



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Year	Drawing	Painting	Printing	Collage/Textiles	Sculpture (3D Form)	Knowledge (Artists)	Tools Vocabulary	Subject Vocabulary
Year 1	<ul style="list-style-type: none"> To use drawing to share their ideas, experiences and imagination. Use a variety of tools, such as pencils, rubbers, crayons, pastels, felt tips, chalk and other dry materials. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> To use painting to share their ideas, experiences and imagination. Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades. Use different types of paint. 	<ul style="list-style-type: none"> Make marks in print with a variety of objects including natural and made objects. Carry out different printing techniques such as mono print, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> Use a variety of techniques, such as weaving, finger knitting, fabric crayons and sewing. Thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, such as fabric, plastic, tissue, magazines etc. 	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	Andy Warhol Matisse Frida Kahlo Leonardo Da Vinci L.S Lowry Pablo Picasso Robert Delaunay Mark Rothko Paul Klee Andy Warhol Joan Miro	Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape Colour Brushes Paint	Colour Primary Secondary Mix Shade Lighter Darker Tone Attach Design Support Pattern Strengthen Brush stroke Observe Print Back wash Dab Model Craft
Year 1 Greater Depth	<ul style="list-style-type: none"> Be confident to use a variety of tools and understand their purpose. 	<ul style="list-style-type: none"> Use different types of paint confidently and understand when is best to use a certain type of paint. 	<ul style="list-style-type: none"> Confidently print using different techniques. Make a repeating pattern independently. 	<ul style="list-style-type: none"> Be confident and independent using different techniques and media. 	<ul style="list-style-type: none"> Know how to manipulate clay and alter their sculpture when needed. 			



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Year 2	<ul style="list-style-type: none"> Layer different media for example, crayons, felt tips, chalk and other dry materials. Understand the use of a sketchbook and work out ideas for drawings. Draw for a sustained period from the figure and real objects, including single and grouped objects. Experiment with line, shape, pattern and colour. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques including layering, mixing media and scraping through. Name different types of paint and their properties. Work on a range of scales for example, large brush on a large paper. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Use a variety of techniques including carbon printing, relief press, fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, techniques and objects. 	<ul style="list-style-type: none"> Use a variety of techniques, such as weaving, French knitting, tie dyeing and fabric crayons and wax or oil resist. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	Wassily Kandinsky Claude Monet Piet Mondrian <u>Artists linked to Topic</u> Val Byrne – Irish Artist Andy Warhol	Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape Colour Brushes Paint	Colour Primary Secondary Mix Shade Lighter Darker Tone Attach Design Support Pattern Strengthen Brush stroke Observe Print Back wash Dab Model Craft
Year 2 Greater Depth	<ul style="list-style-type: none"> To use a layer of different materials and explain the purpose of each material. 	<ul style="list-style-type: none"> Mix and match colours independently. 	<ul style="list-style-type: none"> Confidently print with a variety of materials. 	<ul style="list-style-type: none"> To explain which technique is best to use for a purpose. 	<ul style="list-style-type: none"> Be able to explain which material is best to use for a purpose. 			
Year 3	<ul style="list-style-type: none"> Experiment with different grades of pencils. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. 	<ul style="list-style-type: none"> Use a variety of techniques, such as printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. 	Claude Monet Van Gogh Georges Seurat Georgie O’Keeffe <u>Artists linked to Topic</u>	Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape	Primary Secondary Tertiary Style Design Observe Perspective Construct Model



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	<p>from different sources.</p> <ul style="list-style-type: none"> • Draw for a sustained period of time at their own level. • Use different media to achieve variation in line, texture, tone, colour, shape and pattern. 	<p>textures, such as blocking in colour, washes and thickened paint.</p> <ul style="list-style-type: none"> • Work confidently on a range of scales, such as thin brush on small picture. 	<ul style="list-style-type: none"> • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Cut and join wood safely and effectively. • Make a simple papier-mache object. • Plan, design and make models. 	<p>Mackenzie Thorpe New Zealand Artists Aboriginal art</p>	<p>Colour Brushes Paint</p>	<p>Blend Structure Create Compose Layer Palette Illustrate Focus</p>
Year 3 Greater Depth	<ul style="list-style-type: none"> • To know which grade of pencil will be best to use for their particular drawing. 	<ul style="list-style-type: none"> • Have a secure understanding about primary and secondary colours. • Be confident in using the colour vocabulary. 	<ul style="list-style-type: none"> • Explain their process of printing confidently. 	<ul style="list-style-type: none"> • Explain which techniques they like to use best and why. • Use different techniques with independence and ease. 	<ul style="list-style-type: none"> • Make an advanced papier-mache object. 			
Year 4	<ul style="list-style-type: none"> • Make informed choices in drawing including paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from 	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language such as tone, tint, shade and hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with, in order to get the effect they want. • Resist printing including marbling, silkscreen and cold-water paste. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using art vocabulary. • Collect visual information from a variety of sources, 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. 	<p>Claude Monet Van Gogh Georges Seurat Georgie O’Keeffe</p> <p><u>Artists linked to Topic</u> Roman Art Mosaic Joanna Stevens – Cornwall art John Dyer – Rainforest Art Tudor Art</p>	<p>Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape Colour Brushes Paint</p>	<p>Primary Secondary Tertiary Style Design Observe Perspective Construct Model Blend Structure Create Compose Layer Palette</p>



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	<p>memory and imagination.</p> <ul style="list-style-type: none"> Explore relationships between line and tone, pattern and shape, line and texture. 	<p>they need for the task.</p> <ul style="list-style-type: none"> Show increasing independence and creativity with the painting process. 		<p>describing with vocabulary based on the visual and tactile elements.</p> <ul style="list-style-type: none"> Experiments with paste resist. 	<ul style="list-style-type: none"> Use a variety of materials. 			Illustrate
Year 4 Greater Depth	<ul style="list-style-type: none"> Be able to explain the purpose behind their drawings from memory and imagination. 	<ul style="list-style-type: none"> Build on their colour vocabulary. 	<ul style="list-style-type: none"> Confidently choose materials they want to print with. 	<ul style="list-style-type: none"> Independently collect visual information from a variety of sources. 	<ul style="list-style-type: none"> Talk through the different processes of their work with ease. 			
Year 5	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary colours, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to the task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other introductory work. 	<p>Banksy Adams Norman Rockwell</p> <p><u>Artists linked to Topic</u> Greek Art Space Art Chinese Art</p>	<p>Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape Colour Brushes Paint</p>	<p>Pointillism Statement Impressionism Perspective Structure Construct Surrealism Project Shadow Effective Composition Statement Prototype Mood board Display Political Sepia Illustration Focal point Limited palette</p>



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Year 5 Greater Depth	<ul style="list-style-type: none"> Appreciate their own work and be able to alter their ideas where necessary. 	<ul style="list-style-type: none"> Explain the reason behind their imaginative work. 	<ul style="list-style-type: none"> Explain why they chose a particular printing method for their task. 	<ul style="list-style-type: none"> Join fabrics in different ways confidently. 	<ul style="list-style-type: none"> Independently plan a sculpture through drawing and choose their materials independently. 			
Year 6	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choosing appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies to test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition). 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. 	<ul style="list-style-type: none"> Awareness of the potential uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. 	Adams Norman Rockwell <u>Artists linked to Topic</u> Jackson Pollack – North America Banksy - London Andy Warhol – London William Morris – Victorians Romero Britto – South America	Pencils Rubbers Crayons Pastels Felt tips Chalk Sketchbook Line Shape Colour Brushes Paint	Pointillism Statement Impressionism Perspective Structure Construct Surrealism Project Shadow Effective Composition Statement Prototype Mood board Display Political Sepia Illustration Focal point Limited palette
Year 6 Greater Depth	<ul style="list-style-type: none"> Be able to choose a favourite artist and explain their work. Have an advanced art vocabulary. 	<ul style="list-style-type: none"> Be able to create shades independently and use the relevant vocabulary. Carry out all research independently. 	<ul style="list-style-type: none"> Describe the process of layering prints. Alter and modify work independently. 	<ul style="list-style-type: none"> Be able to talk thorough each step of their designing and making. 	<ul style="list-style-type: none"> Independently create a sculpture and alter their work where necessary. 			



Art Progression of Key Skills – Key Stage One

	Year 1	Year 2
Using Sketchbooks	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - begin to collect and record ideas in our sketchbooks - talk about the ideas in our sketchbooks - begin to record and explore ideas from first-hand experiences 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - collect and record ideas in our sketchbooks - talk about the ideas in our sketchbooks and share ideas with others - begin to design from different starting points and themes - record and explore ideas from first-hand experiences
2D Drawing skills (pencil, charcoal, chalk, pastels)	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk - experiment with and control the types of marks made with the range of media - begin to control lines to create simple drawings from observations - name, match and draw lines/marks from observations - observe and draw shapes from observations - investigate tone by drawing light/dark lines - investigate patterns and textures by describing, naming, rubbing and copying 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - further experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint pens, chalk - draw on different surfaces with a range of media - name, match and draw lines/marks from observations - observe and draw shapes from observations - develop control when drawing lines and shapes to create simple drawings from observations - investigate tone by drawing, light / dark patterns and light / dark shapes - use shading to create different tones - investigate textures by describing, naming, rubbing and copying
2D Painting (watercolour, ink, poster, acrylic)	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore lines and marks with different size brushes - hold a large paint brush correctly - begin to control the direction and marks made by a paint brush - make marks using paint with a variety of tools - begin to mix and match colours to artefacts and objects - work on different scales - experiment with tools and techniques - name primary colours and secondary colours - use primary colours to mix secondary colours - begin to create textured paint by adding material e.g. sand or plaster 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use a variety of tools and techniques including different brush sizes and types - control the direction and marks made by a paint brush with increasing accuracy - experiment with amounts of paint applied and develop control - control the types of marks made with the range of media - match colours to artefacts and objects using colour mixing - work on different scales - experiment with tools and techniques e.g. layering and mixing media - name different types of paint and their properties - identify primary colours and secondary colours by name - name and mix primary shades and tones - create textured paint by adding sand, plaster



Collage, Printmaking and Textiles

Collage

As Artists, we are learning to:

- create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.
- collect, sort and group materials or different purposes in different ways/shapes, e.g. texture, colour
- arrange and glue materials to different backgrounds
- investigate what happens when we fold, crumple, tear and overlap papers
- collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)
- talk about different textures in collages, using word banks

Textiles

As Artists, we are learning to:

- match and sort fabrics and threads for colour, texture, length, shape and size.
- explore different threads and fabrics through knotting, fraying, fringing, pulling threads, twisting, plaiting.
- cut and shape fabric using scissors
- begin to apply decoration using beads, buttons, feathers etc.
- talk about different textures in fabrics
- apply colour with printing, dipping, fabric crayons
- create and use dyes (onion skins, tea, beetroot, red cabbage)
- choose fabrics/threads based on colour, texture and shape
- create fabrics by weaving natural materials (grass through twigs, carrier bags on a bike wheel)

Printing

As Artists, we are learning to:

- print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables
- make simple prints e.g. mono-printing

Collage

As Artists, we are learning to:

- create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.
- collect, sort and group materials or different purposes in different ways/shapes, e.g. texture, colour
- apply shapes with glue or by stitching materials to different backgrounds
- investigate what happens when we fold, crumple, tear and overlap papers
- overlap and overlay materials to create effects
- collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)
- talk about different textures in collages

Textiles

As Artists, we are learning to:

- match and sort fabrics and threads for colour, texture, length, shape and size.
- explore different threads and fabrics through knotting, fraying, fringing, pulling threads, twisting, plaiting.
- cut and shape fabric using scissors
- begin to apply decoration using beads, buttons, feathers etc.
- talk about different textures in fabrics
- apply colour with printing, dipping, fabric crayons
- create and use dyes (onion skins, tea, beetroot, red cabbage)
- choose fabrics/threads based on colour, texture and shape

Printing

As Artists, we are learning to:

- experiment with a variety of media; Finger print, sponge print, block print to form patterns
- investigate textures by describing, naming, rubbing and copying
- make simple prints e.g. mono-printing, block printing
- create simple printing blocks for press print
- create, select and use textured paper for an image



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	<ul style="list-style-type: none"> - design and build repeating patterns and recognise patterns in the environments - create simple printing blocks for press print 	<ul style="list-style-type: none"> - work on different scales - collect, sort, name, match colours appropriate for an image - experiment with over printing motifs and colour
3D Clay, ceramics and Sculpture	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - manipulate malleable materials in a variety of ways e.g. rolling, joining and kneading - explore sculpture with a range of malleable media - follow instructions to work safely with materials and tools - experiment with constructing and joining recycled, natural and man-made materials 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - manipulate malleable materials in a variety of ways e.g. rolling, joining and kneading - explore sculpture with a range of malleable media - work safely with materials and tools - experiment with constructing and joining recycled, natural and man-made materials
Digital Media	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - begin to explore ideas using digital sources e.g. Internet, iPads - record visual information digitally - begin to use a simple graphics package to create images and effects with lines, shapes, colour and texture 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore ideas using digital sources e.g. Internet, iPads - record visual information digitally - use a simple graphics package to create images and effects with lines, shapes, colour and texture
Exploring, Developing, Evaluating	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - respond to ideas - begin to explore different drawing and painting tools - explore simple patterns - design and make images / artefacts - use primary and secondary colours - use and investigate a variety of visual and tactile materials - talk about drawings and paintings and say what they feel 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - communicate ideas and meanings in discussion - explore different drawing and painting tools - explore patterns and shapes in the environment - use and investigate a variety of visual and tactile materials - talk about our work and others' and say what we feel - begin to use ways to improve our work - explore ideas and change what we have done to give a better result - develop and share our ideas, try things out and make changes - ask and answer questions about starting points for our work - describe the differences and similarities between different practices and disciplines, making links to our own work - think critically about their art and design work
Researching other Artists, craft makers and designers	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - talk about the work of a range of artists, craft makers and designers - describe the differences and similarities between media and colour and make links to our own work 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - talk about the work of a range of artists, craft makers and designers - describe the differences and similarities between media and colour and make links to our own work



		<ul style="list-style-type: none"> - begin to understand the historical and cultural development of the art forms from a range of artists, craft makers and designers - evaluate and analyse creative works using the language of art, craft and design.
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Art Progression of Key Skills – Lower Key Stage Two

	Year 3	Year 4
Using Sketchbooks	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use sketchbooks to collect and record visual information from different sources - use a sketchbook to explore drawing skills and techniques and annotate ideas - observe and record the human form in profile - look closely at photographs from artefacts, secondary resources - make comments on the work of others, including both ideas and techniques - adapt and refine work to reflect purpose 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use to review and revisit ideas - use sketchbooks to collect and record visual information from different sources - use a sketchbook to make notes about artists, skills and techniques - annotate a sketch book to develop ideas on a specific theme - record and annotate thoughts and ideas in sketchbooks
2D Drawing skills (pencil, charcoal, chalk, pastels)	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use pencils of different grades and at different angles to create different effects - make marks with lines and a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. - experiment with ways in which surface detail can be added to drawings. - develop observational figure drawings of Egyptian portraits and poses found in tombs. - experiment with different grades of pencil and other implements to achieve variation in tone. - apply tone in a drawing in a simple way. 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - draw for a sustained period of time - use a sketchbook to collect and develop ideas from a range of sources - experiment further with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. - experiment with different grades of pencils to achieve varied tones and draw different forms and shapes. - create texture and pattern in drawing with a range of implements - further develop ways in which surface detail can be added to drawings. - draw for a sustained period of time at an appropriate level. - begin to show an awareness of objects having a third dimension. - show tone and texture using hatching and cross hatching



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	<ul style="list-style-type: none"> - experiment with colour mixing using pastels, selecting and blending chalk pastels 	<ul style="list-style-type: none"> - show shadow or reflection by shading - select appropriate drawing materials
<p>2D Painting (watercolour, ink, poster, acrylic)</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use watercolour to produce a wash - mix and use tertiary colours - make different tones of colour using black and white - use brushes in different ways - begin to explore different shades in a limited colour palette e.g. leaf green 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance - create different effects and textures with paint - use language of and mix primary and secondary colours and use tints and shades
<p>Collage, Printmaking and Textiles</p>	<p>Collage As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - use collage as a means of collecting ideas and information building up a visual vocabulary. <p>Printing As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create printing blocks using relief or impressed method - develop techniques e.g. block printing, relief/impressed method - create repeating patterns <p>Textiles As Artists, we are learning to:</p> <ul style="list-style-type: none"> - develop skills in stitching, cutting and joining 	<p>Collage As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - use collage as a means of collecting ideas and information building up a visual vocabulary. <p>Printing As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create printing blocks using relief or impressed method - develop techniques e.g. mono-printing, block printing, relief/impressed method - create repeating patterns - print with two colour overlays <p>Textiles As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects - develop skills in stitching, cutting and joining



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<p>3D Clay, ceramics and Sculpture</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with constructing and joining recycled, natural and manmade materials - plan, design and make models from observation or imagination - develop skills in joining, extending and modelling clay - create textures and patterns in malleable materials including clay 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use papier mache to create simple 3D effects - experiment with constructing and joining recycled, natural and manmade materials - plan, design and make models from observation or imagination - develop skills in joining, extending and modelling clay - create textures and patterns in malleable materials including clay
<p>Digital Media</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore ideas using digital sources e.g. internet, iPads, cameras - present visual images using software e.g. photography, PowerPoint 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore ideas using digital sources e.g. internet, iPads - record, collect and store visual information digitally - visual images using software e.g. photography, PowerPoint - use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images
<p>Exploring, Developing, Evaluating</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - to explore a range of starting points for practical work. - to ask and answer questions about the starting points for their work, and develop their ideas. - develop and experiment with a range of techniques and methods of construction in order to realise their ideas. - to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - to evaluate their own and others' work in order to modify and improve their own work 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - think critically about their art and design work - question and make thoughtful observations about starting points and select ideas for use in their work - record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes - develop and experiment with a range of techniques and methods in order to realise their ideas
<p>Researching other Artists, craft makers and designers</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - to use the work of artists and craftspeople to support the development of their ideas - develop a personal response to, and understanding of, artwork from other cultures - develop an understanding of the way in which Egyptian artists represented the human figure - develop an understanding of Roman mosaics – design, making, colours 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore the work of a range of artists, architects and designers and understand the historical and cultural development of their art forms. - evaluate and analyse creative works using the language of art, craft and design - develop a personal response to, and understanding of, artwork from other cultures - develop an understanding of the way in which art has been used to provoke ideas and feelings and convey messages during WWII



Art Progression of Key Skills – Upper Key Stage Two

	Year 5	Year 6
Using Sketchbooks	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use to review and revisit ideas - use sketchbooks to collect and record visual information from different sources - use a sketchbook to make notes about artists, skills and techniques - annotate a sketch book to develop ideas on a specific theme - record and annotate thoughts and ideas in sketchbooks 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use to review and revisit ideas - use sketchbooks to collect and develop ideas - use a sketchbook to make notes about artists, skills and techniques - annotate a sketch book to develop ideas on a specific theme - record and annotate thoughts and ideas in sketchbooks
2D Drawing skills (pencil, charcoal, chalk, pastels)	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - work on sustained, detailed drawings with growing independence - begin to develop close observational skills - experiment with wet and dry media to make different marks, lines, patterns, textures and shapes within a drawing - experiment and develop different techniques for different purposes e.g. shading, hatching, blending - develop drawing using tonal contrast and mixed media - begin to use simple perspective in their work e.g. by using single focal point on the horizon - begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground, background 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - work on sustained, independent, detailed drawings - develop close observational skills - experiment further with wet and dry media to make different marks, lines, patterns, textures and shapes within a drawing - use different techniques for different purposes e.g. shading, hatching, blending - develop drawing using tonal contrast and mixed media - begin to use simple perspective in their work e.g. by using single focal point on the horizon - develop a growing awareness of composition, scale and proportion e.g. foreground, middle ground, background
2D Painting (watercolour, ink, poster, acrylic)	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance - create different effects and textures with paint - use language of and mix primary and secondary colours and use tints and shades 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - develop a painting from drawing - experiment with different media and materials for painting - create imaginative work from a variety of sources e.g. observational drawing, music, poetry - use different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance - mix and match colours to create atmosphere and light effects - identify, mix and use primary, secondary, complimentary and contrasting colours



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



<p>Collage, Printmaking and Textiles</p>	<p>Collage As Artists, we are learning to:</p> <ul style="list-style-type: none"> - add collage to a painted or printed background - use a range of media to create collages - use different techniques, colours, textures when designing and making pieces of work - use collage as a means of extending work from initial ideas. <p>Printing As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create printing blocks using sketchbooks ideas - develop techniques e.g. mono-printing, block printing, relief/impressed method - experiment with overprinting motifs and colour <p>Textiles As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects - develop skills in stitching, cutting and joining 	<p>Collage As Artists, we are learning to:</p> <ul style="list-style-type: none"> - add collage to a painted or printed background - use a range of media to create collages - use different techniques, colours, textures when designing and making pieces of work - use collage as a means of extending work from initial ideas. <p>Printing As Artists, we are learning to:</p> <ul style="list-style-type: none"> - create printing blocks using sketchbooks ideas - develop techniques e.g. mono-printing, block printing, relief/impressed method - experiment with overprinting motifs and colour <p>Textiles As Artists, we are learning to:</p> <ul style="list-style-type: none"> - use fabrics to create 3D structures - experiment with a range of media to overlap and layer creating textures, effects and colours
<p>3D Clay, ceramics and Sculpture</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - shape, form, model and construct from observation and imagination - use recycled, natural and man-made materials to create sculptures - plan a sculpture through drawing and other preparatory work - develop skills in using clay, including slabs, coils, slips etc. - produce patterns and textures in malleable materials 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - shape, form, model and construct from observation and imagination - use recycled, natural and man-made materials to create sculptures - plan a sculpture through drawing and other preparatory work - develop skills in using clay, including slabs, coils, slips etc. - produce patterns and textures in malleable materials
<p>Digital Media</p>	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore ideas using digital sources e.g. internet, iPads - record, collect and store visual information digitally - present recorder visual images using software e.g. photography, PowerPoint - use a graphics package to import or create/manipulate images - create digital layered images from original ideas in sketchbooks 	<p>As Artists, we are learning to:</p> <ul style="list-style-type: none"> - explore ideas using digital sources e.g. internet, iPads - record, collect and store visual information digitally - present recorder visual images using software e.g. photography, PowerPoint - use a graphics package to import or create/manipulate images - create digital layered images from original ideas in sketchbooks



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Exploring, Developing, Evaluating	As Artists, we are learning to: <ul style="list-style-type: none">- record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes- question and make thoughtful observations about starting points and select ideas for use in our work, recording- annotate our ideas further when developing final pieces of art- think critically about our art and design work- continue to experiment with a range of techniques and methods for an intended purpose in order to realise their ideas	As Artists, we are learning to: <ul style="list-style-type: none">- record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes- question and make thoughtful observations about starting points and select ideas for use in our work, recording- annotate our ideas further when developing final pieces of art- think critically about our art and design work- continue to experiment with a range of techniques and methods for an intended purpose in order to realise their ideas
Researching other Artists, craft makers and designers	As Artists, we are learning to: <ul style="list-style-type: none">- explore the work of a range of artists, architects and designers and understand the historical and cultural development of their art forms.- evaluate and analyse creative works using the language of art, craft and design- develop a personal response to, and understanding of, artwork from other cultures	As Artists, we are learning to: <ul style="list-style-type: none">- explore the work of a range of artists, architects and designers and understand the historical and cultural development of their art forms.- evaluate and analyse creative works using the language of art, craft and design- develop a personal response to, and understanding of, artwork from Ancient Greece- develop an understanding of the way specific artists have responded to themes and topics



Art Progression of Skills by Section

Drawing

Reception
Hold and use a pencil correctly.
Make lines - steering, direction, control, line patterns with a variety of tools.
Work from observation.
Outline and record shape.
Work from imagination, to illustrate stories, etc.
Move towards solid infilling with colour pencil. Choose appropriate colours.
Use chalks to experiment.
Create observation and fantasy drawing using line skills.
Year 1
Start to record simple media explorations within a sketch book.
Produce lines in a range of different tones using the same pencil, creating line patterns.
Produce patterns and textures that replicate those in the real world (observation)
Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours.
Experiment with pastels in different ways; mixing and hatching.
Work from imagination, to create fantasy pictures.
Use felt tip pens; specifically black as an outline.
Work on different types and colours of papers and surfaces.
Year 2
Start to record simple media explorations within a sketch book.
Produce a growing range of patterns and textures and tones with a single pencil.
Produce an expanding range of patterns and textures that replicate those in the real world.
Work from direct observation.
Work from imagination.
Experiment using charcoal and white chalk.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Begin to show light and shadow.

Solidly infill shapes using colour pencils, pastels, etc.

Experience working in different ways and on a variety of different coloured, shaped paper.

Use a range of drawing media in different ways: hatching, scribble, stippling, blending

Look at and talk about own work and that of other artists.

Year 3

Use a sketch book to plan and develop ideas.

Control a pencil to produce a wide range of tones, patterns and textures.

Draw from observation in large and small scale.

Show light and shadow using pencil skills.

Express different feelings through drawing.

Create an imaginative drawing.

Create an abstract design based on their observation drawings.

Look at and talk about own work and that of other artists.

Year 4

Use a sketch book to plan and develop ideas.

Use drawing pencils, charcoal & chalk to create contrasting effects of line texture and tone.

Shade and enhance light.

Blend charcoal and chalk.

Make observation drawing of an object to show shape & pattern.

Select different techniques for different purposes: shading, hatching, etc.

Combine painted background with drawing in felt pen. Consider composition – back, mid, and fore ground.

Start to explore colour mixing with coloured pencils.

Use very simple perspective.

Year 5

Start to develop own style using explorations and experimentations from sketch book.

Use drawing pencils, to create contrasting effects of line texture and tone.

Develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings.

Use water soluble fine liner pens to make observation drawings and learn the wash technique.



Whitehouse Primary School – Art and Design skills, knowledge and vocabulary progression



Start to process, adapt and change ideas for end pieces.
Design a label appropriate for an item which is clear and eye-catching.
Start to work in the style of a few artists (not copying).
Year 6
Start to develop own style using explorations and experimentations from sketch book.
Become experienced in elements – line, tone, pattern, texture, etc.
Use a view-finder to focus on small areas.
Work in mixed media.
Start to process, adapt and change ideas for end pieces.
Complete half a b & w picture using charcoal and white chalk.
Able to colour mix with colour pencils and be using a wide tonal range within their work.
Make quick sketch drawings.
Produce a distorted image.
Create work in the style of well-known artist (not copying).
Able to discuss and evaluate work and discuss the work of others.

Painting

Reception
Know the primary colours.
Mix secondary colours.
Controlling shape with brush, creating pictures.
Hold and use a brush correctly.
Year 1
Use primary colours only and mix variety of oranges, greens, purples in paints.
Explore different ways of applying paint (brushes, sponges, blowing, bubbles, wax crayon relief etc).
Develop control with brushes. Know when to use a thick and when to use a thin brush.
Create a wash with watercolour paints.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Year 2

- Mix thick and thin paint and begin to understand how texture affects the final product.
- Understand that tint is adding white and tone is adding black. Experiment with this.
- Revise colour mixing skills. Experiment creating different tints and tones of secondary colours.
- Choose an appropriate brush (thick/thin).
- Control paint using small brushes delicately, use spatula or blowing to create texture
- Create a wash with watercolour paints. Know to start at the top of the page and paint in the same direction.
- Know and use the terms landscape and portrait.

Year 3

- Predict colour mixing and tinting and toning results with increasing accuracy.
- Use a sketchbook to store information on colour mixing, brush marks, etc.
- Use powder paint to experiment creating a range of textures.
- Revise creating a wash with watercolours, starting at the top, painting in the same direction. Add a silhouette.
- Select and work from direct observation.
- Add finer detail with small brushes.
- Discuss own work and that of other artists.

Year 4

- Mix colours to a theme (e.g. autumn, plants, sand).
- Use a sketchbook to store information on colour mixing, brush marks, etc.
- Scrafitto technique (wax crayon block of colour, paint over with black paint, etch paint off with cocktail stick).
- Mix tones of grey and use thin watery paint as a base to create atmosphere.
- Select and work from direct observation.
- Experience using the colour wheel.
- Create a design using warm or cold colours & curved or straight lines.
- Discuss own work and that of other artists.

Year 5

- Mix paints to match the colours in real objects.
- Use a sketchbook to store information on colour mixing, brush marks, etc.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Replicate patterns, colours and textures from the style of a well-known artist.
Develop confidence in working from direct observation and imagination.
Design based on a theme adding detail (E.g. a class alphabet based on a theme, painting smoothly and carefully).
Design a product considering logo, colour, use etc. (E.g. a carrier bag for a given shop).
Discuss and evaluate own work and that of artists and their peers.
Year 6
Mix paint colours to match subtle colour of someone or something.
Use a sketchbook to store information on colour mixing, brush marks, etc.
Replicate patterns, colours and textures from the style of another well-known artist.
Begin to use simple perspective in their paintings/compositions.
Produce a painting that captures the colour, tone and texture of an object.
Demonstrate consideration about the use of colours and their relationships.
Design and paint an object, creating humour in the design.
Discuss and evaluate own work and that of artists and their peers.
Starting to place key artists into movements, historical awareness.

Printing

Reception
Print from object: leaf, hand, onion, etc.
Use finger, card & transfer printing.
Manipulate simple shapes & limited colours, to produce clear prints in an imaginative manner.
Make repeat patterns & understand idea of symmetrical pattern.
Year 1
Develop simple patterns by using objects to print with: tops, vegetables, leaves, etc.
Produce simple pictures by printing with objects.
Take rubbings showing a range of textures and patterns.
Use transfer prints (E.g. by folding paper, hand and finger printing) to create pictures.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Year 2

Create own blocks to print with (use polystyrene tiles or modelling material or cut shapes from sponges/potatoes)

Create patterns and pictures by printing from objects using more than one colour.

Experience relief printing: string, card, art straws etc.

Use equipment and media correctly, to be able to produce clean printed image.

Look at and talk about own work and that of other artists.

Start to identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Year 3

Use a sketchbook for recording textures/patterns.

Print creating repeating patterns, considering the use of colour in the ink and paper used.

Develop skills with relief printing (using string or sticky wax)

Discuss own work and that of other artists.

Year 4

Use a sketchbook for recording textures/patterns.

Make press print (Use polystyrene tiles)

Use observation and preliminary drawings as stimulation.

Print two colour overlays.

Year 5

Develop ideas from sketchbook work experimentations in other areas.

Create a transfer print combining sharp line & soft colour (overlay up to 3 colours).

Understand how to make an abstract design.

Create a press print from observational drawing, enhancing mood with line & colour.

Discuss and evaluate own work and that of others, and be aware of printed matter in the world around them.

Year 6

Develop ideas from sketchbook work experimentations in other areas.

Produce detailed relief print.

Make a controlled repeat pattern, experimenting with different ways to join blocks.

Create a successful mono-print from an observational line drawing.



Make positive & negative mono-prints based on a painting.

Starting to overwork prints with biro / colour pencils / paints, etc.

Discuss and evaluate own work and that of others, and be aware of printed matter in the world around them.

Collage

Reception

Develop knowledge of colour and texture.

Draw around templates, fold, cut simple shapes & create a design with them.

Cut using scissors.

Use glue in a stick correctly.

Use PVA glue with a spreader.

Use textured fabric & paper shapes in pictures.

Year 1

Carefully cut and tear shapes from paper. Glue shapes onto background.

Use glue and paste carefully.

Appreciate torn edges.

Use shapes to create a picture.

Use primary coloured tissue to create secondary colours in a picture.

Year 2

Use fabric appropriately in the design of a picture.

Combine different media to create an appropriately scaled collage.

Show ability to select and control materials.

Show emotion in use of colour.

Year 3

Appreciate importance of outline in silhouettes.

Handle materials, tear & cut shapes reasonably well.

Choose appropriate textures for subject matter.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Give idea of space and distance.
Mix translucent materials to gain colour mixes.
Year 4
Make symmetrical shapes by drawing and cutting paper.
Explore qualities of materials and use them effectively.
Small scale collage from observation drawing of an object.
Use torn paper.
Year 5
Use observation drawing of natural object to create a wool/string collage pattern showing texture.
Use art straws/card to create a 3D picture based on a painting.
Combine mixture of materials to create a collage based on a painting/drawing.
Year 6
Interpret a portrait painting in collage, using appropriate materials.
Create a mosaic picture.
Create a portrait using appropriate materials to show character and feeling.
Create a stained glass window effect picture using overlapping tissue to create colours & outline in black pen.

Textiles

Reception
Identify different textures, patterns & understand patchwork. Describe.
Choose fabrics to create a picture. Colour and type of fabric.
Use glue efficiently. Cut fabrics.
Manage in/out sewing & weaving techniques.
Year 1
Weave with different paper textures. (Consider warm or cool colours).
Wrap weaving
Sew a simple item & create design on it.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Make fabric collage picture.
Tie dye to colour fabric.
Year 2
Choose variety of appropriate materials to create a class fabric picture.
To weave on a board.
To control the weaving technique.
Create mood through choice of colours.
Begin to use screen printing technique to decorate fabric.
Year 3
Develop ideas in sketchbook.
Weave & understand warp and weft technique.
Select colours and textures appropriately.
Select interesting textured & coloured fabrics to create a picture, cut fabrics using templates or patterns.
Experience a range of different threads, strings, materials.
Discuss own work and that of others: textiles around school, from the home, from other countries, etc.
Year 4
Develop ideas from observational work using sketchbook.
Understand the batik process using Easy Batik glue and recap wax resist pictures.
Apply fabric dyes.
Make a larger than life fabric collage from an observation colour study.
Become aware of the different types of fabrics.
Look at fabrics from other countries.
Year 5
Plan a design in sketchbook.
Aware of the different purposes of textiles and their construction: natural/man-made.
Board weave an image based on a painting, using tones of colour and textures with care.
Create an image inspired by part of a painting, using wrap weaving and collage.
Able to recognise different forms of textiles in the environment and to be able to express opinions about them.



Use screen printing technique to decorate fabric.

Year 6

Plan a design in sketchbook.

Create an abstract batik design learn the cold or hot wax method.

Use batik technique to create a multi-layered image- using wax resist on plain fabric, painted with dyes, then waxed again and painted with dyes again.

Combine techniques to produce end piece: embroidery over Tie dye, etc.

Sculpture – 3D

Reception

Shape and model with clay and other modelling material.

Impress and apply simple decoration.

Pinch and has experience of rolling coils and slabs using a modelling media.

Build a construction/sculpture which stands from a variety of objects. Order size for good solid base.

Year 1

Draw objects & make mini models using modelling material.

Roll out clay to an even thickness to create a tile.

Experiment with simple tools and objects to impress and shape.

Create a variety of junk models, choosing which kind of construction material is needed.

Learn papier maché technique using cellulose paste or watered down PVA and strips of newspaper.

Year 2

Use pinch, coil and slab techniques to produce a clay object.

Join clay using slip.

Make distinct patterns with impressed shapes.

Use art straws to make flat constructions.

Make models from junk materials choosing construction materials needed.

Make a papier maché relief picture.



Year 3

To plan and develop ideas in sketchbook and make inform choices about media.

Learn the coil pot technique with clay

Use tools appropriately.

Decorate using impressions printed on surface

Use papier maché on a balloon or similar to create a mask or similar object.

Create 'real life' & 'giant' sized objects from previous observation drawings.

Carve into media using tools safely.

Discuss own work and work of other sculptors.

Year 4

To plan and develop ideas in sketchbook and make inform choices about media.

Make a clay object using pinch/thumb pot technique, blending attached pieces for strength.

Create a sculpture from observational drawing (E.g. part of human body).

Make a papier maché object.

Use cardboard materials to create an object.

Discuss own work and work of other sculptors.

Year 5

Use a sketchbook to inform, plan and develop ideas.

Create a richly textured clay relief tile or a 3D clay sculpture from paintings/drawings.

Experiment with a variety of media / mixed media sculptures.

Become aware of form, shape and space in the world around them.

Create an abstract 3D papier maché image on paper from paintings/drawings.

Colour the papier maché model with tissue papers.

Discuss and evaluate own work and that of other sculptors, compare different styles and approaches.

Year 6

Use a sketchbook to inform, plan and develop ideas.

Design 3D objects using paintings etc as inspiration.

Form curved and straight sided blocks out of clay.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Blend shapes of clay carefully and effectively to make a larger object.
Cut and model clay to required shape & texture.
Recognise sculptural forms in the environment: furniture, buildings, etc.
Become aware of the effect of time, etc. upon sculptures.
Combine cardboard and papier mache to create a carefully made sculpture creating mood through the colours.

Digital Media - ICT

Reception
Begin to use 'paint' software to explore shape, colour and pattern.
Year 1
In 'paint' software, use the fill tool.
Change the brush size 'paint' software.
Draw lines and shapes in 'paint' software.
Take digital photographs and begin to understand how they are transferred to the computer.
Year 2
Continue refining use of basic tools in 'paint' software.
Experiment with different brush effects in 'paint' software.
Rotate images on a screen.
Take digital photographs, beginning to think about composing their shots.
Year 3
Take digital photographs, carefully composing their shots.
Use digital images as a starting point for creative work in different areas of art.
Use 'paint' software to explore colour, pattern and texture, line and tone, shape, form and space.
Year 4
Take digital photographs, carefully composing their shots.
Begin to crop photographs in a photo editing package (PhotoScape).
Use 'paint' software to explore colour, pattern and texture, line and tone, shape, form and space.



Whitehouse Primary School – **Art and Design** skills, knowledge and vocabulary progression



Use digital images as a starting point for creative work in different areas of art.

Year 5

Use digital and video cameras to record observations.

Use digital images as a starting point for creative work in different areas of art.

Make simple animations.

Begin to experiment editing photographs in photo editing software (PhotoScape/Photoshop).

Year 6

Use digital and video cameras to record observations.

Use digital images as a starting point for creative work in different areas of art.

Make simple animations.

Perform simple functions (E.g. crop) when editing photographs in photo editing software (PhotoScape).