

## Art and design progression of knowledge, skills and vocabulary

### EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
<b>2-plus</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Finger painting</li> <li>• <b>Mini-theme 2:</b> Bear Hunt collage</li> <li>• <b>Mini-theme 3:</b> Ocean sponge painting</li> </ul>	<ul style="list-style-type: none"> <li>• Start to make marks intentionally</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> </ul>	<ul style="list-style-type: none"> <li>• Develop manipulation and control</li> <li>• Explore different materials and tools</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> </ul>	<p><b>Mini-theme 1:</b> finger, hand, paint, small, big, mark, painting</p> <p><b>Mini-theme 2:</b> stick, glue, hard, soft, crunchy, smooth, squishy</p> <p><b>Mini-theme 3:</b> paint, print, sponge, dab, rub, mix, colours</p>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Self-portraits / Family Pictures</li> <li>• <b>Mini-theme 2:</b> Art to music</li> <li>• <b>Mini-theme 3:</b> Animal textures and prints</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Explore colour and colour mixing</li> </ul>	<p><u><b>Years A and B</b></u></p> <p><b>Mini-theme 1:</b> round, shape, head, eyes, nose, mouth, hair, eyebrows, ears, happy, sad</p> <p><b>Mini-theme 2:</b> music, marks, big, small, gentle, loud, quiet, fast, slow, in time</p> <p><b>Mini-theme 3:</b> colours, mix, new, different, print, collage, stick, add, combine</p>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Drawing: Marvellous Marks (Kapow)</li> <li>• <b>Mini-theme 2:</b> Painting &amp; Mixed Media (Kapow)</li> <li>• <b>Mini-theme 3:</b> Craft &amp; Design (Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop overall body-strength, balance, coordination and agility</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	<p><b>Mini-theme 1:</b> crayon, felt tip, chalk, self-image, express, observational, careful, detail</p> <p><b>Mini-theme 2:</b> abstract, figurative, express, idea, feeling, media, create, collage, collaborate</p> <p><b>Mini-theme 3:</b> join, tie, flap, split pin, clip, tape, slot, flange, curl, scrunch, tissue paper, collage</p>

<b>Year 1/2</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Drawing: Make your mark</li> <li>• <b>Unit 2:</b> Sculpture and 3D: Paper play</li> <li>• <b>Unit 3:</b> Unit 3: Drawing: Tell a story</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Unit 1: Painting and mixed media: Colour splash</li> <li>• <b>Unit 2:</b> Unit 2: Sculpture and 3D: Clay houses</li> <li>• <b>Unit 3:</b> Unit 3: Painting and mixed media: Life in colour</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the use of lines, shapes, and colours to create compositions.</li> <li>• Introduction to the work of famous artists</li> <li>• Awareness of the difference between 2D and 3D art forms</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing simple objects with increasing accuracy</li> <li>• Experimenting with materials like pastels, charcoal, and clay</li> <li>• Creating simple sculptures or models</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p> <p><b>Unit 2:</b> artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag</p> <p><b>Unit 3:</b> blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p> <p><b>Unit 2:</b> casting, ceramic, cut, detail, flatten, glaze, impressing, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</p> <p><b>Unit 3:</b> collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture</p>
<b>Year 3/4</b>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Painting and Mixed Media: Prehistoric Painting</li> <li>• <b>Unit 2:</b> Drawing: Growing Artists</li> <li>• <b>Unit 3:</b> Drawing: Power Prints</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Craft and design: Ancient Egyptian Scrolls</li> <li>• <b>Unit 2:</b> Sculpture and 3D Mega Materials</li> <li>• <b>Unit 3:</b> Craft and design: Fabric of nature</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding warm and cool colours and their effects</li> <li>• Exploring cultural and historical art styles (e.g., Ancient Egyptian art)</li> <li>• Introduction to perspective and proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Using tone and shading to create depth in drawings</li> <li>• Creating artworks inspired by cultural or historical themes</li> <li>• Developing control over tools and techniques for detailed work</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p> <p><b>Unit 2:</b> abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, geometric, light, line, magnified, organic, object, shading, tone, smooth</p> <p><b>Unit 3:</b> abstract, block print, collage, combine, composition, contrast, cross-hatching, figurative, gradient, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional (3D)</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, zine</p> <p><b>Unit 2:</b> abstract, carving, ceramics, figurative, form, found objects, hollow, join, mesh, model, organic shape, pliers, quarry, sculpture, secure, surface, template, texture, three-dimensional (3D), tone, two-dimensional (2D), visualisation, weaving, welding</p> <p><b>Unit 3:</b> batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>

Year 5/6	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Painting and mixed media: Portraits</li> <li>• <b>Unit 2:</b> Craft and design: Architecture</li> <li>• <b>Unit 3:</b> Painting and mixed media: Artist study</li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Sculpture and 3D: Interactive installation</li> <li>• <b>Unit 2:</b> Drawing: Make my voice heard</li> <li>• <b>Unit 3:</b> Sculpture and 3D: Making memories</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding complex concepts like contrast, balance, and harmony in compositions</li> <li>• Studying the work of a broader range of artists and styles (e.g., Picasso, Hokusai)</li> <li>• Awareness of the role of art in society and self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating detailed and expressive artwork using a variety of media</li> <li>• Developing personal style and themes in art projects</li> <li>• Using advanced techniques such as cross-hatching, perspective drawing, and fine detailing.</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multimedia, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer</p> <p><b>Unit 2:</b> crop, design, design brief, design intention, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational drawing, organic, perspective, proportion, symbolism, viewfinder</p> <p><b>Unit 3:</b> abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate</p> <p><b>Year B:</b></p> <p><b>Unit 1:</b> analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional</p> <p><b>Unit 2:</b> aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone</p> <p><b>Unit 3:</b> assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p>
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