

Progression of Knowledge, Skills and Vocabulary- Art					
Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
Know how to confidently cut and tear paper for a collage.	Know how to work on a group collage	Know how to use different materials to create a picture.	Know how to create tone and form in a collage.	Know how to add tactile elements to a collage.	Know how to build on all previous skills to create a finished piece and discuss choices.
Skills					
Introduce adhesives – Pritt and PVA Fold, crumple, tear, overlap and sort different materials.	Overlap and overlay materials. Show awareness of contrasts in textures and colours.	Use collage to represent objects as well as imaginative work.	Develop their own materials for collage – marbelling etc Embellish work using a variety of techniques and materials.	Add collage to a printed or painted background. Add tactile elements.	Combine pattern, shape, form and tone within a collage using a variety of materials.
Vocabulary					
Tear, overlay, crumple, fold, glue.	As before + contrast, texture, colour.	As before + represent, imaginative	As before + tone, merbelling, embellish.	As before + tactile	As before + variety, combine, effect.
Artist					
Matisse / Hamilton	Matisse / Hamilton	Megan Coyle	Megan Coyle	Henri Rousseau	Henri Rousseau

Progression of Knowledge, Skills and Vocabulary- Art					
3D modelling					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
Know how to add texture by using tools.	Know how to make a simple model by using a mix of materials.	Know how to add pattern to a clay (or similar) model.	Know how to form clay successfully so it dries and remains intact.	Know the limitations of clay, and when to use other materials, such as a wire / pipe cleaners.	Know how to include a range of materials to create not only a visual, but also a tactile element to a model.
Skills					
Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. Use patterns.	Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots.	Shape, form and construct malleable and rigid materials. Construct a base for extending and modelling other shapes – paper mache – and use for a purpose.	Shape, form, model and construct malleable and rigid materials – clay tiles, houses etc ...	Shape, form, model and construct from observation and imagination.	Shape, form, model and join using malleable and rigid materials – wire modelling, paper, card and mod rock etc ...
Vocabulary					
roll, carve, dough	As before + malleable, clay	As before + rigid, construct	As before + tiles, form, intact	As before + observation, imagination, limitations	As before + wire modelling
Artists / architects / designers					
Ben Baker Anthony Gormley	Ben Baker Anthony Gormley	Luke Jerram Katie Paterson	Luke Jerram Katie Paterson	Constantin Brancusi Ai Weiwei	Constantin Brancusi Ai Weiwei

Progression of Knowledge, Skills and Vocabulary- Art					
Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
Know how to print on different materials (paper, card, wood)	Know how to print using different methods (rolling, rubbing, pressing)	Know how to print using a two colour block.	Know how to create an accurate print design which will line up.	Know how to print with three colours.	Know how to create an overprint.
Skills					
Use sponges to make patterns or pictures.. Use found materials man made/natural to print.	Create repeating patterns. Develop impressed images using foods ie potatoes with shapes cut into them.	Relief prints using foam printing blocks.	Experiment with mono printing. Create repeating patterns using relief or impressed print method.	Print with two overlays using an impressed print	Print with three overlays – using card, string and small lino tiles to create block prints
Vocabulary					
Sponge, patter, materials, card, man made, natural	As before + repeating patterns, rubbing, rolling, pressing	As before + printing blocks, relief print	As before + mono print, accuare, align.	As before + overlays.	As before + overprint.
Artists					
Franz Maria Jansen Elizabeth Olds	Franz Maria Jansen Elizabeth Olds	Howard Hodgkin David Hockney	Howard Hodgkin David Hockney	Durer Hogarth	Durer Hogarth

Progression of Knowledge, Skills and Vocabulary- Art					
Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
Know that pencils can make light and dark tones.	Know how to use pencil, charcoal and pastel on paper and card.	Use HB to 6B to show a range of tones.	Know that objects nearer appear to be larger, and those further away smaller.	Know how to draw using one point perspective.	Know how to use shade and texture to create a 3D scene with perspective
Skills					
Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes.	Experiment with tools and surfaces. Draw lines from observations	Create textures with different drawing implements. Use different grades of pencil to apply tone to drawings	Experiment with different grades of pencil, cross hatching, blending. Show an awareness of objects have a third dimension.	Apply the effect of light on objects from different directions. Begin to use perspective in work using a single focal point and horizon.	Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images. Produce accurate drawings from observation and use tonal contrast in drawings.
Vocabulary					
tone texture	As before plus surfaces observation	As before plus figurative still life tone	As before plus depth perspective line hatching,	As before plus balance, form, composition, focal	As before plus aesthetic, scale, proportion
Artist					
Seurat	Seurat	Turner	Turner	Frederick Rowntree - architect	Frederick Rowntree - architect

Progression of Knowledge, Skills and Vocabulary- Art					
Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge					
Know how to control the thickness of brush strokes in a painting.	Know the names of the primary and secondary colours, and which two primaries produce which secondary.	Know how to alter the tint of paint to either lighten or darken it.	Know how to create different textural effects by using a paint brush in different ways.	Know how to create a wash using two or more colours, and how it might be used in a painting.	Know how to build up to a finished painting by using a wash, then adding more detail with wet and / or dry brush.
Skills					
Experiment with painting and colour mixing using powder paints, poster paints and water colours.	Name colours. Mix primary colours to make secondary colours.	Make as many tints as possible using white poster paint Darken colours using black poster paint to create shades.	Experiment with effects and textures – dotting, scratching, splashing. Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.	Colour mix to match tints, tones and shades in existing works. Make a wash using water colour paints.	Identify how colour can portray emotion and use this in their own artwork. Use dry and wet brush techniques.
Vocabulary					
Strokes, brush, paints, mixing	As above + mix, primary, secondary	As above + tint, darken, lighten, shades.	As above + techniques, dotting, texture.	As above + wash, tints.	As above + wet / dry brush,
Artist					
George Edward Marston	George Edward Marston	Inji Efflatoun / Gazbia Sirry	Inji Efflatoun / Gazbia Sirry	Hans Holbein	Hans Holbein