

### Subject Strand: Substantive knowledge: Formal elements (Across all teaching units)

|         | EFYS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|---------|--|---|--|---|--|--|--|
| Pattern | Know that different tools can make different patterns.         | Know that a pattern is a design in which shapes, colours or lines are repeated.   | <p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>   | To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).   | <p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> | To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. | To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. |
| Texture | Know that different materials/surfaces have different textures | <p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p> | <p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p> | To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. | To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.  | To know how to create texture on different materials.  | To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.   |

## Art Progression Document

### Abbot's Hall Community Primary School

|               |   |   |   |   |  |   |  |
|---------------|---|---|---|---|--|---|--|
| <b>Tone</b>   | <p>Know that colours can be made darker or lighter by adding black or white</p> | <p>Know that 'tone' in art means 'light and dark'</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p>  | <p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>   | <p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>            | <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>                         | <p>To know that tone can help show the foreground and background in an artwork.</p>   | <p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>  |
| <b>Colour</b> | <p>Know that colours can be mixed to create new colours.</p>                    | <p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> <li>● Red + yellow = orange</li> <li>● Yellow + blue = green</li> <li>● Blue + red = purple</li> </ul> | <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p> | <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> | <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>   | <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>   | <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> |
| <b>Form</b>   | <p>Know that materials can be manipulated and moulded</p>                       | <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>  | <p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>   | <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>  | <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> | <p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> | <p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>   |

## Art Progression Document

### Abbot's Hall Community Primary School

|                             |   |  |   |  |   |  |   |
|-----------------------------|---|--|---|--|---|--|---|
| <b>Shape</b>                | <p>To know that a push, pull or a twist can affect the shape.</p>       | <p>Know that paper can be shaped by cutting and folding it.</p>  | <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p> | <p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p> | <p>To know how to use basic shapes to form more complex shapes and patterns.</p>  | <p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>   | <p>To know how an understanding of shape and space can support creating effective composition.</p>  |
| <b>Line</b>                 | <p>To develop confidence with using a range of tools to make marks.</p> | <p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>  | <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>   | <p>To know that different drawing tools can create different types of lines.</p>   | <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>  | <p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>                               | <p>To know how line is used beyond drawing and can be applied to other art forms.</p>   |
| <b>Knowledge of artists</b> |   | <p>Marco Balich<br/>Louise Bourgeois<br/>Samantha Stephenson<br/>Renata Bernal<br/>Ilya Bolotowsky<br/>Zaria Forman<br/>Wassily Kandinsky<br/>Bridget Riley<br/>Clarice Cliff<br/>Jasper Johns</p> | <p>Ranti Bam<br/>Rachel Whiteread<br/>Josef Albers<br/>Matthew Cusick<br/>Eduardo Paolozzi<br/>Maggie Scott<br/>Kim Soon-Im<br/>Susan Stockwell<br/>Quentin Blake<br/>Romare Bearden</p>  | <p>Ruth Asawa<br/>Anthony Caro<br/>Max Ernst<br/>Carl Linnaeus<br/>Georgia O'Keeffe<br/>Maud Purdy</p>   | <p>EI Anatsui<br/>Sokari Douglas-Camp<br/>Barbara Hepworth<br/>Magdelene Odundo<br/>Jaume Plensa<br/>Fernando Botero<br/>Alberto Giacometti<br/>Henri Matisse<br/>Henry Moore<br/>Ed Ruscha<br/>Georges Seurat<br/>Audrey Flack<br/>Clara Peeters</p> | <p>Cai Guo-Qiang<br/>Zaha Hadid<br/>Friedensreich Hundertwasser<br/>Teis Albers<br/>Karen Rose<br/>Chila Kumari Singh Burman<br/>Njideka Akunyili Crosby<br/>Vincent van Gogh<br/>Frida Kahlo<br/>Maggie Scott</p> | <p>Derek O Boateng<br/>Chuck Close<br/>Albrecht Durer<br/>Hannah Hoch<br/>Graham Holland<br/>Edvard Munch<br/>Chris Plowman<br/>Edward Weston<br/>Dan Fenelon<br/>Diego Rivera<br/>Leonardo Da Vinci<br/>Frank Bowling<br/>Richard Brackenburg<br/>David Hockney<br/>Lubaina Himid<br/>Fiona Rae<br/>Paula Rego<br/>John Singer Sargent</p> |

# Art Progression Document

## Abbot's Hall Community Primary School

### Subject Strand: Drawing

|                               |                             | EFYS  | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
|-------------------------------|-----------------------------|---|--|---|--|--|--|--|
| <b>Disciplinary knowledge</b> | <b>Generating ideas</b>     | Talk about their ideas and explore different ways to record them.   | Explore their own ideas using a range of media.  | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.  | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.   | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.   | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.   |
|                               | <b>Sketchbooks</b>          | Experiment with mark making in an exploratory way.  | Use sketchbooks to explore ideas in an open-ended way.   | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.  | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.   | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.  | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.   | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.   |
|                               | <b>Making skills</b>        | <p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> | <p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> | <p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> | <p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> | <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> | <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> | <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> |
|                               | <b>Knowledge of artists</b> | Enjoy looking at and talking about art.   | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.  | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.   | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.  | Use subject vocabulary confidently to describe and compare creative works.   | Use their own experiences of techniques and making processes to explain how art works may have been made.  | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.  |



## Art Progression Document

### Abbot's Hall Community Primary School



|                   |                                 |   |  |   |   |  |   |   |
|-------------------|---------------------------------|---|--|---|---|--|---|---|
|                   | <b>Evaluating and analysing</b> | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art.<br><br>Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br><br>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| <b>Vocabulary</b> |                                 | Curved<br>Straight<br>Thick<br>Thin<br>Wavy<br>Rubbing          | Line<br>Shade<br>Shadow<br>Cross-hatch<br>Texture                | Stippling<br>Hatching<br>Scribbling<br>Sketch<br>Blending   | Tone<br>Scale<br>Pressure<br>Frottage<br>composition  | Gradient<br>Contrast<br>Precision<br>Mixed media<br>Wax-resist   | Technique<br>Imagery<br>Collagraph<br>purpose   | Symbolic<br>Aesthetic<br>Graffiti<br>Tonal<br>Commissioned  |

### Subject Strand: Painting and mixed media

|                               |                         | EFYS  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|-------------------------------|-------------------------|---|---|--|---|---|---|--|
| <b>Disciplinary knowledge</b> | <b>Generating ideas</b> | Explore different ways to use paint and a range of media according to their interests and ideas.  | Explore their own ideas using a range of media.   | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.   | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.   | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.  | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.   |
|                               | <b>Sketchbooks</b>      | N/A   | Use sketchbooks to explore ideas in an open-ended way.  | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.   | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.   | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.  | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.   |
|                               | <b>Making skills</b>    | <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p> | <p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.</p> | <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p> | <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> | <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> | <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg <i>making choices about painting surfaces or mixing paint with other materials</i>.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.</p> | <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.</p> |

## Art Progression Document

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|                   |                                 |   |   |  |   |   |   |   |
|-------------------|---------------------------------|---|---|--|---|---|---|---|
|                   | <b>Knowledge of artists</b>     | Enjoy looking at and talking about art.                         | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary.<br><br>Be able to make links between pieces of art.                             | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.   | Use subject vocabulary confidently to describe and compare creative works.<br><br>Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.   | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.                           |
|                   | <b>Evaluating and analysing</b> | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work.  | Explain their ideas and opinions about their own and other's art work, giving reasons.<br><br>Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art.<br><br>Evaluate their work more regularly and independently during the planning and making process.              | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br><br>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| <b>Vocabulary</b> |                                 | Dab<br>Flick<br>Splatter<br>Slippery<br>Swirl                   | Hue<br>Shade<br>Pattern<br>Mix<br>Primary colour<br>Secondary colour  | Overlap<br>Detail<br>Surface<br>Collage  | Pigment<br>Proportion<br>Smudging<br>Tone<br>Positive image<br>Negative image   | Portrait<br>Landscape<br>Tint<br>Vivid<br>Muted   | Background<br>Continuous line<br>Self-portrait<br>Transfer<br>Atmosphere<br>Art medium  | Translate<br>Analyse<br>Tableau<br>Compose  |

### Subject Strand: Sculpture and 3D design

|                               |                             | EYFS  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|-------------------------------|-----------------------------|---|--|--|---|---|--|--|
| <b>Disciplinary knowledge</b> | <b>Generating ideas</b>     | Explore and play with clay and playdough to make child-led creations.   | Explore their own ideas using a range of media.  | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.   | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.   | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.   | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.   |
|                               | <b>Sketchbooks</b>          | N/A   | Use sketchbooks to explore ideas in an open-ended way.   | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.   | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.   | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.   | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.   |
|                               | <b>Making skills</b>        | <p>Push, pull and twist a range of modelling materials to affect the shape.</p> <p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p> | <p>Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> | <p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture..</p> | <p>Able to plan and think through the making process to create 3D forms.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p> | <p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> | <p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms <i>eg. wire and found materials</i></p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> | <p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p> |
|                               | <b>Knowledge of artists</b> | Enjoy looking at and talking about art.   | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.                      | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.  | Use subject vocabulary to describe and compare creative works.  | Use their own experiences to explain how art works may have been made.  | Use subject vocabulary confidently to describe and compare creative works.   | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.  |

## Art Progression Document

### Abbot's Hall Community Primary School

|                   |                                 |   |  |   |  |  |   |   |
|-------------------|---------------------------------|---|--|---|--|--|---|---|
|                   | <b>Evaluating and analysing</b> | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons.<br><br>Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art.<br><br>Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br><br>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| <b>Vocabulary</b> |                                 | Bend<br>Flatten<br>Join<br>Roll<br>Squash<br>Twist              | Sculpture<br>Concertina<br>Carving<br>Mosaic                     | Pinch pot<br>Thumb pot<br>Ceramic<br>Glaze<br>Slip<br>Casting<br>Impressing   | Sculptor<br>Negative space<br>Positive space   | Model<br>Hollow<br>Quarry<br>Mesh<br>Typography<br>Weaving   | Installation art<br>Influence<br>Culture<br>Revolution<br>concept   | Attribute<br>Assemblage<br>Manipulate<br>Juxtaposition<br>Embedded  |

# Art Progression Document

## Abbot's Hall Community Primary School

### Subject Strand: Craft and design

|                               |                             | EFYS   | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|-------------------------------|-----------------------------|--|--|--|---|--|--|---|
| <b>Disciplinary knowledge</b> | <b>Generating ideas</b>     | Explore and play with a range of media to make child-led creations.  | Explore their own ideas using a range of media.  | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.   | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.  | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.  | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.   | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.  |
|                               | <b>Sketchbooks</b>          | n/a  | Use sketchbooks to explore ideas in an open-ended way.   | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.   | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.  | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.  | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.   | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.  |
|                               | <b>Making skills</b>        | Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. | <p>Able to select materials, colours and textures to suit ideas and purposes.</p> <p>Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</p> <p>Apply knowledge of a new craft technique to make fibre art.</p> | <p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> | <p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p> | <p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> | <p>Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> | <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p> |
|                               | <b>Knowledge of artists</b> | Enjoy looking at and talking about art   | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.  | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.  | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.   | Use subject vocabulary confidently to describe and compare creative works.   | <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>   | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.   |



## Art Progression Document

### Abbot's Hall Community Primary School



|                   |                                 |   |  |  |  |  |   |   |
|-------------------|---------------------------------|---|--|--|--|--|---|---|
|                   | <b>Evaluating and analysing</b> | Talk about their artwork, stating what they feel they did well. | Describe and compare features of their own and other's art work. | Explain their ideas and opinions about their own and other's art work, giving reasons.<br><br>Begin to talk about how they could improve their own work. | Confidently explain their ideas and opinions about their own and other's art work, giving reasons.<br><br>Use sketchbooks as part of the problem-solving process and make changes to improve their work. | Build a more complex vocabulary when discussing their own and others' art.<br><br>Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.<br><br>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.<br><br>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |
| <b>Vocabulary</b> |                                 | Crease<br>Scrunch<br>Fold<br>Sturdy<br>Wobbly                   | Knot<br>Plait<br>Thread<br>Warp<br>Weft<br>Loom                  | Landmark<br>Felt<br>Fibre<br>Viewfinder<br>Abstract  | Scroll<br>Zine<br>Technique<br>layout  | Colour palette<br>Mood board<br>Theme<br>Batik   | Architecture<br>Legacy<br>Style<br>Perspective<br>Bird eye view   | Photomontage<br>Monochrome<br>Saturation<br>Emulate<br>Photorealism   |