



Nash Mills CofE Primary School
Curriculum Progression Document

Skills

Knowledge

Vocabulary

Each academic year, students will study the works of famous artists in the areas of Drawing, Painting and Printing and one of 3D Design – Sculpture or Textiles and Collage. At the beginning of each unit of work, pupils will study an artist, their work, style, skills and lives, before using those techniques to explore work more widely.

Throughout the Art and Design learning, pupils will:

A1 Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.

A2 Evaluate and analyse creative works using the language of art, craft and design.

At Key Stage One:

E1 record and explore ideas from first hand observations.
E2 ask and answer questions about starting points for their work.
E3 develop and share their ideas, try things out and make changes.
E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.
E5 think critically about their art and design work.

At Lower Key Stage Two:

E1 create sketch books to record their observations and use them to review and revisit ideas.
E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.
E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
E4 think critically about their art and design work.

At Upper Key Stage Two:

E1 create sketch books to record their observations and use to review and revisit ideas.
E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.
E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
E4 think critically about their art and design work.

Art Tier 3 Vocabulary @ KS1:

similarity
foreground
background

Art Tier 3 Vocabulary @ LKS2:

creative
adaptation
sources
variation
complement
contrast

Art Tier 3 Vocabulary @ UKS2:

cartridge / tissue
media
Distance
Symbolic
Subtle
Complex

Atmosphere
Representation
engaging
Inconsistent
Delicate
Flowing
Vibrant

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the Art curriculum:

EYFS				
<p>They represent their ideas and thoughts and feelings through DT, art (ELG) Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Use materials available to them to create/construct with a purpose e.g. making a handbag, robot</p>	<p>Constructs with a purpose in mind using a variety of purposes (EMM 40-60mnths) Using block to represent things with a defined name and purpose</p>	<p>Choose particular colours for purpose (40-60mnths) Mixes colours for purpose and apply this to their creation e.g. a pink pig</p>	<p>Understand that different media can be combined to create new effects (40-60months) Uses various materials to represent objects/models e.g. Pipe cleaners for spider's legs.</p>



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Drawing				
Knowledge (example artists)	<u>Key stage one</u>		<u>Lower Key stage two</u>	<u>Upper Key stage two</u>
	Keith Haring Pablo Picasso 		Louise Bourgeois Leonardo Da Vinci 	David Lozeau Ben Kwok
	D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. D2 draw lines and shapes using different surfaces. D3 invent lines and shapes in drawing. D4 to draw from imagination and experience		D1 draw for a sustained period of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements.	D1 work on sustained, independent, detailed drawings. D2 develop close observational skills. D3 use a sketchbook to collect and develop ideas. D4 use different techniques for different purposes i.e. shading, hatching, and blending. D6 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.
vocabulary	thick	shade	grades of pencil scale refine alter	Consolidate prior vocabulary
	thin sketch texture	smudge blend		



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Painting and Printing						
	Key stage 1		Lower key stage 2		Upper key stage 2	
Knowledge (example artists)	P: Wassily Kandinsky PR: Cornelius Krieghoff (Insp.)	P: Henri Matisse PR: Giuseppe Arcimboldo	P: Romero Britto PR: Andy Warhol	P: Vincent Van Gogh PR: Georgia O'Keeffe	P: Frida Khalo PR: Takashi Murakami (The Warhol of Japan)	P: Claude Monet PR: India Flint
skills	P1 use a variety of tools and techniques i.e. brush sizes and types. P2 experiment with tools and techniques e.g. layering, mixing. P5 name and mix primary colours, shades and tones. P6 create textured paint by adding material, i.e. sand or plaster PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. PR2 take simple prints i.e. mono-printing. PR3 create simple printing blocks for press print. PR5 experiment with overprinting motifs and colour		P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades. PR1 create printing blocks using relief or impressed method. PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlays.		P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours. PR1 create printing blocks using sketchbook ideas. PR2 develop techniques PR5 experiment with overprinting motifs and colour.	
vocabulary	printing technique brush size primary/secondary colours gouge scrape	shade acrylic / poster / watercolour artefact mono-printing motif wash	colour scheme / blocking spectrum tint	tone hue relief/impressed method. block printing	warm colours cold colours	atmosphere





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3D Design – Sculpture				
	Key stage 1		Lower key stage 2	Upper key stage 2
Knowledge (example artists)	Joan Miro 		Barbara Hepworth 	Fernand Leger 
skills	3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D2 explore sculpture with a range of malleable media. 3D3 work safely with materials and tools. 3D4 experiment with constructing and joining recycled, natural and manmade materials		3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay	P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours. PR1 create printing blocks using sketchbook ideas. PR2 develop techniques PR5 experiment with overprinting motifs and colour.
vocabulary	roll knead sculpt(ure) texture construct	join slip form malleable	carving surface transparent opaque manipulate recycled	Consolidate prior vocabulary






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Textiles and Collage

	Key stage 1		Lower key stage 2		Upper key stage 2
Knowledge (example artists)	C: Ben Lewis Giles 		C: Hannah Hoch 		C: Beatriz Milhazes 
skills	T1 choose fabrics/threads based on colour, texture and shape. T2 apply shapes with glue or stitching. T3 apply decoration using beads, buttons, feathers etc. T4 apply colour with printing, dipping, fabric crayons. T5 create fabrics by weaving materials, i.e. grass through twigs. C1 arrange and glue materials to different backgrounds. C2 fold, crumple, tear and overlap papers.		T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.		T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours. C1 use a range of media to create collages. C2 use different techniques, colours and textures when designing and making pieces of work. C3 use collage as a means of extending work from initial ideas.
vocabulary	texture construct	join natural man-made form recycled	surface transparent opaque	weave embroider tapestry	Consolidate prior vocabulary