

**ABINGDON PRIMARY SCHOOL –
Art and Design Progression of Vocabulary**



CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Exploring, developing and evaluating ideas.</u> ongoing</p> <p><u>Any other art/design vocab</u></p>	Different, similar, compare, artist, pattern , repeating, shape, tools, model, natural, man-made, plan, make.	Construct, observation, differences, background, natural, man-made, pattern, plan, design, make. Natural, man-made, recycled , foreground, annotate, figure, pattern , objects, plan, design, make.		Blocking, spectrum, surface transparent, opaque, recycled , creative process, plan, design, make, adapt, sources, variation, plain, busy, scale, symmetry, alter, visual, sources, properties, pattern , shape, fine, dull, patterned , crowded, flat, natural, opaque , translucent, focus, surface, tactile, dry media, wet media, digital media, Mixed media.		Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, atmosphere, purpose, manipulate, dry media, wet media, digital media, Mixed media , independent, research, range, sources, form, harmony, composition, mood, abstract.	
<p><u>Drawing</u> - pencil, wax, chalk, ink, pen, brushes ONGOING</p>	Draw, thick, thin , line, texture.	Thick, thin , sketch, texture, shade , rubbings. Shade , smudge, blend, form, tone.		Grades of pencil, tint, texture, Tone , hue		Complementary colours, contrasting colours,	
<p><u>Painting</u> -poster paint, watercolours, colour mixing,</p>	Colour, match, mix colours.	Thick, thin, brush size, primary/secondary colours, paint. Shade , smudge, blend, acrylic / poster / watercolour, tone , brush mark, scraping,		Colour scheme, tint, tertiary colours, colour washing, thickened paint, water resistant, Warm colours, cold colours, tone , hue,		Colour match, colour mix, complementary colours, contrasting colour.	
<p><u>Printing</u> - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p>	Tools, texture.	Printing , rubbings. Mono-printing, scraping, scales (small, large), tie-dyeing, fabric crayons, wax / oil-resistant		Printing , appliqué, overlapping, layering Relief /impressed method, block printing, marbling, silkscreen.		Poly bricks, relief , resist, layers , repetition, inks, overlay, tapestry.	

<p><u>3D/Sculpture 3D</u> experience, rigid and malleable materials</p>	<p>Materials, rolling, shaping, texture, join.</p>	<p>Roll, knead, shaping. Artefact, join, slip, form, malleable, scraping, scales (small, large), clay</p>	<p>Manipulate, join, slip, form, clay Carving.</p>	<p>Papier mache. Slabs, coils, mould, plaster.</p>
<p><u>Collage/Mixed Media</u></p>	<p>Materials, collage, texture, join.</p>	<p>Collage Layer. collage</p>	<p>Overlapping, layering, collage</p>	

**ABINGDON PRIMARY SCHOOL –
Art and Design Progression of Skills**



CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Evaluating and developing work</u> ONGOING	Say what they like about their work and the work of their peers.	-Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook -Identify what they might change in their current work or develop in their future work.		-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook.		- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.	
<u>Exploring and developing ideas</u> ONGOING	-Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Use what they have learnt about media and materials in original ways, thinking about uses and purposes. -They represent their own ideas, thoughts and feelings through art.	-Record and explore ideas from first hand observation, experience and imagination. -Ask and answer questions about the starting points for their work, and develop their ideas. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.		-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas and processes to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
<u>Drawing</u> - pencil, wax, chalk, ink, pen, brushes ONGOING	They can hold a pencil and draw with some form of control. variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Use what they have learnt about media and materials in original ways, thinking about uses and purposes. -They represent their own ideas, thoughts and feelings through art.	-Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Use a sketchbook to gather and collect artwork. -Experiment with the visual elements; line, shape, pattern and colour. -Draw for a sustained period of time from the figure and real objects, including single and grouped objects.		-Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. -Use their sketchbook to collect and record visual information from different sources. Use research to inspire drawings from memory and imagination. -Draw for a sustained period of time at their own level. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern.		-Use a variety of source material for their work. -Demonstrate a wide variety of ways to make different marks with dry and wet media. -Work in a sustained and independent way from observation, experience and imagination. -Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape	

<p>Painting -poster paint, watercolours, colour mixing,</p>	<p>They can hold a paintbrush and paint with some form of control.</p> <p>Variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Use a variety of tools and techniques including the use of different brush sizes and types. -Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades, using different types of paint. -Create different textures e.g. use of sawdust. Name different types of paint and their properties. -Mix and match colours using artefacts and objects. To use watercolours to create a watercolour background. -Mix a range of secondary colours, shades and tones</p>	<p>-Mix a variety of colours and know which primary colours make secondary colours. -Use a developed colour vocabulary. -Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Use more specific colour language e.g. tint, tone, shade, hue. -Work confidently on a range of scales e.g. thin brush on small picture etc. Plan and create different effects and textures with paint according to what they need for the task. -Show increasing independence and creativity with the painting process.</p>	<p>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create shades and tints using black and white. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. -Choose appropriate paint, paper and implements to adapt and extend their work. -Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).</p>
<p>Printing - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc</p>	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Make marks in print with a variety of objects, including natural and made objects. -Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. -Build a repeating pattern and recognise pattern in the environment. Print using a variety of materials, objects and techniques.</p>	<p>-Print using a variety of materials, objects and techniques including layering. Research, create and refine a print using a variety of techniques. -Talk about the processes used to produce a simple print. - Explore pattern and shape, creating designs for printing. Resist printing including marbling, silkscreen and cold-water paste</p>	<p>-Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. -Choose the printing method appropriate to task. - Build up layers and colours/textures. -Organise their work in terms of pattern, repetition, symmetry or random printing styles. -Choose inks and overlay colours. -Describe varied techniques. -Be familiar with layering prints. - Be confident with printing on paper and fabric.</p>
<p>3D/Sculpture 3D experience, rigid and malleable materials</p>	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. -Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>-Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. -Cut and join wood safely and effectively. -Plan, design and make models -Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials.</p>	<p>-Describe the different qualities involved in modelling, sculpture and construction. Develop skills in using clay inc. slabs, coils, slips, etc. -Use recycled, natural and manmade materials to create sculpture. -Plan a sculpture through drawing and other preparatory work. -Make and adapt a simple papier mache object. -Create sculpture and constructions with increasing independence.</p>

<p><u>Collage/Mixed Media</u></p>	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Create images from imagination, experience or observation.</p> <p>- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p> <p>-Create textured collages from a variety of media.</p> <p>- Make a simple mosaic.</p> <p>-fold, crumple, tear and overlap paper</p>	<p>-Experiment with a range of media e.g. overlapping, layering to create images and represent textures etc.</p> <p>-create images from a variety of media eg photocopies, fabric, crepe paper, magazines etc</p> <p>Match the tool to the material.</p> <p>-Combine skills more readily.</p> <p>-Choose collage or textiles as a means of extending work already achieved.</p> <p>-Use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p>-Experiment with a range of media e.g. overlapping, layering etc.</p> <p>-Add collage to a printed or painted background</p> <p>-Use different techniques, colours and textures when designing and making pieces of work.</p> <p>-use collage as a means of extending work from initial ideas.</p>
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