



PROGRESSION OF LEARNING: DRAWING



Prior Knowledge (KSI)

By the end of Year 2, you should know and understand these things:

- how to use simple observation skills to draw line and shape;
- how to use tools to create different effects, textures and patterns;
- how to share ideas, experiences and imagination through drawing.

line, shape, pattern, texture, space

Year 3

In Year 3, you will learn these things:

- The meaning of the phrase 'observational drawing'
- Use of the correct, comfortable pencil grip
- Knowledge that lines can vary in length, width, direction, thickness and shape
- Creation of a range of marks and lines: dots, circles, rings, swirls/spirals, straight lines, wavy lines, zig-zags, vertical lines, horizontal lines, hatching, cross-hatching, stippling
- Use of pencil, pen, pastel, charcoal and chalk in drawing
- Creation of light and dark (value), tone and the suggestion of form through pencil pressure, shading and highlighting
- Use of finger blending in pencil drawing
- Orientation of drawings: portrait and landscape
- Use of the formula for positioning facial features to achieve realistic proportion

mark, line, shape, pattern, texture, symmetry, portrait, proportion, light, dark, tone, value, form

Year 4

In Year 4, you will learn these things:

- Creation of tone, value and the suggestion of form using shading, highlighting and blending
- Accurate use of the terms 'perspective', 'horizon line' and 'vanishing point'
- Creation of simple, single-point perspective in drawing and painting
- Drawing and making of marks in a given style
- Knowledge of how to identify the basic geometric and organic shapes within an object
- Knowledge of how to sketch lightly at first
- Creation of light and dark by identifying shadows and highlights, and using shading techniques such as finger blending, smudging and removal of pencil with an eraser

mark, line, shape, form, pattern, texture, tone, value, perspective, horizon line, vanishing point, shadow, highlight, calligraphy, font, typography, geometric, organic



PROGRESSION OF LEARNING: DRAWING



Year 5

In Year 5, you will learn these things:

- The meaning of the phrase 'observational drawing' and its difference to drawing from memory or imagination, as well as the development of close observation using viewfinders
- Varying of pencil pressure for purpose
- The qualities of different drawing materials including graphite, charcoal, pen
- Knowledge of pencil grades
- Creation of a range of marks and blends to replicate textures
- Drawing, making of marks and use of colour in a given style, and selecting of a drawing style suitable for the work
- Working from a variety of sources including close first-hand observation
- Selection of a suitable drawing style
- Designing and drawing from imagination
- Drawing of complex geometric patterns

mark, line, shape, form, pattern, texture, tone, value, perspective, angle, horizon line, vanishing point, shadow, highlight, geometric, organic, illusion

Year 6

In Year 6, you will learn these things:

- Observing and drawing from a variety of sources, selecting a style that is suitable for the work
- Use of a wider range of drawing implements beyond the pencil and pen, including applying ink with a brush, stick or string pull
- Awareness of composition (focal points), scale and proportion in drawings and paintings
- The meaning of the phrase 'observational drawing' and its difference to drawing from memory or imagination, as well as the development of close observation using viewfinders
- Creation of tone, value and the suggestion of form using shading, highlighting and finger blending
- Varying of pencil pressure for purpose
- The qualities of different drawing materials including graphite, charcoal and pen
- Knowledge of pencil grades
- Working in a sustained and independent way to create a detailed drawing with increasing control
- Creation of 'scratchy' effects in drawing through loose mark-making and wax relief

Future Learning (KS3)

In Key Stage Three, you will learn how to do these things:

- use a range of drawing techniques to record observations in sketchbooks or journals in order to explore ideas.

- Use of appropriate proportion when drawing figures
- Knowledge of shape in abstracting the human form through drawing

mark, line, shape, form, pattern, texture, tone, value, perspective, angle, horizon line, vanishing point, shadow, highlight, geometric, organic, composition, foreground, background, focal point, scale



PROGRESSION OF LEARNING: PAINTING



Prior Knowledge (KSI)

By the end of Year 2, you should know and understand these things:

- how to mix some secondary colours;
- how to mix some shades of colour and create tones;
- how to use tools to create different effects, textures and patterns.

colour, primary, secondary

Year 3

In Year 3, you will learn these things:

- Accurate use of the terms 'colour' and 'hue', and knowledge that secondary colours are made by mixing two primary colours together: blue and red make purple; blue and yellow make green; and yellow and red make orange
- Changing of the value of a colour (make it lighter or darker) by adding white or black to form shades or tints
- Use of brushes and sponges to apply paint
- Knowledge that watercolour is a translucent paint, which contains pigments held together with a soluble binder
- Creation of shades, tints and tones in watercolour through mixing, diluting and removing paint with tissue

colour, hue, primary, secondary, shade, tint, wash

Year 4

In Year 4, you will learn these things:

- Knowledge that watercolour is a translucent paint, which contains pigments held together with a soluble binder
- Creation of shades, tints and tones in watercolour through mixing, diluting, layering and removing paint with tissue
- Matching and swatching of colours
- Knowledge that tertiary colours are made by mixing a primary and secondary colour together
- Experimentation with different paint effects and textures
- Knowledge of appropriate tools for working on some different scales

colour, hue, primary, secondary, shade, tint, wash,
tertiary, tone



PROGRESSION OF LEARNING: PAINTING



Year 5

In Year 5, you will learn these things:

- Development of control over the types of marks made in drawing and painting
- Use of mixed media to paint on different surfaces and different paint effects: dry brush, combing, wet-in-wet, impasto, drips and splatters, stenciling and sponging.
- Mixing of paint to create shades, tints and tones, and develop a colour palette based upon colours in the natural or built world
- Experimentation with a range of media to work on top of paintings and overlap or layer textures
- Accurate use of the terms 'warm', 'cool' and 'complementary' when choosing and using colour
- Mixing of colour, shades and tones with confidence building on previous knowledge

colour, hue, primary, secondary, shade, tint, wash, tertiary, tone, warm, cool, complementary, monochrome

Year 6

In Year 6, you will learn these things:

- Accurate use of the terms 'harmonious' and 'neutral' when describing and using colour
- Mixing and matching of colours to create atmosphere
- Development of a painting from a rough sketch, combining line and colour
- Use of preliminary studies to test materials and mix a suitable colour palette
- Selection of appropriate implements when working on different scales
- Development of a personal style of painting, drawing upon ideas from other artists
- Awareness of composition, scale and proportion in drawings and paintings

colour, hue, primary, secondary, shade, tint, wash, tertiary, tone, warm, cool, complementary, monochrome, harmonious, neutral, earth tone

Future Learning (KS3)

In Key Stage Three, you will learn how to do these things:

- use a range of techniques and media, including painting;
- increase your proficiency in the handling of different materials.



PROGRESSION OF LEARNING: SCULPTURE (INCLUDING CERAMICS)



Prior Knowledge (KSI)

By the end of Year 2, you should know and understand these things:

- how to plan and make choices about appropriate materials and techniques, including for creating 3-D pieces
- how to use an identified art form to create a 3D piece
- how to produce an imaginative piece (2D and/or 3D) involving planning and making choices about appropriate materials, techniques and tools.

three-dimensional

Year 3

In Year 3, you will learn these things:

- The meaning of the term 'form'
- The development of ideas from given starting points
- Designing of three-dimensional models from observation, imagination and research
- Making of three-dimensional models from scavenged materials

three-dimensional, shape, form, sculpture,
assembling, joining

Year 4

In Year 4, you will learn these things:

- Creation of paper sculpture using techniques such as pinching, scoring, quilling, curling, weaving and twisting
- Joining of clay adequately using a slip and construction of a simple base for extending and modelling other shapes
- Creation of surface patterns and textures in a malleable material (clay) using carving tools
- Accurate use of the terms and techniques 'slabbing', 'pinching' and 'coiling'

three-dimensional, shape, form, sculpture,
pinching, scoring, quilling, curling, weaving,
twisting, clay slip, malleable, carving, slabbing,
coiling, casting, modelling



PROGRESSION OF LEARNING: SCULPTURE (INCLUDING CERAMICS)



Year 5

In Year 5, you will learn these things:

- Planning and design of a three-dimensional piece through drawing and other preparatory work
- Creation of original pieces that show a range of influences, and development of ideas from given starting points.

three-dimensional, shape, form, sculpture, assembling, joining, pinching, scoring, quilling, curling, weaving, twisting, braiding



Year 6

In Year 6, you will learn these things:

- Knowledge of shape in abstracting the human form through three-dimensional work
- Shaping, forming, modelling and construction from observation and imagination
- Safe use of tools such as wire cutters and craft knives to carve and add texture or pattern
- Use of wire frameworks to provide stability and form
- Use of techniques such as looping, coiling, braiding, weaving, crocheting to join parts and give wire sculptures volume and strength

three-dimensional, shape, form, sculpture, stability, coiling, braiding, looping, weaving, crocheting, volume, strength, proportion, abstract



Future Learning (KS3)

In Key Stage Three, you will learn how to do these things:

- use a range of techniques and media, including painting;
- increase your proficiency in the handling of different materials.



PROGRESSION OF LEARNING: OTHER ART FORMS (PRINTMAKING, TEXTILES, DIGITAL ART)



Prior Knowledge (KSI)

By the end of Year 2, you should know and understand these things:

- that there are lots of different art forms

art form

Year 3

In Year 3, you will learn these things:

COLLAGE

- Creation of a collage using techniques such as cutting, tearing, layering and overlapping

PRINTMAKING

- Knowledge of how to create a printing tile using polystyrene and how to create repeated prints

collage, tear, layer, overlap, print, relief, repeated

Year 4

In Year 4, you will learn these things:

COLLAGE

- Creation of a collage using techniques such as cutting, tearing, layering and overlapping

PRINTMAKING (STENCILLING)

- Creation and construction of a simple stencil design
- Knowledge of how to transfer a design by brushing, spraying, or squeegeeing ink or paint through the open areas of a stencil cut from thin card or cardboard
- Knowledge of how to create repeated and reversed images using the same stencil

DIGITAL ART

- Creation of shapes and patterns by making selections to cut, duplicate and repeat using digital media
- Experimentation with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images

collage, tear, layer, overlap, stencil, transfer, squeegee, repeated, reversed, duplicate, filter, saturation, transparency, colour, texture



PROGRESSION OF LEARNING: OTHER ART FORMS (PRINTMAKING, TEXTILES, DIGITAL ART)



Year 5

In Year 5, you will learn these things:

TEXTILES

- Accurate use of the terms 'fabric', 'textile', 'applique' and 'thread'
- Use of a variety of textile techniques such as weaving, dyeing, stitching, knotting, fraying, fringing and plaiting

DIGITAL ART

- Accurate use of digital terms – filter, saturation, contrast, transparency, duplicate – and use of filters to manipulate colour and layer images
- Creation of original pieces that show a range of influences

fabric, textile, applique, thread, weave, dye, stitch, knot, fray, fringe, plait, filter, saturation, contrast, transparency, duplicate, manipulation

Year 6

In Year 6, you will learn these things:

PRINTMAKING

- Creation of printing blocks by simplifying an initial sketch book idea
- Use of a press printing method, using tools safely
- Creation of prints with up to three overlays that embody the characteristics of ukiyo-e
- Printing onto different materials and surfaces, including fabric, and working into prints with a range of media
- Use of a relief (collagraph) printing method

TEXTILES

- Application of decoration using needle and thread e.g. stitching, buttons, sequins

print, relief, collagraph, overlay, fabric, textile, applique, thread, stitch

Future Learning (KS3)

In Key Stage Three, you will learn how to do these things:

- use a range of techniques and media, including painting;
- increase your proficiency in the handling of different materials.



PROGRESSION OF LEARNING: ART HISTORY, MOVEMENTS, STYLES AND ARTISTS



Prior Knowledge (KSI)

By the end of Year 2, you should know and understand these things:

- recognise and describe examples of different art forms;
- similarities and differences between some art forms.

art form

Year 3

ANTONI GAUDI (ART NOUVEAU)

RENAISSANCE PAINTERS SUCH AS
LEONARDO DA VINCI AND HANS HOLBEIN

PABLO PICASSO (CUBISM)

ROBERT WYLAND (ENVIRONMENTAL ART)

architecture, architect, portrait, sculpture,
landscape, mosaic, Cubism, Art Nouveau,
Environmental Art, installation, renaissance,
collage, period, commission, revolutionary

Year 4

J.M.W. TURNER (ROMANTICISM)

MATTHEW CUSICK (CONTEMPORARY ART)

BANKSY (GRAFFITI)

ANCIENT GREEK CONTRAPPOSTO SCULPTURES

VADIM PUYANDAEV

Romanticism, 'en plein air', critic, graffiti, street
art, calligraphy, typography, illustration, graphic
design, urban, anonymity, statue, bust, frieze,
contrapposto, palette, carving, casting, modelling,
assembling, muse, curator, restorer, conservator



PROGRESSION OF LEARNING: ART HISTORY, MOVEMENTS, STYLES AND ARTISTS



Year 5

NATIVE AMERICAN ART, HISTORY AND CULTURE

SALVADOR DALI (SURREALISM)

PAUL KLEE (EXPRESSIONISM)

MARC CHAGALL (SYMBOLISM)

ISLAMIC AND CHRISTIAN STAINED GLASS

symbol, ritual, ledger art, folk, naïve, master artist, trompe l'oeil, Realism, Surrealism, illusion, unconscious, psychoanalysis, obsession, stained glass, Expressionism, Symbolism, modernist



Year 6

JAPANESE ART, HISTORY AND CULTURE;

ART FROM THE NIHONGA PERIOD

HOKUSAI KATSUSHIKA (UKIYO-E/ ART FROM THE EDO PERIOD)

UTAGAWA KUNIYOSHI (EARLY MANGA)

FRANK WESTON BENSON (IMPRESSIONISM)

HENRY MOORE (ABSTRACT)

PAUL NASH (SURREALISM)

culture, Nihonga, ukiyo-e, Edo period, manga, value, Impressionism, posthumous, commission, Abstract, Surrealism, sculptor, propaganda



Future Learning (KS3)

In Key Stage Three, you will learn how to do these things:

- analyse and evaluate your own work, and that of others, in order to strengthen the visual impact or applications of your work
- understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.