

Walkeringham Primary School

Art & Design Disciplinary Knowledge Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas						
Vocabulary						
different, same	differences, idea, practise, similarities, starting point, work	creative, design, focus, imagination, improve, methods, observe, work of art	craft, creativity, design, observations, ideas, improvements, sketchbooks, skills	adapt, evaluate, experimentation, feedback, first-hand observations, refine, techniques	awareness, predict, present, review, revisit, technical vocabulary	digital technology
To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Begin to explore ideas and collect information. Begin to describe differences and similarities and make links to their own work. Try different materials and methods to improve.	Suggest ideas and ways to collect information. Confidently describe differences and similarities and make links to their own work using an increasing range of vocabulary. Use different materials and	Begin to explore ideas from first-hand observations. Start to question and make observations about starting points and respond to suggestions. Refine ideas following suggestions.	Confidently explore ideas from first-hand observations. Question and make observations about starting points and respond positively to suggestions. Adapt and refine ideas. Use	Explore ideas using technical vocabulary. Begin to think critically about their art and design work. Begin to independently review and revisit ideas in their sketchbooks.	Confidently use an increasing range of technical vocabulary to explore their ideas. Use digital technology as sources for developing ideas. Confidently review and revisit ideas in their sketchbooks.

		methods to improve.	Use sketchbooks to record ideas.	sketchbooks to record ideas.		
Drawing						
Vocabulary						
chalk, crayons, draw, drawing, lines, marks, objects, pen, pencil	building, dot, drawings, felt tips, line, pastels, self-portrait, size	bold, charcoal, cityscape, detail, landscape, line drawing, portrait, space	dark, light, outline, pattern, shading, shape	awareness of space, form, shadow, sketch, texture, tone	blend, graffiti, hard, mark, perspective, select, smudge, soft, tools, cross hatching, hatching	fresco, heavy, light, movement, mural, reflection
Use a limited range of drawing media. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Develop observational skills to look closely and reflect surface texture & pattern through mark-making. Begin to draw different types of lines for different purposes.	Confidently draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. Use different materials to draw with support when deciding the most suitable, for example pastels, chalk, felt tips.	Experiment with showing line, tone and texture with different hardness of pencils. Begin to use shading to show light and shadow effects. Use different materials to draw with some support selecting the most suitable, e.g. pastels, chalk, felt tips.	Confidently draw showing line, tone and texture. Use shading and light and shadow effects in their sketching. Use a variety of materials knowing the best one to select for the desired effect.	Continue to develop a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Continue experimenting with a variety of tools selecting the most appropriate.	Confidently use their range of drawing techniques to communicate specific emotions to the audience.
Painting						
Vocabulary						
colour, names of colours, colour mixing, lines, marks,	cool colours, dab, experiment, painting, primary	acrylic paint, bold brush strokes, neutral colours,	background, blend, brush techniques, colour, line, mixing	abstract, effect, emotion,	abstract, colour palette, natural	absorb, impressionism, impressionist

mix, objects, paint, paintbrush.	colours, thick, thin, warm colours, watercolour paint	secondary colours, shades, sweep, techniques, tints, watercolour wash	colours, mood, tone, warm	foreground, fresco, middle ground	works, non-natural works, oil paints	
Experiment with paint, mixing colours and be able to name the range of primary and secondary colours.	Use their knowledge of mixing paint to create primary and secondary colours. Mix secondary colours using the primary colours.	Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water to create tones and shades. Use a range of paint types and limited range of brush strokes.	Understand that there is a link between colours and feelings. Use an increasingly wide range of paint types and techniques.	Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language. Create different textures and effects with paint.	Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	Use a wide range of colours, tones and tints to enhance the mood of a piece. Know that the outcome will be affected by the artist's choices.
Sculpture						
Vocabulary						
model, modelling dough, shape, tools	3D, cut, join, materials, model, pinch, recycled materials, roll, sculpture, shapes, statue, work	abstract, carving, construct, geometric, installation, land art, lines, manufactured materials, natural materials, pyramid, sculptor, texture, work of art	2D shape, clay, combine, concrete, detail, edging, form, joining techniques, light, rectangular, sculpt, shadow	architect, brim, buckle, malleable materials, marionette puppet, peak, terrace, trimmings	carve, coils, design, mark, plan, slabs, slips, soft, structure, wire	cast, tram
To construct with a purpose in mind, using a variety of resources.	Use a variety of natural, recycled and manufactured materials for	Add patterns and textures to their models by using different tools.	Use clay and other malleable materials and practise joining techniques.	Cut, make and combine shapes to create recognisable forms.	Plan a sculpture through drawing and other preparatory work.	Use recycled, natural and man-made materials to create sculptures.

	sculpting, e.g. straw and card. Use a variety of techniques, e.g. rolling, cutting, pinching.		Use a range of tools with support to experiment adding texture and pattern.	Add materials to the sculpture to create detail by using tools that can be used for a specific purpose.	Sculpt from observation or imagination. Discuss and evaluate own work and that of other sculptors.	Develop skills in using clay incl. scoring, slips, sticking and smoothing. Produce more intricate patterns and textures in a malleable media.
Textiles						
Vocabulary						
colour, fabric, patterns	crayons, decoration, dye, ink, over, place mat, textiles, under, wax, weaving	alternate, apply, batik dye, decorative, detail, loom, plait, resist, set, stitching, textiles, woven	decoration, joining, needle, stitch, thread	dyeing, stuffing, textural effects, turn, pattern	create effect, overlapping	layering, non-traditional fabrics
	Begin to show pattern by weaving. With support use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail.	Confidently show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with a greater range of with glue or stitching, to add colour and detail.	Use a variety of techniques, e.g. printing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining. Use key vocabulary to demonstrate knowledge and	Use a greater variety of techniques with confidence, e.g. printing, dyeing, weaving and stitching to create different textural effects. Refine skills in stitching, cutting and joining. Confidently use a greater range of	Begin to experiment with a range of media by overlapping and layering in order to create texture, effect and colour. With support add decoration to create effect. Use key vocabulary to demonstrate knowledge and	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add a greater variety of decoration to create effect. Confidently use a greater range of key vocabulary to

			understanding in this strand.	key vocabulary to demonstrate knowledge and understanding in this strand.	understanding in this strand.	demonstrate knowledge and understanding in this strand.
Printing						
Vocabulary						
colour, paint, pattern, repeating pattern, sponge	colour, experiment, objects, press, printing, roll, shape, stamp,	original print, printmaking, relief printing, rub, texture, woodcut	block, coiled string, line	block printing ink, inking rollers, layer, polystyrene printing tiles, precision, replicate	arrange, block printing, mono printing, relief printing, tiles	collograph, hammering, Hapa-Zome
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Create patterns and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail. Use a variety of materials. Develop pressing, rolling, stamping	Copy an original print. Create order, symmetry, irregularity. Extend repeating patterns – overlapping, using two contrasting colours etc. Relief printing. Develop rubbing techniques.	Begin to make repeated patterns with precision. Replicate patterns from observations.	Make printing blocks. Interpret environmental and manmade patterns and form. Discuss the nature of effect. Modify and adapt print as work progresses.	Further design and create printing blocks and tiles to produce pictorial and patterned prints. Design prints for a range of reasons, e.g. fabrics, book covers, wallpaper	Refine techniques in mono, block and relief printing. Create and arrange accurate patterns. Build up drawings and images of whole or parts of items using various techniques
Works of other Artists						
Vocabulary						

different, same	differences, dislike, famous, like, similarities	artist, craft maker, creativity, compare, designer, inspire, notable, opinion, products	compare and contrast, media	designer, development, inspiration, reflect, techniques	disciplines, range	artisan, critical thinking
To begin to say what is different and the same about work from other people	To begin to describe the work of famous, notable artists and designers. With support use inspiration from famous, notable artists to create their own work.. Start to express opinions on the work of famous, notable artists.	To confidently describe the work of famous, notable artists and designers. Use inspiration from famous, notable artists to create their own work and compare. Use a greater range of specific vocabulary to express an opinion on the work of famous, notable artists.	Begin to use inspiration from famous artists to replicate a piece of work. With support reflect upon their work inspired by a famous notable artist and the development of their art skills. Begin to be able to express an opinion on the work of famous, notable artists and refer to techniques and effect.	Use inspiration from famous artists to replicate a piece of work. Using a wider range of appropriate vocabulary reflect upon their work inspired by a famous notable artist and the development of their art skills. Confidently express an opinion on the work of famous, notable artists and refer to techniques and effect.	Begin to give more detailed observations about notable artists', artisans' and designers' work. With support offer facts and opinions about notable artists', artisans' and designers' lives.	Give detailed observations about notable artists', artisans' and designers' work. Offer facts and opinions about notable artists', artisans' and designers' lives.
The Impact of Art & Design: End Points						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Nursery child working at the	A Year 1 child at the expected	A Year 2 child at the expected	A Year 3 child working at the	A Year 4 child working at the	A Year 5 child at the expected	A Year 6 child working at the

<p>expect standard is able to hold a pencil effectively. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>standard is beginning to use a range of materials creatively to design and make products. They can use drawing, painting and sculpture to begin to develop their ideas. They are developing a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They have learnt about some artists describing the differences and similarities between them, and can make simple links to their own work.</p>	<p>standard will understand how to use a range of materials creatively to design and make products. They can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p>expected standard understands that shading creates tone and that detail can be added to create effect. They will understand that there is a link between colours and feelings and that there are a wide range of paint types and techniques. They will know that detail can be created using different tools. They will be aware that art from other periods of history supports learning and can be compared, discussed and described. They will understand that different effects and details can be created by combining</p>	<p>expected standard will know that different drawing materials can be selected to create a specific outcome and that that colours can be mixed and matched for a specific purpose. They will know that brush techniques can be used to create specific effects and that specific tools can be used for a specific purpose. They will understand that different artists of the same style can be compared.</p>	<p>standard will understand that shading can show mood and feeling. They know that colours, tones and tints can enhance the mood of a piece and that shape, form and detail can be used to evoke feelings. They know that the styles of other artists can influence their own work and that different cultures can influence their own ideas. They understand that all art techniques can reflect mood and emotion and influence the message given by a piece of art.</p>	<p>expected standard will understand that the use of a range of drawing techniques can be used to communicate specific emotions to the audience. They will know that the outcome will be affected by the artist's choices and that an artist's work has an impact on society at the time. They will know about different artists in history and make comparisons. They understand that art is a powerful medium in the world and that prejudices can be challenged through art.</p>
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		making links to their own work.	different materials.			
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