

**St Nicholas CE Primary Progression of skills 2024**

<b>D</b>		<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<b>r</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>-Marks have meaning</li> <li>-There are different types of line.</li> <li>-Different lines can make different effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Charcoal, pencil and pastels will each make a different quality of line and mark.</li> <li>-There are different grades of pencils which create different qualities.</li> <li>-A viewfinder is used by artists to focus on one area.</li> </ul>	<ul style="list-style-type: none"> <li>-Different grades of pencil should be selected for the qualities they offer.</li> <li>-Perspective in an image creates depth of field.</li> <li>-Adding reflection to a drawing creates the quality of surface.</li> <li>-Two or more lines intersect when they share a common point.</li> </ul>	<ul style="list-style-type: none"> <li>-Movement in drawing describes the illusion that something is moving, has energy, and is pleasing for viewers to look at.</li> <li>- There are different types of vanishing point.</li> <li>-Lines that appear natural and imperfect rather than man-made or mathematical are called organic lines</li> <li>- technical vocabulary and techniques linked with artwork.</li> </ul>
<b>a</b>	<b>To know that...</b>				
<b>w</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>· Draw using pencils and crayons.</li> <li>· Draw a variety of lines of different shapes and thickness.</li> <li>· Communicate something about themselves in their drawings.</li> <li>- Create patterns and textures from observations, imagination and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>· Use charcoal, pencils and pastels.</li> <li>· Use different grades of pencils in their drawings.</li> <li>· Show patterns and texture in their drawings.</li> <li>· Create different tones using light and dark.</li> <li>· Use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>· Create moods in their drawings.</li> <li>- Hold our drawing tools in a variety of ways, experimenting with pressure, grip to affect line.</li> </ul>	<ul style="list-style-type: none"> <li>· Use different grades of pencil shades, to show tones, textures, form and shape.</li> <li>· Begin to show facial expressions and body language in their sketches.</li> <li>· Show reflections.</li> <li>· Consider how lines intersect.</li> <li>· Draw with a variety of items including materials such as wire, sticks or items they find.</li> <li>- show an awareness of objects having a third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>· Explain why they have chosen specific materials to draw with.</li> <li>· Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>· Use shading to create mood and feeling.</li> <li>· Explain why they have combined different tools to create their drawings.</li> <li>- Draw pictures with perspective.</li> <li>· Explain why they have chosen specific drawing techniques.</li> <li>· Critique their own and other's</li> </ul>
<b>i</b>	<b>To be able to...</b>				
<b>n</b>					
<b>g</b>					

			<ul style="list-style-type: none"> <li>· Begin to use a sketch book for drawing.</li> <li>-Ask and answers questions about artwork.</li> <li>-Record and explore ideas.</li> <li>- Describe the work of artists.</li> <li>- Expresses own opinions about the work of different artists.</li> <li>- Compare and contrast the work of artists.</li> <li>-Use appropriate vocabulary.</li> <li>- Show awareness of composition, scale and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>- Organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>-Use sketchbooks are places for personal experimentation</li> <li>- Work in the style of a selected artist.</li> <li>- Use and create effects and textures (e.g. blocking in colour, washes, thickened paint)</li> </ul>	<p>work</p> <ul style="list-style-type: none"> <li>- Use sketchbooks show their journey of ideas</li> </ul>
	<b>Vocabulary</b>	straight, wavy, zigzag, curved, spiral, diagonal, dotted, dashed	Line, horizontal, vertical, diagonal, wavy, cross-hatch, optical art, abstract art, media, mark, shape, opinion, self-portrait, shade, tone, sketch, form, position, analyse, evaluate, experiment, compare, square, circle, triangle, rectangle, oval, portrait, trace, improve, develop, observational	tone, shade, pressure, light, dark, geometric, blend, grip, reflect, annotate, observe, value, hatch, illustration, wash, diluted, intersect, reflections	Perspective, Organise, represent, forms, figures, techniques, composition, movement, critique, vanishing point, geometric, leading lines, scale, horizon line, lines of perspective
	<b>Artist, Designer</b>		Joan Miro, Bridget Riley, Pablo Picasso, Frida Kahla, Vincent Van Gogh	Leonardo Da Vinci, Quentin Blake,	

P		EYFS	KS1	Lower KS2	Upper KS2
a i n t i n g	<b>Substantive Knowledge</b>  <b>To know that...</b>	<p>-Paint can be applied in different ways.</p> <p>-There are 3 primary colours: red, yellow and blue.</p> <p>-You can paint what you see and what you imagine.</p>	<p>--Different thickness of brushes can be used for different paint.</p> <p>-Primary colours can be mixed to make secondary colours.</p> <p>-Colours can be used to express feelings.</p> <p>-Tints are made by adding white to a colour to make it lighter.</p> <p>-Tones are made by adding black to a colour to make it darker.</p> <p>-know the names of tools, techniques and formal elements (colour, shapes, tones, tints etc).</p>	<p>-A tertiary colour is made by mixing whole amount one primary colour with half the amount of another primary colour and none of a third primary colour.</p> <p>-A colour wheel is an illustration of colour hues around a circle, which shows the relationships between primary colours, secondary colours, tertiary colours.</p> <p>-Watercolour is a translucent paint.</p> <p>-Effects of mood and feeling can be made through use of shading.</p> <p>-A background can be made with a wash.</p> <p>-complimentary colours can be used for effect</p>	<p>-Choices of colour and the relationships between colours have a huge influence on how a piece or art or design looks and feels and the emotions it provokes.</p> <p>-Different media is chosen for specific effects an artist want to achieve.</p>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>· Name the primary colours.</li> <li>· Use thick and thin brushes as appropriate.</li> <li>· Paint a picture of something they can see (observe).</li> <li>· Paint a picture of something they can</li> </ul>	<ul style="list-style-type: none"> <li>· Name the primary and secondary colours.</li> <li>· Mix paint to create all the secondary colours.</li> <li>· Make tints by adding colour to white and make tones by adding black.</li> <li>· Create moods in their paintings.</li> </ul>	<ul style="list-style-type: none"> <li>· Mix paint to create secondary and tertiary colours.</li> <li>· Predict with accuracy the colour that they will mix.</li> <li>· Explain where the primary, secondary and tertiary colours sit on a colour wheel.</li> <li>· Produce a background using a wash.</li> </ul>	<ul style="list-style-type: none"> <li>· Explain what their own style is.</li> <li>· Use a wide range of techniques in their work, including planning.</li> <li>· Explain why they have chosen specific painting techniques.</li> <li>· Express their emotions accurately through their paintings and sketches.</li> <li>· Create a range of moods in their</li> </ul>

	<b>To be able to...</b>	<p>imagine.</p> <ul style="list-style-type: none"> <li>· Communicate something about themselves in their paintings.</li> <li>· Take inspiration from a painter they have studied.</li> <li>· Control the types of marks made with a range of painting techniques</li> <li>- Ask and answer questions verbally about their own work and work of others (ie explain what they like),</li> <li>- Express own opinions about the work of different artists.</li> <li>- Use appropriate vocabulary.</li> <li>- Name difference and similarities within the work of artists, craftspeople and designers.</li> <li>- annotate ideas and opinions in sketchbooks.</li> <li>- mix colour tints and shades.</li> <li>- experiment with tools and techniques, inc. layering, mixing media etc.</li> </ul>	<ul style="list-style-type: none"> <li>· Select and use a range of brushes to create different effects.</li> <li>· Successfully use shading to create mood and feeling.</li> <li>· Explain how different artists have influenced their own work.</li> <li>- Use sketchbooks to collect and record observations and develop own ideas.</li> <li>- Annotate sketches to explain and elaborate ideas.</li> <li>- Mix colour, tints and shades.</li> <li>- Work in the style of a selected artist.</li> <li>- Use and create effects and textures.</li> <li>- Compare and contrast the work of different artists looking for common themes and influences.</li> </ul>	<p>paintings.</p> <ul style="list-style-type: none"> <li>· Describe the eras, styles and artists that have made their own style evolve.</li> <li>· Figurative art is modern art that shows a strong connection to the real world, especially people.</li> <li>- Use technical vocabulary and techniques.</li> <li>- Discuss their opinions and feelings.</li> <li>- have awareness of composition, scale and proportions in artwork.</li> <li>- Present ideas imaginatively in a sketch book for different purposes.</li> <li>- Uses the work of artists to inspire and develop own ideas and work.</li> <li>- Use sketchbooks to record observations and use them to review and revisit ideas.</li> </ul>
	<b>Vocabulary</b>	<p>Primary colours, thick, thin, observe, imagine</p>	<p>Primary and secondary colours, colour mixing, express, colour wheel, warm,</p>	<p>tertiary colours, colour wheel, watercolour, translucent, effects, shading, complimentary, warm,</p>

			cool, geometric, evaluate, straight, lines, improve, brush, tint, shade, layer, texture, construct, composition, background, foreground, landscape, seascape, combine	cool, emotions, expression, outline, silhouette, feelings, symbol, ground, comment, experiment, final, original, lightly, outline, fill, pointillism, tone, shade, tint, stippling, differences, similarities, reflect.	
	<b>Artist, Designer</b>		Piet Mondrian, Sonia Delauney, Robin Brooks, Alfred Wallis	Norval Morriseau, Paul Signac,	David Hockney, Henri-Edmond Cross, Paul Cézanne, Georgia O'keeffe

3D/		EYFS	KS1	Lower KS2	Upper KS2
<b>S c u l p t u r e</b>	<b>Substantive Knowledge  To know that...</b>	<p>-Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>-Logs, pebbles, sand, mud, clay and other natural materials can be used to make sculptures.</p>	<p>-Transient art is moveable, non-permanent and usually made of a variety of objects and materials.</p> <p>-Malleable materials, such as clay, are easy to shape.</p> <p>-Textures, patterns and imprints can be made on malleable materials.</p> <p>-Rigid materials, such as cardboard or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p>	<p>-Malleable materials, such as clay, are easy to change into a new shape.</p> <p>-Techniques used to create a 3-D form from clay include coiling, pinching and smoothing.</p> <p>-Slip and scoring can be used to attach extra pieces of clay.</p> <p>-Coil pots have been created for practical and decorative purposes.</p> <p>-Natural patterns from weather, water or animals skins can be used as a subject matter.</p> <p>-Relief sculpture projects from a flat surface.</p>	<p>-Environmental art addresses social and political issues relating to natural and urban environments.</p> <p>-A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>-Culture influences art and design.</p> <p>-Malleable materials, such as papier mache, can be used to form complex shapes.</p>

				<ul style="list-style-type: none"> <li>- Know qualities and potential materials.</li> </ul>	
	<p><b>Disciplinary Knowledge</b></p> <p><b>To be able to...</b></p>	<ul style="list-style-type: none"> <li>· Experiment with constructing shapes and structures, using a variety of joining techniques.</li> <li>· Cut and roll malleable materials.</li> <li>- Select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>· Use simple 2-D shapes to create a 3-D form.</li> <li>· Use loose parts to make 3D art.</li> <li>· Mould clay to achieve a specific criterion</li> <li>· Manipulate malleable materials in a variety of ways, including rolling and pinching, to create coils and plaits for decoration.</li> <li>· Create textures, patterns and imprints on malleable materials using a variety of objects.</li> <li>- use appropriate language.</li> <li>- annotate ideas and opinions in sketchbooks.</li> <li>- Draw lines and shapes from observations and begin to use shapes to support drawings.</li> </ul>	<ul style="list-style-type: none"> <li>· Plan a sculpture through drawing.</li> <li>· Join clay together using a range a techniques.</li> <li>· Sculpt clay and other mouldable materials.</li> <li>· Create a coil pot in the style of an artist.</li> <li>- Use sketchbooks to record observations, planning and developing ideas, gather evidence and investigate testing media and skills to support future work with annotations to explain reasoning for choices.</li> <li>- explore different methods and materials.</li> <li>- Weave accurately over and under and over.</li> </ul>	<ul style="list-style-type: none"> <li>· Combine materials and processes to design and make 3D form</li> <li>· Plan a sculpture through drawing and creating a 3D maquette.</li> <li>· Create models on a range of scales.</li> <li>· Create work which is open to interpretation by the audience.</li> <li>· Include both visual and tactile elements in their work.</li> </ul>

			<ul style="list-style-type: none"> <li>- Apply simple decoration techniques; impressed, painted and applied.</li> <li>- Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>- Use tools and equipment safely and in the correct way.</li> <li>- Make joins by manipulating modelling material or pasting.</li> <li>- Discuss work of sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- Use language appropriate to skill and technique.</li> <li>- Discuss my own work and compare work of other sculptors.</li> <li>- use tools to create different effects.</li> </ul>	
<b>Vocabulary</b>	Soft, hard, shape, dough, clay, natural materials, join, build	3D, malleable materials, squeezing, pinching, pulling, pressing, rolling, modelling, folding, flattening, poking, squashing, smoothing, cylindrical, bending, spiral, zigzag, human figure, Pop Art, sculpt, sculpture,	Malleable, 3-D form, coiling, pinching, smoothing, slip, scoring, practical, decorative, natural patterns, relief sculpture, weaving, warp, weft, loom, experiment, form, organic shape, visualisation, abstract, carving, detail, hollow, texture,	Environmental art, social and political issues, carve, model, cast, construct, culture, interpretation, visual, tactile, influences, vessel, autobiography, contemporary, slip, knead, cutting, scoring, thickness, detail,	
<b>Artist, Designer</b>		Samantha Stephenson, Katharina Trudzinski. Keith Haring, Rachel Duker	Barbara Hepworth,	Grayson Perry, Ancient Greek examples	