| Ebor Progression of Knowledge, Skills & Vocabulary - Strand Progression | | | | | | |
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| **Art** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Knowledge** | | | | | | |
| **Generating ideas** | | | | | | |
| 1. Work purposefully responding to colours, shapes, materials etc.  2. Create simple representations of people and other things | 1. Recognise that ideas can be expressed in art work.  2. Experiment with an open mind *(for instance, they enthusiastically try out and use all materials that are presented to them)* | 1. try out different activities and make sensible choices about what to do next  2. use drawing to record ideas and experiences. | 1. gather and review information, references and resources related to their ideas and intentions.  2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. | 1. select and use relevant resources and references to develop their ideas.  2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. *(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).* | 1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas  2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. | 1. independently develop a range of ideas which show curiosity, imagination and originality  2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) |
| **Making** | | | | | | |
| 3. work spontaneously and enjoy the act of making/creating  4. sustain concentration and control when experimenting with tools and materials | 3. try out a range of materials and processes and recognise that they have different qualities  4. use materials purposefully to achieve particular characteristics or qualities | 3. deliberately choose to use particular techniques for a given purpose  4. develop and exercise some care and control over the range of materials they use. *(for instance, they do not accept the first mark but seek to refine and improve).* | 3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.  4. select, and use appropriately, a variety of materials and techniques in order to create their own work. | 3. investigate the nature and qualities of different materials and processes systematically.  4. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) | 3. confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)  4. use their acquired technical expertise to make work which effectively reflects their ideas and intentions. | 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques  4. Independently select and effectively use relevant processes in order to create successful and finished work |
| **Evaluating** | | | | | | |
| 5. recognise and describe key features of their own and others’ work | 5. Show interest in and describe what they think about the work of others | *5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because…”)* | 5. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) | 5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | 5. regularly analyse and reflect on their progress taking account of what they hoped to achieve. | 5. provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work |
| **Knowledge and understanding** | | | | | | |
| 6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing | 6. how to recognise and describe some simple characteristics of different kinds of art, craft and design  7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. | 6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.  7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary *(for instance, they know the names of the tools and colours they use)* | 6. about and describe the work of some artists, craftspeople, architects and designers  7. and be able to explain how to use some of the tools and techniques they have chosen to work with. | 6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.  7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. | 6. research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.  7. how to describe the processes they are using and how they hope to achieve high quality outcomes | 6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.  7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes. |
| **Skills** | | | | | | |
| **Drawing** | | | | | | |
| * Scissor holding skills * Pencil control and handling * Being able to draw circles, shapes and lines * Make snips in paper or cut a shape | • I can draw a recognisable object or shape using a pencil or crayon.  • I can draw lines of different shapes and thicknesses using 2 different grades of art pencils.  • I can show moods in my drawing, such as happy, sad and angry.  • I can show something about myself in my drawing. | • I‌ ‌can‌ ‌use‌ ‌3‌ ‌different‌ ‌grades‌ ‌of‌ ‌drawing‌ ‌pencils‌ ‌in‌ ‌my‌ ‌drawing‌ ‌(e.g.‌ ‌B,‌ ‌2B‌ ‌&‌ ‌6B)‌  • I can create different tones to create light and dark  • I can use pencil, charcoal and pastel.  • I can use a viewfinder to focus on a specific part of an object or scene.  • I can create texture and pattern in my drawing | • I can use different grades of pencil to show shade, tone and texture in my drawings.  • I can show facial expressions in my drawing  • I can investigate a variety of lines, shapes, colours and texture to produce work on a theme.  • I can use my sketchbook to explore an idea and explain why I have done it. | • I can use greater detail and proportion when drawing objects and figures.  • I can create mood and feeling by adding facial expressions and body language.  • I can create a figure in motion using lines, tone & colour.  • I can explain in my sketchbook through annotation, why I have chosen a specific material to work with.  • I can create an image that shows reflection | • I can identify and draw simple objects and use marks and lines to create texture.  • I can use shade to create a 3D drawing.  • I can create a figure in motion using simple drawing techniques.  • I can investigate a variety of lines, shapes, colours and texture to produce work on a theme  • I can experiment and annotate using different materials to find the best one for the purpose of my work. | • I can create sketches to communicate emotion, sense of self with accuracy and imagination.  • I can use shade and texture to create a 3D scene with perspective.  • I can create a figure in motion using varied drawing techniques.  • I can investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work  • I can experiment and explain why I have chosen the different materials to find the best one for the purpose of my work, and then have then applied this in my final artwork |
| **Vocabulary** | | | | | | |
| Draw, pencil, pen, portrait, chalk, oil pastel, mark make, line, circle, shapes, pencil grip, pinch your pencil | Line, thick, thin, wavy, straight, portrait | soft, hard, pattern, shape, detail, bold, wavy, straight, oval, long, curvy.. | .  Form, shape, shading, depth, proportion. | Observation, tone, form, texture, patterns, shapes contrast, shading, hatching, blending, | Observation, tonal contrast, mixed media, shading, hatching, blending,  foreground, middle ground, background | Observation, tonal contrast, mixed media, shading, hatching, blending,  Composition: perspective, single focal point, horizon, composition, scale, |
| **Painting** | | | | | | |
| Holding a paintbrush  Making lines with a paintbrush  Using different thickness of brushes  Painting shapes, different sized painting  colour mixing  Observational paintings | • I can choose and control different thicknesses of brushes for my painting.  • I can paint a picture of something I can see, such as a scene and people  • I can name and use the Primary and Secondary colours.  • I can create mood and feeling in my painting. | • I can mix primary colours to make secondary colours.  • I can mix colours and predict the outcomes.  • I can create different tints in paint by adding white.  • I can create different tones of colours by adding black.  • I can mix colours to make brown | • I can predict with accuracy the outcomes of the colours I mix  • I can create a colour wheel with the primary and secondary colours in the correct place.  • I can create a background wash  • I can use a range of paint brushes to create different effects and textures | • I can identify and create the colours for a painting.  • I can create mood using colour and texture in my painting.  • I can successfully use shading in my painting to create depth and mood  • I can use different types of paint such as gouache, acrylic and water colours | • I can create all the colours I need for a painting  • I can use tone and tint to create 3D shape  • I can add a light source in a painting using tint and tone.  • I can create distance in a painting using colour ranges.  • I can create colour ladders to show tonal range. | • I can explain what my own style of painting is.  • I can use a wide range of techniques in my painting  • I can explain why I have chosen different techniques, choice of colours and methods of application  • I can investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work.  • I can experiment and explain why I have chosen the different materials to find the best one for the purpose of my work, and then have then applied this in my final artwork. |
| **Vocabulary** | | | | | | |
| Painting, | sponges, brushes, colour, mix. | Colour; mixing, primary colours, primary shades, tones, techniques, layering | primary, secondary, mix, shades, experiment, effects, textures, blocking, washes, layering, | mix, effects, primary secondary and complementary colours, watercolours, imagination | Contrast, light shade, complementary colours, texture, depth. | Contrast, light shade, complementary colours, texture, depth, expression, represent. |
| **3D/ sculpture** | | | | | | |
| • join and assemble tools | • I can add texture by using tools.  • I can make different kinds of shapes.  • I can cut, roll and coil materials such as dough or plasticine. | • I can make a clay pot  • I can build a simple model from a range of different materials  • I can join two finger pots together | • I can create a pinch pot.  • I can detail and texture and pattern onto my model  • I can make a pop up model  • I can work with life size materials | • I can experiment with and combine materials and process to design and make a 3D form  • I can begin to sculpt clay and other moldable materials. | • I can experiment with and combine different materials and methods in designing 3D project  • I can sculpt clay and moldable materials into a design for a project  • I can add texture and detail to my model | • I can create a different range of models, using different materials and scales  • I can include both visual and tactile elements to my models  • I can explain why I have chosen both the materials and methods to create my model |
| **Vocabulary** | | | | | | |
| \*\* | clay, tools, smooth, shape. | tools, rolling, kneading, shape. | create, patterns, join, modelling, clay, coils, slips, malleable. | Construct, surface patterns, join, modelling, clay, coils, slips, malleable. | intricate patterns, textures, malleable, clay, coils, slips, coils, slips, materials, sculptures | intricate patterns, textures, malleable, clay, coils, slips, slabs, coils, slips, materials, sculptures |
| **Printing** | | | | | | |
| • sponges  fruit | • I can print with sponges, vegetables and fruit.  • I can print on paper and textiles  • I can design and make my own printing block.  • I can create a repeating pattern. | • I can print using a pressing method.  • I can print using a rolling method.  • I can print using a rubbing method.  • I can create a print like a designer. | • I can make a printing block.  • I can make a two colour print block | • I can print using at least 3 colours.  • I can create accurate print designs that line up.  • I can print onto different materials. | • I can print using a number of colours  • I can create an accurate print that meets set criteria  • I can print onto different materials successfully | • I can overprint using different colours.  • I can make decisions about the methods I use for printing as a result of careful planning and practice of different printing techniques |
| **Vocabulary** | | | | | | |
| \*\* | print, inks, experiment, shape, colour. | Hard, soft,sponge, rollers, printing. | repeating patterns. printing blocks, texture, pattern. | repeating patterns. printing blocks, texture, pattern. | relief or impressed, overlays, layers, depth, | relief or impressed, overlays, layers, depth, |
| **Collage** | | | | | | |
| • cutting materials etc  •  •  •  • | • I can confidently cut or tear paper for my collage.  • I work out and gather the materials to make my collage.  • I can make a picture I can talk about. | • I can create my own individual collage  • I can work together to make a group collage  • I can mix different materials into my collage and explain why I have chosen them  • I can use repeated patterns in my collage. | • I can cut accurately for my collage  • I can successfully use different materials together in a picture  • I can create a mosaic  • I can create a picture using montage | • I can a collage using different materials shade and textures  to create a piece of art  • I can combine different materials to create tone and form within a collage | • I can use ceramic mosaic to create a piece of art. I can create materials to use in a collage.  • I can combine visual elements with tactile qualities. | • I can explain my choices of materials I have chosen to use/make in my artwork.  • I can combine pattern, tone and shape within my collage. |
| **Vocabulary** | | | | | | |
| \*\* | glue, sticking, paper | crepe paper, magazines, sort, group, colour, fold, crumple, tear, | tearing, overlapping and layering | tearing, overlapping and layering, visual. | Mixed media, texture, colour, contrast, bold, subtle | Mixed media, texture, colour, contrast, bold, subtle, impact. |
| **Project Ideas** | | | | | | |
| Year A | Year A | Year A | Year A | Year A | Year A | Year A |
| Drawing/Painting - Self Portrait  Arctic Paintings - layering  Clay Fossils  Silhouetting  Mosaic and Collage | Drawing - Self portrait  Frida Khalo  3D - pot  Painting - Landscape  Van Gogh | Drawing - Self portrait  Frida Khalo  3D - pot  Painting - Landscape  Van Gogh | Drawing - Self portrait  Frida Khalo  3D - Greek pot  Stone age art | Drawing - Self portrait  Frida Khalo  3D - Greek pot  Stone age art | Drawing - Self portrait  Frida Khalo  3D contemporary sculpture  Propaganda poster | Drawing - Self portrait  Frida Khalo  3D contemporary sculpture  Propaganda poster |
| Year B | Year B | Year B | Year B | Year B | Year B | Year B |
| Drawing/Painting - Self Portrait  Collaging | Collage - shape and colour  Paul Klee  Printing - Great fire of  Painting -  Leonid Afremov | Collage - shape and colour  Paul Klee  Printing  Painting -  Leonid Afremov | Collage -Mosaic  Printing - Geometric repeating pattern - Islamic art | Collage -Mosaic  Printing - Geometric repeating pattern - Islamic art | Collage - Mixed media  Kurt Schwitters  Printing - Mono printing  Favianna Rodriguez  Painting - Landscape  Melissa Loop | Collage - Mixed media  Kurt Schwitters  Printing - Mono printing  Favianna Rodriguez  Painting - Landscape  Melissa Loop |