
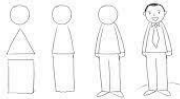
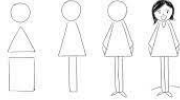

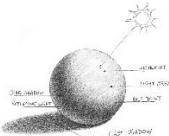
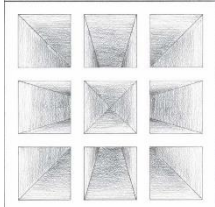







Knowledge progression - Art and Design - St. Luke's C of E Primary School








	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists, craft makers and designers
<p>Drawing (pencil, charcoal, inks, chalks, pastels, ICT software)</p> 	<p>To know how to use a variety of drawing tools</p> <p>To know how to use drawings to tell a story</p> <p>To know how to create different lines</p> <p>To know about different textures</p> <p>To know how to draw people</p>  	<p>To know how to use a variety of drawing tools - Extend the variety including pastels, charcoal etc.</p> <p>To know how to explore different textures</p> <p>To know how to observe and draw landscapes</p> <p>To know how to observe patterns</p> <p>To know how to include anatomy such as faces, Limbs etc</p>	<p>To know how to experiment with tools and surfaces</p> <p>To know how to draw as way of recording experiences and feelings</p> <p>To discuss use of shadows, and the use of light and dark</p> <p>To know the purpose of sketching to make quick records</p>	<p>To know how to experiment with the potential of various pencils</p> <p>To know how to draw both the positive and negative of shapes</p> <p>To know how to use initial sketches as a preparation for paintings</p> <p>To know how to make accurate drawings of people - particularly faces in detail</p> 	<p>To know how to identify and draw the effect of light</p> <p>To know how to use scale and proportion</p> <p>To know how to create accurate drawings of whole people including proportion and placement</p> <p>To know how to work on a variety of scales</p> 	<p>To know the effect of light on objects and people from different directions</p> <p>To know how to interpret the texture of a surface</p> <p>To know how to produce increasingly accurate drawings of people</p> <p>To know and understand the concept of perspective</p> 	<p>To know the effect of light on objects and people from different directions</p> <p>To know how to interpret the texture of a surface</p> <p>To know how to produce increasingly accurate drawings of people</p> <p>To know and understand the concept of perspective</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>   



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<p>Colour (painting - powder paints, ink, dye, poster paint, water colours, acrylics textiles, pencils, crayon, pastels)</p> 	<p>To know how to experiment with and using primary colours</p> <p>To know the names of a range of colours</p> <p>To know how to mix and experiment with colours</p> <p>To know the names of different tools that bring colours together</p> <p>To know how to use a range of tools to make coloured marks on paper</p>	<p>To know how to name all the colours</p> <p>To know how to mix colours using powder paints</p> <p>To know how to find collections of colour - colour charts and wheels</p> <p>To know how to apply colour with a range of tools</p>	<p>To know how to describe colours by objects</p> <p>To know how to make as many tints/tones of one colour as possible (using white)</p> <p>To know how to darken colours with and without using black</p> <p>To know how to use colour on a larger scale</p> 	<p>To know how to colour mix - Using powder paints</p> <p>To know how to make colour wheels</p> <p>To know how to use different types of brushes</p> <p>To know how to use techniques when applying colour e.g., dotting, scratching, splashing etc</p>	<p>To know how to colour mix and match colours; tints, tones, shades</p> <p>To know how to observe colours and their effects</p> <p>To know how to select suitable equipment for the task</p> <p>To know how to choose colours to reflect moods</p> 	<p>To know about hue, tint, tone, shades and moods when using colour</p> <p>To know how to explore the use of texture in colour</p> <p>To know the purpose of certain colours</p>	<p>To know about hue, tint, tone, shades and moods when using colour</p> <p>To know how to explore the use of texture in colour</p> <p>To know the purpose of certain colours</p> <p>To know how to use colour to express feelings</p>	<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</p>   
<p>Texture (textiles, clay, sand, plaster, stone)</p> 	<p>To know how to handle, manipulate and enjoy using materials</p> <p>To participate in a range of sensory experiences</p> <p>To know how to create simple collages</p>	<p>To know how to weave</p> <p>To know how to create a collage</p> <p>To know how to sort according to specific qualities</p> <p>To know how textiles create things</p>	<p>To know about overlapping and overlaying to create effects</p> <p>To know how to use large eyed needles - creating running stitches</p> <p>To know to create simple appliqué work</p>	<p>To know how to use smaller eyed needles and finer threads</p> <p>To know how to weave</p> <p>To know how to use techniques such as tie dying or batik</p> 	<p>To know how to use a wider variety of stitches</p> <p>To know to experiment with creating mood, feeling, movement</p> <p>To know how to compare different fabrics</p>	<p>To know how to use stories, music, poems as stimuli when creating a piece of art</p> <p>To know how to select and use materials</p> <p>To know how to embellish work</p>	<p>To know how to develop experience in embellishing</p> <p>To know how to apply knowledge of different techniques to express feelings</p> <p>To know how to collaboratively on a larger scale</p>	<p>Linda Coverley, Molly Williams, William Morris, Gustav Klimt</p>  



Knowledge progression - Art and Design - St. Luke's C of E Primary School












	To know how to create some simple weaving		To know to explore other simple stitches To know how to create collages 			To study and know about artists who create art with fabrics		
Form (3D work, clay, dough, Box modelling, wire, paper, cardboard sculptures, mod roc)	To know how to handle, feel and manipulate a range of materials To know how to use materials to construct To know how to build with small and large construction toys To use materials that are malleable to shape, mould and form new creations 	To know how to use materials to construct To know how to use materials to make known objects for a purpose To use clay or dough to carve, mould and manipulate To use clay/dough to pinch and roll - modelling To know how to join materials together - make simple joins - fixing and fastening techniques	To have an awareness of natural and man-made forms To use expression of personal experiences and ideas To shape and form from direct observation (Malleable and rigid materials) To know how to use a range of decorative techniques To know how to replicate patterns and textures in a 3-D form To research the work of other sculptors	To be able to shape, form, model and construct malleable and rigid materials To know how to plan and develop their own models To show understanding of different adhesives and methods of construction - fixing and fastening techniques To know about aesthetics and how to add extra detail to a design.	To know how to create plans and develop ideas through research To know how to create surface patterns / textures on clay/dough sculptures. To know how to discuss own work and work of other sculptors To investigate, analyse and interpret natural and manmade forms of construction 	To know how to plan and develop ideas Shape, form, model and join To know how to use observation or imagination when using materials including - clay, paper, mod roc etc To know some of the properties of media - such as clay, mod roc etc To know how to discuss and evaluate own work and that of other sculptors	To know how to plan, develop and evaluate ideas To know how to use materials to shape, form, model and join - including wire/mod roc, paper To know how to use observation or imagination when using materials To know some of the properties of media To know how to discuss and evaluate own work and that of other sculptors	Henry Moore, Barbara Hepworth, Andy Goldsworthy   



Knowledge progression - Art and Design - St. Luke's C of E Primary School




<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>To know how to create rubbings</p> <p>To be able to print with variety of objects</p> <p>To know how to print with block colours</p>	<p>To know how to create patterns when printing</p> <p>To know how to develop impressed images</p> <p>To know how to create relief prints</p> 	<p>To know how to print with a growing range of objects</p> <p>To be able to identify the different forms of printing</p> 	<p>To know how to create relief and impressed printing recording textures/patterns</p> <p>To know the technique - mono-printing</p>  <p>To know how to use colour mixing through overlapping colour prints</p>	<p>To be able to use a sketchbook for recording textures/patterns</p> <p>To know how to interpret environmental and manmade patterns</p> <p>To know how to modify and adapt print</p>	<p>To know how to combine prints</p> <p>To know how to design prints</p> <p>To be able to discuss and evaluate own work and that of others</p>	<p>To know how to build up drawings and images of whole or parts of items using various techniques</p> <p>To know how to create a screen printing</p> <p>To explore printing techniques used by various artists</p> 	<p>Picasso, Dan Mather, Andy Warhol</p>  
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>To know how to create repeating patterns</p> <p>To know how to create irregular painting patterns</p> <p>To know and understand some simple symmetry</p>	<p>To develop awareness and discussion of patterns</p> <p>To know how to create repeating patterns</p> <p>To know how to create symmetry in their artwork</p>	<p>To know how to experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>To know about natural and manmade Patterns</p>	<p>To know about pattern in the environment</p> <p>To know how to create patterns on a computing programme</p> <p>To know how to make patterns on a range of surfaces</p>	<p>To know how to explore environmental and manmade patterns</p> <p>To know and use tessellation in artwork</p> 	<p>To know how to create own abstract pattern to reflect personal experiences and expression</p> <p>To know how to create pattern for purposes</p>	<p>To know how to create own abstract pattern to reflect personal experiences and expression</p> <p>To know how to create pattern for purposes</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee</p>  



Knowledge progression - Art and Design - St. Luke's C of E Primary School



			Discuss regular and irregular	To know how to use symmetry in their artwork				
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Year	Progression in Art Vocabulary from Foundation Stage to Year 6.
FS	<p>22-36 months: Colour, marks.</p> <p>30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard.</p> <p>40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.</p>
1	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>
2	<p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p> <p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.</p> <p>Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p> <p>Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>
3	<p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p>Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p>



	<p>Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p> <p>Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p> <p>Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>
4	<p>Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> <p>Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p> <p>Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p> <p>Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p> <p>Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.</p>
5	<p>Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p>Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p>Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p> <p>Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p>Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p>
6	<p>Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> <p>Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> <p>Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Collage & Textiles:</p>



Knowledge progression - Art and Design - St. Luke's C of E Primary School



Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.

Sculpture:

Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.