

## Progression in Art & Design

Autumn	Skills - Exploring & Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of Other Artists
Y1	<p><b>Joan Miro</b> Respond positively to ideas and starting points; Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: Joan Miró, painting, Magical Realism, realistic, colour, size, life, home, myself.</p>	<p><b>Joan Miro</b> Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: dream, pictorial language</p>		<p><b>Joan Miro</b> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture; Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, sculpture, shapes, materials, pyramid, abstract, geometric.</p>				<p><b>Joan Miro</b> Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Joan Miró.</p>
Y2		<p><b>Landscapes &amp; Cityscapes</b> Draw lines of varying thickness; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, cityscape, building, pastels,</p>	<p><b>Landscapes &amp; Cityscapes</b> Experiment with different brushes (including brushstrokes) and other painting tools; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>		<p><b>Landscapes &amp; Cityscapes</b> Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>			<p><b>Landscapes &amp; Cityscapes</b> Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Monet, Van Gogh, Mertzinger.</p>
Y3	<p><b>Autumn</b> Use sketchbooks to record ideas; Explore ideas from first-hand observations; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.</p>	<p><b>Autumn</b> Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: light, dark, tone, shadow, line, pattern, texture,</p>	<p><b>Autumn</b> Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>		<p><b>Autumn</b> Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>		<p><b>Autumn</b> Use more than one colour to layer in a print; Replicate patterns from observations; Make printing blocks; Make repeated patterns with precision; Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p><b>Autumn</b> Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Jackson Pollock</p>
Y4	<p><b>Fruit &amp; Vegetables</b> Use sketchbooks to record ideas; Explore ideas from first-hand observations;</p>	<p><b>Fruit &amp; Vegetables</b> Experiment with showing line, tone and texture with different hardness of pencils;</p>	<p><b>Fruit &amp; Vegetables</b> Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p>	<p><b>Fruit &amp; Vegetables</b> Cut, make and combine shapes to create recognisable forms;</p>				<p><b>Fruit &amp; Vegetables</b> Use inspiration from famous artists to replicate a piece of work;</p>

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	<p>Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Use different materials to draw, e.g. pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, texture, form, tone, outline.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Use clay and other malleable materials and practise joining techniques; Use key vocabulary to demonstrate knowledge and understanding in this strand: clay, concave, smooth, rough, texture</p>				<p>Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>
Y5	<p><b>North America</b> Review and revisit ideas in their sketchbooks; Use digital technology as sources for developing ideas;</p>	<p><b>North America</b> Depict movement and perspective in drawings; Use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p><b>North America</b> Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>		<p><b>North America</b> Create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>			<p><b>North America</b> Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives; Use key vocabulary to demonstrate knowledge and understanding in this strand: John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p>
Y6	<p><b>Ancient Egypt</b> Review and revisit ideas in their sketchbooks; Think critically about their art and design work; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	<p><b>Ancient Egypt</b> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Depict movement and perspective in drawings; Use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p><b>Ancient Egypt</b> Create a colour palette, demonstrating mixing techniques; Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><b>Ancient Egypt</b> Plan and design a sculpture; Use tools and materials to carve, add shape, add texture and pattern; Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; Use materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>				<p><b>Ancient Egypt</b> Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives; Use key vocabulary to demonstrate knowledge and understanding in this strand: David Hockney, Man Ray, Fernand Léger</p>
Spring	Exploring & Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of Other Artists

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<b>Y1</b>	<p><b>Nature Sculptures</b> Respond positively to ideas and starting points; Explore ideas and collect information; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><b>Nature Sculptures</b> Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture;</p>		<p><b>Nature Sculptures</b> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture; Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, model, work, work of art, 3D, land art, sculptor,</p>	<p><b>Nature Sculptures</b> Sort and arrange materials; Add texture by mixing materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>		<p><b>Nature Sculptures</b> Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy.</p>
<b>Y2</b>	<p><b>Portraits</b> Respond positively to ideas and starting points; Explore ideas and collect information; Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><b>Portraits</b> Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p><b>Portraits</b> Experiment with different brushes (including brushstrokes) and other painting tools; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>		<p><b>Portraits</b> Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Add texture by mixing materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>		<p><b>Portraits</b> Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Klimt, Matisse, van Gogh, Warhol, Picasso, Klee</p>
<b>Y3</b>		<p><b>British Artists</b> Experiment with showing line, tone and texture with different hardness of pencils; Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p><b>British Artists</b> Use varied brush techniques to create shapes, textures, patterns and lines; Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Create different textures and effects with paint; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><b>British Artists</b> Add materials to the sculpture to create detail; Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>			<p><b>British Artists</b> Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor.</p>
<b>Y4</b>	<p><b>Beatrice Milhazes / Rainforest</b> Review and revisit ideas in their sketchbooks; Think critically about their art and design work; Use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p><b>Beatrice Milhazes / Rainforest</b> Through observational drawing, use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Use key vocabulary to demonstrate knowledge and</p>	<p><b>Beatrice Milhazes / Rainforest</b> Create a colour palette, demonstrating mixing techniques.</p>		<p><b>Beatrice Milhazes / Rainforest</b> Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage.</p>		<p><b>Beatrice Milhazes / Rainforest</b> Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p>

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	sketchbook, develop, refine, texture, shape, form, pattern, structure.	understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.						Express an opinion on the work of famous, notable artists and refer to techniques and effect; Beatrice Milhazes
Y5	<b>Wildlife Birds</b> Review and revisit ideas in their sketchbooks;	<b>Wildlife Birds</b> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.		<b>Wildlife Birds</b> Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; Use materials other than clay to create a 3D sculpture;			<b>Wildlife Birds</b> Design and create printing blocks/tiles; Develop techniques in mono, block and relief printing;	<b>Wildlife Birds</b> Reflect upon their work inspired by a famous notable artist and the development of their art skills; Richard Sweeney, Constantin Brancusi.
Y6	<b>Plants &amp; Flowers</b> Review and revisit ideas in their sketchbooks; Think critically about their art and design work; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	<b>Plants &amp; Flowers</b> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.		<b>Plants &amp; Flowers</b> Use tools and materials to carve, add shape, add texture and pattern; Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; Use materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.			<b>Plants &amp; Flowers</b> Develop techniques in mono, block and relief printing; Create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	<b>Plants &amp; Flowers</b> Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives; Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira.
Summer	<b>Exploring &amp; Developing Ideas</b>	<b>Drawing</b>	<b>Painting</b>	<b>Sculpture</b>	<b>Collage</b>	<b>Textiles</b>	<b>Printing</b>	<b>Work of Other Artists</b>
Y1	<b>Colour Chaos</b> Respond positively to ideas and starting points; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		<b>Colour Chaos</b> Name the primary and secondary colours; Mix primary colours to make secondary colours; Add white and black to alter tints and shades; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		<b>Colour Chaos</b> Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.			<b>Colour Chaos</b> Describe the work of famous, notable artists and designers; Use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Piet Mondrian,
Y2	<b>Fabricate</b> Respond positively to ideas and starting points; Explore ideas and collect information; Use key vocabulary to demonstrate knowledge and	<b>Fabricate</b> Draw lines of varying thickness; Use different materials to draw, for example pastels, chalk, felt tips;				<b>Fabricate</b> Show pattern by weaving; Use a dyeing technique to alter a textile's colour and pattern;		

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	understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.				Decorate textiles with glue or stitching, to add colour and detail; Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.		
<b>Y3</b>	<b>Insects</b> Use sketchbooks to record ideas; Explore ideas from first-hand observations; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	<b>Insects</b> Use shading to show light and shadow effects; Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		<b>Insects</b> Cut, make and combine shapes to create recognisable forms; Use clay and other malleable materials and practise joining techniques; Add materials to the sculpture to create detail; Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, brim, peak, buckle, edging,	<b>Insects</b> Select colours and materials to create effect, giving reasons for their choices; Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.		<b>Insects</b> Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Use key vocabulary to demonstrate knowledge and understanding in this strand: Louise Bourgeois, Jennifer Angus,	
<b>Y4</b>	<b>Bodies</b> Use sketchbooks to record ideas; Explore ideas from first-hand observations; Adapt and refine ideas;	<b>Bodies</b> Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		<b>Bodies</b> Use clay and other malleable materials and practise joining techniques; Add materials to the sculpture to create detail			<b>Bodies</b> Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: Julian Opie, Henry Moore, Giacometti, Vivienne Westwood	
<b>Y5</b>	<b>The Seaside</b> Review and revisit ideas in their sketchbooks; Offer feedback using technical vocabulary; Think critically about their art and design work; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	<b>The Seaside</b> Use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.		<b>The Seaside</b> Use materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast, pyramid	<b>The Seaside</b> Use a range of mixed media; Plan and design a collage; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	<b>The Seaside</b> Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.	<b>The Seaside</b> Design and create printing blocks/tiles; Create and arrange accurate patterns; Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	<b>The Seaside</b> Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives; Use key vocabulary to demonstrate knowledge and understanding in this strand: Ben Nicholson, Alfred Wallis
<b>Y6</b>	<b>European Arts &amp; Artists</b>	<b>European Arts &amp; Artists</b>	<b>European Arts &amp; Artists</b>	<b>European Arts &amp; Artists</b>			<b>European Arts &amp; Artists</b>	

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	<p>Use sketchbooks to record ideas; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas;</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Cut, make and combine shapes to create recognisable forms; Add materials to the sculpture to create detail; Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form,</p>				<p>Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Michelangelo, Rembrandt, Paula Rego, Caravaggio, Le Corbusier, Coco Chanel, Dali</p>
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