Study – Peter Thorpe</u> <ul style="list-style-type: none"> • I can experiment with shading and perspective to create form and texture. • I can record, revisit and review my ideas in my sketchbook. • I can research the life and work of a famous artist. • I can choose from a range of materials to create a product that reflects the work of the famous artist. 	<u>Project & Artist Study – Peter Thorpe</u> <ul style="list-style-type: none"> • I know that a short, hard line gives a different feeling to a more flowing one. • I know that my sketchbook is a valuable resource to aid my planning and technique. • I know how to use gathered information to write an artist biography.
Year 5 Summer:	Critique, malleable, intricate patterns.	<u>Sculpture – Experimenting & Form</u> <ul style="list-style-type: none"> • I can plan and create a sculpture. • I can evaluate using artistic language. 	<u>Sculpture– Experimenting & Form</u> <ul style="list-style-type: none"> • I know how to use the tools and techniques required to create a sculpture. • I know how to critique my work, stating what went well and what could be improved.

Year 6 Autumn	<p>Revisit Year 3 vocabulary, plus;</p> <p>Tertiary colours, complimentary, contrasting colours, harmonious colours, constructive opinions, element, re-evaluate</p>	<p><u>Painting – Acrylic</u></p> <ul style="list-style-type: none"> • I can revisit and review my acrylic work from Year 3. • I can use my prior knowledge to recreate a well-known piece, or an element of the piece. • I can work with a partner to discuss ideas, mix paints and support each other. • I can evaluate, improve and re-evaluate my work. • I can make and use a colour wheel to create harmonious and contrasting colours. <p><u>Artist Study – Picasso</u></p> <ul style="list-style-type: none"> • I can examine a piece of work from a well-known artist. • I can use this piece of work to create my own piece, in the style of this artist. • I can evaluate my final piece. 	<p><u>Painting – Acrylic</u></p> <ul style="list-style-type: none"> • I know how to use my prior knowledge to support and improve on my next piece. • I know that the constructive opinions and support of peers is valuable. • I know how to use a colour wheel to influence colour choices in my work. • I know how acrylic paint differs from watercolour paint. • I know how to use the tools and techniques applicable for acrylic paint. <p><u>Artist Study- Picasso</u></p> <ul style="list-style-type: none"> • I know how to evaluate my work using artistic language. • I know how to compare my work with that of a well-known artist. • I know how to critically examine a piece of work from a well-known artist.
Year 6 Spring:	<p>Revisit Year 3 vocabulary, plus:</p> <p>Smudging, blurring, fixing/setting</p>	<p><u>Drawing & Artist Study – Charcoal & Pencil</u></p> <ul style="list-style-type: none"> • I can research the life and work of a famous artist. • I can record, revisit and review my ideas in my sketchbook. • I can use charcoal and pencil to experiment with shading and perspective to create different effects. 	<p><u>Drawing & Artist Study – Charcoal & Pencil</u></p> <ul style="list-style-type: none"> • I know how to use gathered information to write an artist biography. • I know why there are different methods involved in using charcoal compared to pencil and how to use them effectively.

Year 6: Summer

Revisit Year 3 vocabulary, plus:

Score, slip, mush, cutting wire, muslin

Sculpture – Experimenting & Form

- I can independently plan, create and evaluate a sculpture.
- I can incorporate form, pattern and texture into my sculpture.
- I can use a wide variety of tools and refine my sculpting skills.
- I can use my imagination and experiences to influence my work.
- I can evaluate and edit, using artistic language.

Sculpture– Experimenting & Form

- I know how to refer to my sketchbook and use prior knowledge to plan, create and evaluate my sculpture.
- I know how to join clay effectively, using more advanced techniques.
- I know how to confidently evaluate my own work and use this evaluation to edit and improve my piece.