## West Pennard C of E Primary School

# Knowledge and Vocabulary Progression: Art

***Our school vision…***

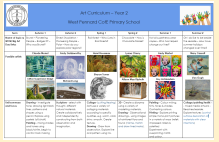
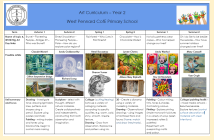
***'Since God so loved us, so we must love one another'***

***(1 John 4 v11)***

***Valuing our Christian foundation, we care for each other and our world.***

***We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.***

***Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do***

| | | Year 1/2 | | Year 3/4 | | Year 5/6 | |
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| **National Curriculum** | Pupils should be taught:<br>• to use a range of materials creatively<br>• to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br><br>Pupils should be taught:<br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history. | | |
| | **Fox** | **Dormouse** | **Mole** | **Hare** | **Squirrel** | **Otter** | **Hedgehog** |
| **Topic Overview** |  |  |  |  |  |  |  |

| Knowledge | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Drawing** | Know that there is a range of drawing media. | Know that the type of lines drawn may differ | Know that pressing down harder will make | Know that shading creates light and dark. | Know that different drawing materials can | Know that shading can show mood and feeling. | Know that the use of a range of drawing techniques can |

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| | Know that different drawing media can make different marks. | depending on the purpose. | stronger/darker lines.<br><br>Know that pattern can be used to create drawings. | Know that detail can be added to create effect. | be can be selected to create a specific outcome. | Know that layering can be done to create detail and depth. | be used to communicate specific emotions to the audience. |
| **Painting** | Know that colours of paint can be experimented with.<br><br>Know that each colour has a name. | Know that there are primary colours.<br><br>Know that different paints give different effects. | Know that primary colours can be mixed to create secondary colours.<br><br>Know that paint can be mixed to create different shades. | Know that primary colours can be mixed with secondary colours to create tertiary colours.<br><br>Know that there is a link between colours and feelings.<br><br>Know that there are a wide range of brush types that give different effects. | Know that colours can be mixed and matched for a specific purpose.<br><br>Know that the colour wheel shows the relationship between different colours. | Know that colours, tones and tints can enhance the mood of a piece (wam/cold colours).<br><br>Know that I can create different textures. | Know that the outcome will be affected by the artist's choices.<br><br>Know that a piece of artwork is made up from a range of elements (composition). |
| **Sculpture** | Know that modelling materials can be shaped. | Know that modelling materials can be shaped with their hands and different tools to create different | Know that patterns and textures can be added using different tools. | Know that specific tools can be used for a specific purpose. | Know that detail can be created using different tools. | Know that shape, form and detail can be used to evoke feelings. | Know that a brief can be used to create a product for a specific purpose or audience. |

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| | | outcomes. | | | | | |
| **Artist / Historical and Cultural Development** | Know that art exists all around us. | Know that an opinion can be formed about a piece of art. | Know that artwork can be similar or different to the work of a well-known artist. | Know that artwork from different time periods can differ. | Know that different artists can be compared. | Know that the styles of other artists can influence their own work. | Know that an artist's work has an impact on society at the time. |

| **Vocabulary** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|---|---|---|---|---|---|---|---|
| | See topic overviews (link at top of document) | See topic overviews (link at top of document) | See topic overviews (link at top of document) | See topic overviews (link at top of document) | See topic overviews (link at top of document) | See topic overviews (link at top of document) | See topic overviews (link at top of document) |

See separate Skills Progression for Disciplinary Knowledge (the skills that children need to develop over time in lessons)