HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

ART CURRICULUM PROGRESSION

	KS1		KS2			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Drawing	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	.	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.
Painting and mixed media	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining		Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects.	

		paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.		demonstrating the beginnings of an individual style.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	
Sculpture and 3D	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.		Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Craft and design		Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.		Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
Colour Pupils know:	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.	Using light and dark colours next to each other creates contrast.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
Form Pupils know:	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	A range of 2D shapes and confidently draw these.	Collage materials can be shaped to represent shapes in an image.	Negative shapes show the space around and between objects.	How to use basic shapes to form more complex shapes and patterns.		How an understanding of shape and space can

Pupils know:	Paper can be shaped by cutting and folding it	Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	Artists can focus on shapes when making abstract art.			support creating effective composition.
Line Pupils know:	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings		Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.		How line is used beyond drawing and can be applied to other art forms.
Pattern Pupils know:	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create patterns to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Patterns can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Shape Pupils know:	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art	How to use basic shapes to form more complex shapes and patterns.		How an understanding of shape and space can support creating effective composition.
Texture Pupils know:	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	

		can create surface texture. Painting tools can create varied textures in paint.				
Tone Pupils know:	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
Knowledge of Artists	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .

		materials learnt from artist work to begin purposefully choosing materials for a specific effect.				Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries
Artists	Marco Balich Louise Bourgeois Samantha Stephenson Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley Clarice Cliff Jasper Johns	Ranti Bam Rachel Whiteread Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell Romare Bearden	Ruth Asawa Max Ernst Carl Linnaeus Georgia O'Keeffe Maud Purdy	Ruth Daniels Senanayake Megan Carter William Morris Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat Audrey Flack Clara Peeters	Cai Guo-Qiang Teis Albers Karen Rose Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott	Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell Derek O'Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston Dan Fenelon Diego Rivera Leonardo Da Vinci
Evaluating and analysing	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.

			and make changes to improve their work.			Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Sketchbooks	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Key Vocabulary Knowledge	**Drawing**: Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk **Painting and mixed media**: Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick **Sculpture and 3D:** Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral,	**Craft and design:** Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate **Painting and mixed media:** Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface **Sculpture and 3D:** Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three	**Drawing:** Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder **Craft and design:** Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process,	**Drawing:** Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print **Painting and mixed media:** Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned,	**Sculpture and 3D:** Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive **Drawing**: Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	**Craft and design:** Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion **Drawing:** Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art,

	Zig-zag, Carving, Mosaic, Imagine	dimensional, In relief, Detail, Impressing	Material, Layout, Zine, Fold, Audience, Inform **Sculpture and 3D:** Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space	Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism **Craft and design:** Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	**Painting and mixed media:** Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Commissioned, Tone, Tonal, Composition, Impact, Audience **Sculpture and 3D:** Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection