

**ABINGDON PRIMARY SCHOOL –
Art Progression of Knowledge**



CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY	Different, similar, compare, artist, draw, pattern, repeating, thick, thin, line, shape, colour, materials, tools, match, mix, colours, model, collage, rolling, shaping, texture, join, natural, man-made	Thick, thin, sketch, texture, printing, brush size, primary/secondary colours, roll, knead, texture, construct, observation, differences, similarities, background, shade, paint, natural and man-made, rubbings, pattern, shaping	Shade, smudge, blend, Shade, acrylic / poster / watercolour, artefact, mono-printing, wash, join, slip, form, malleable, natural, man-made, form, recycled, foreground, annotate, layer, tone, figure, pattern, brush mark, objects, scraping, scales (small, large), weaving, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, malleable	grades of pencil, colour scheme, blocking, spectrum, tint, surface transparent, opaque, manipulate, recycled, creative process, plan, design, make, adapt, sources, variation, plain, busy, scale, symmetry, alter, visual, sources, texture, tertiary colours, colour washing, thickened paint, properties, water resistant, pattern, shape, printing, quilting, embroidery, appliqué, overlapping, layering, papier mache	Warm colours, cold colours, tone, hue, relief/impressed method, block printing, weave, embroider, tapestry, fine, dull, patterned, crowded, flat, natural, opaque, translucent, focus, tint, tone, hue, marbling, silkscreen, paste, carving, surface, tactile	Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, colour match, colour mix, complementary colours, contrasting colours, poly bricks, relief, resist, layers, repetition, inks, overlay, tapestry	Atmosphere, purpose, manipulate, dry media, wet media, digital media, Mixed media, independent, research, range, sources, form, harmony, composition, mood, abstract, slabs, coils, mould, plaster
<u>Evaluating and developing work</u> ONGOING		-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.	-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.	- 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.	-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.	-Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. 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 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.	-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.

<p style="text-align: center;">Drawing - pencil, wax, chalk, ink, pen, brushes ONGOING</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, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>-Use a sketchbook to gather and collect artwork.</p> <p>-Begin to explore the use of line, shape and colour</p>	<p>-Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>-Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>-Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>-Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>-Experiment with different grades of pencil and other implements.</p> <p>- Plan, refine and alter their drawings as necessary.</p> <p>-Use their sketchbook to collect and record visual information from different sources.</p> <p>-Draw for a sustained period of time at their own level.</p> <p>-Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>-Make informed choices in drawing inc. paper and media.</p> <p>- Alter and refine drawings and describe changes using art vocabulary.</p> <p>- Collect images and information independently in a sketchbook.</p> <p>-Use research to inspire drawings from memory and imagination.</p> <p>-Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>-Use a variety of source material for their work.</p> <p>-Work in a sustained and independent way from observation, experience and imagination.</p> <p>-Use a sketchbook to develop ideas.</p> <p>- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p>	<p>-Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>-Identify artists who have worked in a similar way to their own work.</p> <p>- Develop ideas using different or mixed media, using a sketchbook.</p> <p>-Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
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<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.</p> <p>-Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>- Make rubbings.</p> <p>-Build a repeating pattern and recognise pattern in the environment.</p> <p>Dungeons & Dragons</p> <p>A Taste of India</p>	<p>-Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>-Design patterns of increasing complexity and repetition.</p> <p>-Print using a variety of materials, objects and techniques.</p> <p>Dungeons & Dragons</p> <p>A Taste of India</p>	<p>-Print using a variety of materials, objects and techniques including layering.</p> <p>-Talk about the processes used to produce a simple print.</p> <p>- Explore pattern and shape, creating designs for printing.</p> <p>Eureka!</p>	<p>-Research, create and refine a print using a variety of techniques.</p> <p>-Select broadly the kinds of material to print with in order to get the effect they want</p> <p>-Resist printing including marbling, silkscreen and coldwater paste</p> <p>Eureka!</p>	<p>-Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>-Choose the printing method appropriate to task.</p> <p>- Build up layers and colours/textures. -Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>-Choose inks and overlay colours.</p> <p>Time Travellers</p>	<p>-Describe varied techniques.</p> <p>-Be familiar with layering prints.</p> <p>- Be confident with printing on paper and fabric.</p> <p>- Alter and modify work.</p> <p>-Work relatively independently.</p> <p>Time Travellers</p>
<p>Textiles Weaving, threads, stitching, fabrics</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 techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>-How to thread a needle, cut, glue and trim material.</p> <p>Down in the Deep Dark Woods</p>	<p>-Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>-apply decorations eg beads, buttons</p> <p>Down in the Deep Dark Woods</p>	<p>-Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>- Name the tools and materials they have used.</p> <p>As Mad as a Hatter</p>	<p>-Develop skills in stitching. Cutting and joining.</p> <p>-Match the tool to the material.</p> <p>- Choose textiles as a means of extending work already achieved.</p> <p>As Mad as a Hatter</p>	<p>-Join fabrics in different ways, including stitching.</p> <p>-Use different grades and uses of threads and needles.</p> <p>-Extend their work within a specified technique.</p> <p>-Experiment with using batik safely.</p> <p>Survival of the Fittest</p> <p>Fight for your Rights</p>	<p>-Awareness of the potential of the uses of material.</p> <p>-Use different techniques, colours and textures etc when designing and making pieces of work. -To be expressive and analytical to adapt, extend and justify their work.</p> <p>Survival of the Fittest</p> <p>Fight for your Rights</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.</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>- Explore shape and form.</p> <p>The Secret Garden</p>	<p>-Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>-Build a textured relief tile.</p> <p>-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>The Secret Garden</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 a simple papier mache object.</p> <p>-Plan, design and make models</p> <p>Tomb raiders!</p>	<p>-Make informed choices about the 3D technique chosen.</p> <p>- Show an understanding of shape, space and form.</p> <p>-Plan, design, make and adapt models.</p> <p>- Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>- Use a variety of materials.</p> <p>Cycle 1-Tomb raiders!</p>	<p>-Describe the different qualities involved in modelling, sculpture and construction.</p> <p>-Use recycled, natural and manmade materials to create sculpture. -Plan a sculpture through drawing and other preparatory work.</p> <p>Raiders or Traders</p>	<p>-Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>-Make a mould and use plaster safely.</p> <p>-Create sculpture and constructions with increasing independence.</p> <p>Raiders or Traders</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>To Infinity and Beyond</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>To Infinity and Beyond</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>Extreme Earth</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>Extreme Earth</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>Tomorrow's World</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> <p>Tomorrow's World</p>
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