



Art

Progression of knowledge, skills and understanding

*During each art element, children are expected to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work using the art vocabulary. Vocabulary in **blue** shows new vocabulary progression by class.*

Skills	Class 1	Class 2
Drawing Terms 3+ 4 (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat. Terms 3+ 4	I understand the difference between a straight and curved line. I can draw around an object. I can experiment with different pressures using pencils. I know there are different grades of pencil and these can make different shades/tones. I can experiment with smudging of pencils and colour. I can experiment with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoal etc.	I know the difference between a straight and curved line and can draw these using different mediums. I can draw around an object with care and accuracy. I can change the different pressures on my pencils in my drawings. I know there are different grades of pencil and can use these to create different shades in my drawings. I understand what smudging, blending and adding detail means and can use these to improve my work. I can experiment with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoal etc. and then select the most appropriate media to use in my work.
Vocab	pattern , repeating, thick, thin, sketch, shape, colour, shade, straight, curved, smudge	pattern , repeating, thick, thin, sketch, shape, colour, straight, curved, smudge, shade, layer, blend, tone, media, accuracy,
Painting/colour Terms 5+ 6	I can identify the primary colours by name. I can experiment by mixing colours to find out what other colours I can make.	I can identify the primary and secondary colours by name. I can start to understand how to mix colours to get tertiary colours. I understand how to mix colours to get shades and tints.



(watercolour, ready mixed, acrylic, pencils,) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte. Terms 5+ 6	I can make colours lighter or darker by adding white or black to them. I can begin to mix and match colours to artefacts, images or objects. I can use ready mixed paint. I can try out a range of brush types and thicknesses and talk about the effect they have. I can begin to work using different scales. I can investigate textures by describing, naming, rubbing and copying. I can investigate tone by drawing light/dark lines, light/dark patterns and light/dark shapes.	I can mix colours, using my knowledge, to match colours, shades and tints of artefacts, objects and images. I can use ready mixed paint and watercolours. I can select and use a range of brushes and explain why I chose to use them in my work. I can work and create pictures/paintings on different scales. I can use different textures in my work through rubbing and copying. I can use tone in my work by drawing light/dark lines, light/dark patterns and light/dark shapes.
vocab	Tools, techniques, brush size, colour match, colour mix, primary colours, warm colours, cold colours	Tools, techniques, brush size, colour match, colour mix, primary colours, warm colours, cold colours, secondary colours, shades, tints, watercolour, tertiary, textures, acrylic, brush mark.
Sculpture 3D form Terms 1+ 2 (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found	I can experiment with manipulating malleable materials in a variety of ways including rolling and kneading. I can explore sculpture with a range of malleable materials. I can experiment with malleable materials for a purpose e.g. pot, tile. I understand the safety rules to use certain tools and materials. I can experiment with constructing and joining recycled, natural and manmade materials. I can experiment with ways of changing the surface of a malleable material.	I know how to change the shape of malleable materials in a variety of ways. I can use a range of materials to create and explore sculptures. I can use and manipulate malleable materials to create a sculpture with a specific purpose. I understand the safety and basic care of materials and tools. I can choose which material (natural, manmade or recycled) is best to use for my sculpture and explain why I have chosen this resource. I can use a range of tools and techniques to change the surface and create texture on a malleable material.



object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre)		
Vocab	Manipulating, rolling, kneading, tools, malleable, shaping, sculpture, construct, join, natural, manmade, recycled, slip, form	Manipulating, rolling, kneading, tools, malleable, shaping, sculpture, texture, construct, join, natural, manmade, recycled, slip, form, care , texture
Printing Mixed Media Terms 5+ 6 (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,	I can draw shapes from observations. I can draw different patterns. I can make rubbings to collect textures and patterns. I can experiment printing with a range of objects. I can build repeating patterns. I can sort materials for different purposes e.g. colour, texture. I can experiment with gluing materials on to different backgrounds. I can experiment with different ways of making collage. I can create images from a variety of media e.g. photocopy material, fabric, crepe/tissue paper etc.	I can draw shapes from observations and shapes within shapes. I can draw patterns that overlap and are organic and geometric. I can make rubbings to create textures and patterns in my drawings. I can print with a range of hard and soft materials e.g. corks, cardboard rolls, sponges, fruit etc. I can build repeating patterns and recognise pattern in the environment. I can sort and group materials and explain how I have sorted them. I can arrange and glue a variety of materials on to backgrounds for a specific purpose. I can fold, crumple, tear and overlap papers. I can create, select and use a range of media to create an image for a specific purpose.
Vocab	Pattern, collage, media, repeat, materials, rubbing	Pattern, collage, media, repeat, materials, rubbing, purpose , texture , background , fold , crumple , tear , overlap
Evaluative vocabulary	Annotate, develop, observation, similarities, differences, foreground, background,	Annotate, develop, observation, similarities, differences, foreground, background, reflect , artefact



There are 7 elements of art that children should be exposed to and encouraged to use and discuss. The visual components of **colour**, **form**, **line**, **shape**, **space**, **texture**, and **value**.

Colour

Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is **hue**, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is **intensity**, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its **value**, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.

Form

The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.

Line

Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space

Space

Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.

Shape

Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.

Texture

Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.

Value



Value is the degree of lightness and darkness in a colour. The difference in values is called **contrast**. Value can relate to shades, where a colour gets darker by adding black to it (**shade**), or **tints**, where a colour gets lighter by adding white to it.