












Whole School Art Progression and Vocabulary Ladder Hagley Primary School








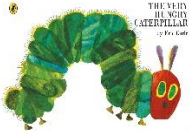



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in Art, throughout their primary education at Hagley Primary School. Our curriculum is designed to inspire and challenge all of our pupils, effectively equipping them with the knowledge, skills and passion to experiment, invent and develop their own works of art, craft and design. Key, fundamental skills are revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our curriculum teaches our pupils about a broad range of artists from a variety of cultures and artistic disciplines, (e.g. modern, traditional, contemporary) allowing them to learn and appreciate how art has, and continues to, reflect and shape our history and contribute to our culture and the creativity of our nation.

Nursery

| Nursery | | | | | | |
|--|--|---|---|--|---|---|
|  <p>Line</p> |  <p>Colour</p> |  <p>Texture</p> |  <p>Form</p> |  <p>Shape</p> |  <p>Space</p> |  <p>Printing Pattern</p> |
| <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- DM</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.- DM</p> <p>Use drawing to represent ideas like movement or loud noises.- DM</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. -DM</p>  <p>Melissa McCracken</p> | <p>Explore colour and colour-mixing with primary colours (without defining them as primary colours).- DM</p>  <p>Wassily Kandinsky</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.- DM</p> <p>Develop their own ideas and then decide which materials to use to express them.- DM</p> <p>Join different materials and explore different textures.- DM</p>  <p>Robert Rauschenberg</p> | <p>To use malleable materials to begin to build with a purpose in mind.</p> <p>To look at the changes in malleable materials.</p>  <p>Pablo Picasso</p> | <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- DM</p> | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. -DM (Placement of facial features).</p> | <p>To use everyday objects bubble wrap, cardboard rolls, jars etc to print shapes.- DM</p> |
| <p>Vocabulary: colours, malleable, rip, tear, print, pattern, textures, mark making, nature, abstract, formal elements, artists, explore, shape</p> | | | | | | |

Reception















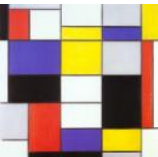



| Line | Colour | Texture | Form | Shape | Space | Printing Pattern |
|---|--|--|---|--|---|--|
| <p>To begin to match and join lines</p> <p>To know how to make marks using a variety of tools on a variety of different surfaces</p> <p>To mark make with crayon, felt pen, chalk pastels</p> | <p>To recognise and name primary colours (without defining them)</p> <p>To be able to experiment with mixing colours informally – watercolour, oil pastels, poster paint</p>  <p>Paul Klee</p>  <p>Esther Mahlangu</p>  <p>Rafiy Okefolahan (artists for line, shape and colour)</p> | <p>To know how to develop collages based on simple ideas – using paper and materials</p> <p>To explore tearing, layering and cutting collage materials for varied effects</p>  <p>Leonard G Collins</p> | <p>To develop and understanding of 2D & 3D in terms of artwork, paintings, and sculptures</p> <p>To investigate different materials – explore how to connect materials to make simple structures</p>  <p>Andy Goldsworthy</p> | <p>To recognise that shapes can be used to represent different things</p> <p>To recognise that a shape of an object can be similar to the shape of another</p>  <p>Sir Eduardo Paolozzi</p> <p>(artist links to space, shape and texture)</p> | <p>To accurately position facial features</p>  <p>Guiseppe Archimboldo (space and shape)</p> | <p>To know how to use a variety of objects to print with.</p> <p>Use hard and soft tools and observing the difference e.g. sponges, corks etc.</p> <p>To be able to look at patterns in shape and colour – repeating patterns</p> <p>To know how to overprint with primary colours – observe new colours created</p> <p>Eric Carle illustrations</p>   |

Development Matters (DM) strands that are taught throughout units: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.

Vocabulary:

Formal elements, artists, colour, mix, 2D & 3D, square, circle, rectangle, position, facial features, portraits, match, join, structure, connect, rip, tear, layer, pattern, print, texture, nature, manmade, mark making, explore

Year 1












|  Line |  Colour |  Texture |  Shape |  Tone |  Space |  Printing Pattern |
|---|--|---|---|--|--|--|
| <p>To know how to explore drawing small scale through to large scale</p> <p>To know how to look closely at natural objects such as plants, fruit and vegetables and to identify details for drawing.</p> <p>To know how to begin to add detail to drawings</p>  <p>Gustav Klimt</p>  <p>Adonna Khare (large scale pencil drawings)</p>  <p>Egon Schiele</p> | <p>To know which primary colours to mix to achieve: green, purple and orange</p> <p>To know how to mix primary colours to make secondary colours (to know that they are called primary colours. Not defining secondary colours- covered in Y2)</p> <p>To develop techniques of colour using digital painting (Paintz app) and when doing pointillism unit to mix colours</p> | <p>To know how to develop collages based on simple ideas – using paper and materials</p> <p>To explore tearing, layering and cutting collage materials for varied effects</p>  <p>Anselm Kiefer</p>  <p>J.M.W Turner</p>  <p>Vincent Van Gogh (artists for texture and space)</p> | <p>To develop techniques of shape using digital painting (Paintz app)</p>  <p>Robert Delaunay</p>  <p>Piet Mondrian</p>  <p>The Snail by Matisse (artists for shape and colour)</p> | <p>To know how to identify the lighter areas on objects and to represent light and dark through shading and pencil control</p> | <p>To find, collect, arrange and stick materials with purpose</p> | <p>I know patterns are all around us and can be manmade or natural</p> <p>I know I can repeat a pattern to make a print</p> <p>I know what a regular (repeated) and irregular pattern is</p> <p>To design and create unique patterns</p> <p>To know how to create prints using negative and positive print techniques</p>  <p>The Seigaiha pattern</p>  <p>The Shippo pattern</p> |

KS1 NC strands that interlink within the formal elements: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.

Vocabulary:

Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, line, dark, light, detail, zoom, scale, pattern, fabric, repetition, print, polystyrene, texture, collage, sketch, negative, positive, shape, layering, control, tessellation, rotation, control, charcoal, chalk, pointillism, similarities, differences, digital art

Year 2

| Line | Colour | Texture | Form | Shape | Tone | Space |
|---|---|--|---|---|---|---|
| <p>To know how to use pencil marks to represent different textures</p> <p>Begin to control lines to create simple drawings from observations.</p> <p>To be able to place colours in drawings with increasing accuracy e.g. within a line or area</p> <p>To understand how to use chalk on black paper to show where light and dark areas are.</p> | <p>To know how to mix primary colours to make secondary colours (knowing these are called primary and secondary colours)</p> <p>Describe the changes when two primary colours are mixed</p> <p>To know how to create shades of colour – including variations of the same colour.</p> <p>To recognise warm and cold colours.</p> <p>To be able to explore the differences when working in colour with: poster paint, pastels, chalk and felt tip</p> | <p>To know how to use contrasting textures of collage materials, dull/shiny smooth/rough for different effects</p> <p>To be able to create large- and small-scale collages</p> <p></p> <p>Georges Seurat</p> <p></p> <p>Camille Pissarro Boulevard</p> <p></p> <p>Claude Monet</p> | <p>To form own 3D pieces (differentiated to form 3D piece in a response to a stimulus)</p> <p>To know and be able to manipulate clay in a variety of ways e.g. rolling, pinching, twisting, scratching, shaping and moulding, cutting, making incisions with tools to add details</p> <p></p> <p>Henry Moore</p> <p></p> <p>Antoine-Louis Barye</p> | <p>To understand that shapes can be represented through drawing</p> | <p>To know to shade in one direction with neat, even tones, no gaps and neat edges (basic rules of shading)</p> <p></p> <p>Leonardo Da Vinci</p> <p></p> <p>Rembrandt young lion resting 1638-42</p> <p></p> <p>Nancy McCroskey Suite in</p> | <p>To be able to layer and overlap different dry media in the same piece of artwork</p> <p>To create both individual and group collages</p> <p></p> <p>Jacob Lawrence</p> <p></p> <p>Jan Griffier</p> <p></p> <p>Peter Bruegel</p> <p>(Artists for space and texture)</p> |



Alexander
Calder
(artists for
shape and
form)


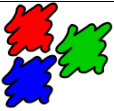














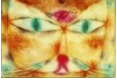




White and
Grey 1992

KS1 NC strands that interlink within the formal elements: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.

Vocabulary:



















Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, primary colours, secondary colours, light, dark, shading, tone, focus, warm tone, cool tone, shades, variation, dry media, smooth, rough, sculpture, structure, texture, form, collage, layer, overlap, contrast, scale, manipulate, rolling, shaping, moulding, cutting, pinching, twisting, rolling, mould




Year 3

|  Line |  Colour |  Texture |  Form |  Shape |  Tone |  Space |  Printing Pattern |
|---|---|---|---|---|--|--|--|
| <p>To be able to use a range of different grade pencils- hard to soft</p> <p>To be able to draw for a sustained period of time a single object</p>  <p>Salvador Dali Galatea</p>  <p>Tony Cragg</p>  <p>Leonardo DaVinci (artists for tone, line and shape)</p> | <p>To mix secondary colours and describe the changes</p> <p>To understand that mixing of secondary colours creates a tertiary colour</p> <p>To explore abstract colour patterns e.g. blue for leaves</p> <p>To know and understand the colour wheel in terms of opposing and complimentary colours</p> <p>To know how to lighten and darken tones using black and white incrementally</p> <p>To know how to match colours carefully – create a palette to match and image or requirements</p> | <p>To understand that different types of paper have different properties that will vary the effect of the paint</p> | <p>To know how to confidently work with clay – adding detail and texture</p> <p>To investigate different ways of joining clay (scratch and slip)</p> <p>To know how to add colour once clay has dried</p>  <p>Avebury Henge</p>  <p>Stonehenge Salisbury</p>  | <p>To be able to identify basic shapes when sketching before adding more detail. Including foreground, background</p>  <p>Cave paintings at Altamira</p>  <p>Cave paintings at Lascaux</p>  <p>Paul Klee (artists for colour and shape)</p> | <p>To effectively experiment with different grades of pencil – hard to soft</p> <p>To use a range of pencils to create light/medium and dark shading</p> | <p>To know that spaces are an important aspect a piece of artwork</p> | <p>To know how to design a pattern complimentary to the brief</p> <p>To know how to use cutting skills and design ideas to create a mosaic</p>  <p>Sonia King</p>  <p>Antoni Gaudi</p>  <p>Spiderman Peter Mason</p>  <p>Frida Khalo (artist for colour and pattern)</p> |












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|---|--|--|-----------------|--|--|--|--|
| | | | Ring of Brodgar | | | | |
| <p>KS2 NC strands that interlink within the formal elements: 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. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. 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] About great artists, architects and designers in history.</p> <p>Vocabulary: Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, secondary colours, tertiary, complementary, contrasting, abstract, colour wheel, opposing, lighten, darken, depth, detail, collage, blend, acrylic, form, pattern, clay, scratch, slip, mixing, matching, features, watercolour, mosaic</p> | | | | | | | |

Year 4

|  Line |  Colour |  Texture  Form |  Shape  Tone |  Space |  Printing  Pattern |
|---|---|--|--|---|---|
| <p>To be able to use techniques to create basic depth— foreground, middle and distance</p> <p>To be able to include increased detail and linear pencil work within drawings to define and divide main areas within their chosen piece</p> | <p>To be able to experiment with intensity of colours – watercolours, poster paint</p> <p>To know the names of some of the newly mixed tertiary colours</p> <p>To know how to create distance and foreground through intensity of colour</p> <p>To demonstrate secure knowledge of primary, secondary, warm and cold colours</p> <p>To know the term a hue (tints and shades) of colour</p> | <p>To effectively use layers to create a sculpture</p> <p>Use recycled, natural and manmade materials</p> <p>To recreate sculptures, using everyday items; foil, sticks, pipe cleaners and masking tape etc</p> <p>To use nature to influence design</p> <p>To use materials other than clay to create 3D sculptures</p> <p>To shape, form, model and construct from imagination</p> <div data-bbox="690 907 827 995"></div> <p>Ptolemy Elrlington</p> <div data-bbox="690 1062 827 1149"></div> <p>Khalil Chishtee</p> <div data-bbox="690 1216 835 1310"></div> <p>Tim Noble and Sue Webster (artists for texture and form)</p> | <p>Draw a sustained period of time a group of similar objects and describe the tone, line, shape and colour</p> <div data-bbox="1234 508 1371 646"></div> <p>Audrey Flack Queen</p> <div data-bbox="1234 724 1371 837"></div> <p>Georgia O'Keefe</p> <div data-bbox="1234 878 1371 984"></div> <p>Paul Cezanne (artists for line and shape)</p> | <p>To understand that depth can be created by making objects appear lighter in the background</p> <p>To understand that proportion, size and depth are significant in landscape painting and should be considered with a focus on foreground, middle and background</p> | <p>To recreate repeating patterns</p> <div data-bbox="1772 420 1917 498"></div> <p>Barrington Watson</p> <div data-bbox="1772 613 1917 808"></div> <p>Bernard Hoyes</p> <div data-bbox="1772 886 1917 1032"></div> <p>Jamaican flag (pattern)</p> |

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|--|--|--|--|--|--|
| | | | |  <p>John Constable</p>  <p>Claude Monet</p>  <p>Pierre Adolphe Valette (artists for colour and space)</p> | |
| <p>KS2 NC strands that interlink within the formal elements: 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. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. 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] About great artists, architects and designers in history.</p> | | | | | |
| <p>Vocabulary: Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, primary, secondary, warm colours, cold colours, hue (tints), tertiary colours, water colours, poster paint, perspective, background, foreground, midground, proportion, size, depth, detail, layering, distance, accuracy, realistic, abstract, geometric, liner, complementary, contrasting, recycled, manmade, natural</p> | | | | | |

Year 5












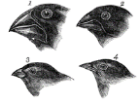



| Line | Colour | Texture | Form | Shape | Tone | Space | Printing Pattern |
|--|---|--|---|--|--|--|---|
| <p>To know how to develop techniques for showing shadows within drawings- learn how to select single or double light source</p> <p>To know how to develop skills in observational drawings of unfamiliar objects To learn and apply effectively: cross hatching, pointillism, sidestrokes etc</p> <p>To know how to use charcoal and putty rubbers for highlighting</p>  <p>David Hockney (line and colour)</p> | <p>To know some watercolour techniques e.g. washes, layering</p> <p>To use artists and designers use of colour as inspiration</p> <p>To apply some watercolour techniques using digit art (Brushes Redux or Free Form app)</p>  <p>John Constable</p>  <p>William Turner</p>  <p>Antoni Gaudi (Architect) (artists for tone and colour)</p> | <p>To create different effects and textures, using different paint and tools</p> | <p>To use materials other than clay to create 3D sculptures e.g wax</p> <p>To build a collage element into the sculptural process.</p> <p>Use objects or influences around us to form sculptures.</p> <p>Focus artist Barbara Hepworth (line and form)</p> <p>Marie Tussaud- wax figures</p>  | <p>To identify the use of basic shape within a piece of artwork and how this develops into a finished piece of artwork</p> | <p>To understand that the use of shade and colour can impact on the mood of a piece of artwork</p>  <p>Frank Auerbach</p>   <p>(artists for space, tone and shape)</p> | <p>To use a vanishing point to create the impression of depth</p> <p>To begin to draw from imagination, memory, experience and research, including a sense of perspective (one point perspective)</p> <p>To understand that depth can be created by making objects appear lighter and darker</p> | <p>Use shape to create patterns</p> <p>Create pattern for purposes</p>  <p>Katsushika Hokusai</p>  <p>Andy Warhol</p>  <p>Karen Lederer (contemporary monoprinting)</p> |


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Vocabulary:

Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, observational, mood, colour palette, water colour techniques (washes, layering), positive, negative, collagraph, cross hatching, pointillism, sidestrokes, highlighting, 3D, sculpture, portraits, single light source, double light source, shadows, vanishing point, impression of depth, lighter, darker, perspective

Year 6

|  Line |  Colour |  Texture |  Form |  Shape |  Tone |  Space |  Printing Pattern |
|--|---|--|---|--|---|---|--|
| <p>To know how to create detailed drawings (shading, perspective, detail and 3D techniques) from real observations, from different viewpoints.</p> <p>To know how to scale up drawings to enable larger area for the inclusion of detail</p> <p>Draw for a sustained period of time a group of objects and describe the tone, line, shape, colour, texture and pattern</p> | <p>To know how to apply paint techniques effectively: dashes, blocks of colour, strokes, dots etc in complimentary colours</p> <p>To demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary and contrasting colours</p> <p>To be able to make and match colours with accuracy and create shades with black added, tint with white added and tone with grey added. (Shades, tints and tones build from Y4)</p> <p>To know the difference between a spectrum colour wheel and complimentary colour wheel</p> | <p>To be able to develop and plan final design to make in collage</p> <p>To draw on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour</p> <p>Able to produce more intricate patterns and textures</p> <p>  Henri Matisse  The River Seine at Chatou </p> | <p>To know how to use a view finder to select a part of a natural form</p> <p>To use observation or imagination to influence design To plan and develop ideas, shape, form, model and join</p> <p>To create final pieces in clay, after developing ideas in a sketchbook</p> <p>To use a piece of wire to create their continuous line sculpture from their sketch (plan)</p> | <p>Draw for a sustained period of time a group of objects and describe the tone, line, shape, colour, texture and pattern</p> <p>  Donald Rodney  Darwin's field sketches (artists for line and tone) </p> | <p>To use a wide range of shading techniques (hatching, cross-hatching, scribbling, stippling, circling, finger blend etc)</p> <p>  Edward Hopper  Thomas Kinkadee  Solomon R. Guggenheim Museum Frank Lloyd (architect and designer) </p> | <p>To show a secure understanding of perspective drawing (build on from Y4 and Y5 depth and distance)</p> | <p>To create own abstract pattern to reflect personal experiences and expression - create pattern for purposes</p> <p>To be able to identify patterns within a piece of artwork</p> <p>(See Art planning for sculptures and pottery) (Batik wax)</p> |

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| | | | | | |  <p>Stephen Wiltshire (ASD)</p> | |
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KS2 NC strands that interlink within the formal elements: 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. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. 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] About great artists, architects and designers in history.

Vocabulary:

Formal elements, artists, architects, designers, fluency, experimentation, authenticity, evaluate, portraits, shading, perspective, scale, depth, 3D, paint techniques, dashes, blocks of colour, strokes, primary, secondary, warm, cold, complementary, contracting, shades, hues (tints), tone, spectrum colour wheel, complementary colour wheel, manipulate, model, join, natural form, hatching, cross- hatching, scribbling, stippling, circling, finger blend, intricate patterns and textures, viewpoints, scale, composition, form, abstract, impression