



# Holy Family Catholic Primary School – Art and Design Progression Document



The document below has been designed to show how we will cover all of the relevant Art and Design knowledge and skills across our school.

## Art and Design Progression in EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Art and Design within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art and Design.

The most relevant statements for Art and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art and Design Progression		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>



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ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul>



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## Art and Progression in Key stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2 we follow a 2 year Cycle with Art and Design taught half termly ensuring 3 topics of Art and Design are taught annually. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage.

Art and Design Progression						
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Area of Study Cycle A</b>	<b>Colour Mixing</b> ( Formal Elements- shape, line and colour) <b>Printing:</b> (Art & Design Skills) <b>The Seaside</b> (Landscape using different media)		<b>Geometric Shapes</b> (Formal Elements Shape and tone - drawing from observation) <b>Craft</b> (Art & Design Skills) <b>Prehistoric Art</b> (Art and Design Skills)		<b>Architecture</b> (Formal Elements: Colour, line, shape and form.) <b>Little Inventors</b> Art & Design Skills <b>Meaningful Messages</b> (Analysing famous artists' work)	
<b>Cycle B</b>	<b>Visual Elements:</b> (Formal Elements of Art Pattern, texture and tone) <b>Exploring Skills:</b> (Art appreciation Skills) <b>Superheroes</b> (Sculpture and Mixed Media)		<b>Every Picture Tells a Story &amp; Sculpture</b> (Analysing famous artists' work and working with recycled materials) <b>The Work of a Curator</b> (Design, drawing, craft, painting and art appreciation) <b>Patterns</b> (Formal Elements of Art Texture and Pattern)		<b>Design</b> (Design, drawing, craft, appreciation) <b>Make my voice heard</b> (Messaging in drawing, painting and sculpture) <b>Photography</b> (Photomontage, macro photography and self-portrait)	



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Making Skills			
KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>		<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>Pupils should be taught: 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]</li> </ul>	
Drawing	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</li> <li>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</li> </ul>	<ul style="list-style-type: none"> <li>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.</li> <li>Use a range of drawing media.</li> <li>Draw still life from observation and for mark making.</li> <li>Further develop understanding of geometry and mathematical proportion when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop drawing from observation.</li> <li>Draw using perspective, mathematical processes, design, detail and line.</li> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> </ul>	<ul style="list-style-type: none"> <li>Control brush strokes and apply tints and shades when painting.</li> <li>Paint with greater skill, expression and control, applying tonal techniques and more complex colour theory to own work.</li> </ul>
Painting	<ul style="list-style-type: none"> <li>Develop skill and control when painting.</li> <li>Paint with creativity and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Further improve and Increase skill and control when painting.</li> <li>Apply greater expression and creativity to own paintings.</li> <li>Develop skill and control when painting.</li> <li>Analyse painting by artists</li> </ul>	<ul style="list-style-type: none"> <li>Control brush strokes and apply tints and shades when painting.</li> <li>Paint with greater skill, expression and control, applying tonal techniques and more complex colour theory to own work.</li> </ul>



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Art and Design Progression			
Making Skills			
<b>Craft, design, materials and techniques</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Craft, design, materials and techniques</b>	<p><b>KS1 Art and Design National Curriculum</b> The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>• Pupils should be taught: to use a range of materials creatively to design and make products</li> <li>• Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b> The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils should be taught: 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]</li> </ul>	<ul style="list-style-type: none"> <li>• Create mixed media art using found and reclaimed materials.</li> <li>• Select materials for a purpose.</li> <li>• Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</li> </ul>



Art and Design Progression			
Making Skills- Knowing and applying the formal elements			
KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>• Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> <li>• Pupils should be taught: 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]</li> </ul>	
Knowing and applying the formal elements- Colour	KS1	LKS2	UKS2
Knowing and applying the formal elements- Colour	<ul style="list-style-type: none"> <li>• Remember the primary colours and how to mix them to create secondary colours.</li> <li>• Create shades of a colour and choose and justify colours for purpose</li> <li>• Explore light and dark colours</li> <li>• Mix, apply and refine colour mixing for purpose using wet and dry media.</li> <li>• Describe their colour selections to achieve a specified intention</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</li> <li>• Use aspects of colour such as tints and shades, for different purposes.</li> <li>• Analyse and describe colour and painting techniques in artists work.</li> <li>• Manipulate colour for print.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and mix more complex colours to depict thoughts and feelings.</li> <li>• Mix and apply colours to represent still life objects from observation.</li> <li>• Express feelings and emotions through colour. Study colours used by Impressionist painters.</li> </ul>
Knowing and applying the formal elements- Form	KS1		UKS2
Knowing and applying the formal elements- Form	<ul style="list-style-type: none"> <li>• Learn about form and space through making sculptures and developing language.</li> <li>• Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> </ul>		<ul style="list-style-type: none"> <li>• Further develop their ability to describe 3D form in a range of materials, including drawing.</li> <li>• Develop their ability to describe and model form in 3D using a range of materials.</li> <li>• Analyse and describe how artists use and apply form in their work.</li> </ul>
		<ul style="list-style-type: none"> <li>• Further extend their ability to describe and model form in 3D using a range of materials</li> <li>• Express and articulate a personal message through sculpture.</li> <li>• Analyse and study artists' use of form.</li> </ul>	



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Art and Design Progression			
Making Skills- Knowing and applying the formal elements			
	KS1	LKS2	UKS2
Knowing and applying the formal elements- Line	<ul style="list-style-type: none"> <li>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</li> <li>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</li> </ul>	<ul style="list-style-type: none"> <li>Express and describe organic and geometric forms through different types of line.</li> <li>Learn and apply symmetry to draw accurate shapes.</li> <li>Analyse and describe how artists use line in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and develop a greater understanding of applying expression when using line</li> <li>Deepen knowledge and understanding of using line when drawing portraits.</li> <li>Develop greater skill and control.</li> <li>Study and apply the techniques of other artists.</li> </ul>
Knowing and applying the formal elements -Pattern	<ul style="list-style-type: none"> <li>Understand patterns in nature, design and make patterns in a range of materials.</li> <li>Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</li> <li>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Construct patterns through various methods to develop their understanding.</li> <li>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</li> </ul>
Knowing and applying the formal elements -Shape	<ul style="list-style-type: none"> <li>Identify, describe and use shape for purpose.</li> <li>Identify and describe different textures. Select and use appropriate materials to create textures.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and describe texture within artists' work.</li> <li>Use a range of materials to express complex textures.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of texture through practical making activities.</li> <li>Understand how artists manipulate materials to create texture.</li> </ul>



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<b>Art and Design Progression</b>			
<b>Making Skills- Knowing and applying the formal elements</b>			
	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Knowing and applying the formal elements-Texture</b>	<ul style="list-style-type: none"><li>• Use materials to create textures.</li><li>• Identify and describe different textures.</li><li>• Select and use appropriate materials to create textures.</li></ul>	<ul style="list-style-type: none"><li>• Analyse and describe texture within artists' work.</li><li>• Use a range of materials to express complex textures.</li></ul>	<ul style="list-style-type: none"><li>• Develop understanding of texture through practical making activities</li><li>• Understand how artists manipulate materials to create texture.</li></ul>
<b>Knowing and applying the formal elements -Tone</b>	<ul style="list-style-type: none"><li>• Understand what tone is and how to apply this to their own work.</li><li>• Experiment with pencils to create tone.</li><li>• Use tone to create form when drawing</li></ul>	<ul style="list-style-type: none"><li>• Develop skill and control when using tone.</li><li>• Learn and use simple shading rules.</li><li>• Use a variety of tones to create different effects.</li><li>• Understand tone in more depth to create 3D effects.</li><li>• Analyse and describe use of tone in artists' work.</li></ul>	<ul style="list-style-type: none"><li>• Develop an increasing sophistication when using tone to describe objects when drawing</li><li>• Analyse artists' use of tone.</li><li>• Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</li><li>• Manipulate tone for halo and chiaroscuro techniques.</li></ul>



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Art and Design Progression			
Generating Ideas			
KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences		The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences	
• <b>Pupils should be taught:</b> to create sketch books to record their observations and use them to review and revisit ideas			
Sketchbooks	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> <li>To use sketchbooks through teacher modelling.</li> <li>Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> <li>To use sketchbooks more effectively through further teacher modelling.</li> <li>Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> </ul>	<ul style="list-style-type: none"> <li>To use sketchbooks to generate ideas and record thoughts and observations.</li> <li>Make records of visual experiments.</li> <li>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</li> <li>Make personal investigations and record observations in sketchbooks.</li> <li>Record experiments with media and try out new techniques and processes in sketchbooks.</li> </ul>
Creating original Artwork	<ul style="list-style-type: none"> <li>Explore and create ideas for purposes and intentions.</li> <li>Use artist sources to develop their own original artwork.</li> <li>Gaining inspiration for artwork from the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Create personal artwork using the artwork of others to stimulate them.</li> <li>Use literary sources to inspire art.</li> <li>Express thoughts and feelings through the tactile creation of art.</li> <li>Manipulate materials to achieve desired effects</li> <li>Represent ideas from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughts and feelings about familiar products.</li> <li>Design new architectural forms, design and invent new products, link artwork to literary sources.</li> <li>Create and invent for purposes.</li> <li>Develop personal, imaginative responses to a theme.</li> <li>Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imagination.</li> <li>Native 3D forms to create meaning.</li> <li>Express ideas about art through messages, graphics, text and images.</li> </ul>



<b>Art and Design Progression</b> <b>Knowledge-Artists, craftspeople, designers</b>		
<p><b>KS1 Art and Design National Curriculum</b>            The national curriculum for art and design aims to ensure that all pupils: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught:</b> 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</li> </ul>	<p><b>KS2 Art and Design National Curriculum</b>            The national curriculum for art and design aims to ensure that all pupils: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <ul style="list-style-type: none"> <li>• Pupils should be taught: about great artists, architects and designers in history.</li> </ul>	
KS1	LKS2	UKS2
<p><b>Colour Mixing:</b></p> <ul style="list-style-type: none"> <li>• <b>Beatrice Milhazes</b> (Abstract) Colour Mixing: Lesson 1: Abstract Compositions</li> <li>• <b>Bridget Riley</b> (Drawing) Colour Mixing: Lesson 2: Exploring Line</li> <li>• <b>David Hockney and Vija Celmins</b> (Drawing) Colour Mixing: Lesson 3: Making Waves</li> <li>• <b>Jasper Johns</b> (Painting) Colour Mixing: Lesson 5: Painting with Colour</li> </ul>	<p><b>Geometric Shapes</b></p> <ul style="list-style-type: none"> <li>• <b>Luz Perez Ojeda</b> Geometric Shapes: Lesson 1: Optical Illusions</li> </ul>	<p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• <b>Hundertwasser</b> Formal Elements: Lesson Three: Hundertwasser House</li> </ul>
<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• <b>Louis Wain</b> (Movement) Printing: Learn about Louis Wain</li> <li>• <b>Kandinsky, Bernal, Bolotowsky</b> (Shape and Colour) Printing: Experimenting with Media</li> </ul>	<p><b>Craft</b>  <b>Ann Roth:</b> Weaving other materials: Lesson 4</p>	<p><b>Little Inventors</b></p> <ul style="list-style-type: none"> <li>• <b>Leonardo da Vinci</b> Design Little Inventors, Art and Design Skills</li> <li>• <b>Paul Klee:</b> Drawing: A walking line</li> </ul>



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	<p><b>The Seaside</b></p> <ul style="list-style-type: none"> <li>• <b>Vincent Van Gogh</b> (Texture) The Seaside: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture</li> <li>• <b>Renoir, Sorolla, Kroyer</b> (The Seaside: Lesson 1-5)</li> </ul>	<p><b>Prehistoric Art</b></p> <ul style="list-style-type: none"> <li>• <b>Prehistoric Artists:</b> Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals</li> </ul>	<p><b>Meaningful Messages</b></p> <ul style="list-style-type: none"> <li>• <b>Banksy</b> Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy</li> <li>• <b>Andy Warhol</b> Every Picture Tells a Story: Lesson 2: Inspired by Rorschach</li> <li>• <b>John Singer Sargent</b> Every Picture Tells a Story: Painting: John Singer Sargent</li> <li>• <b>Magdalene Odundo</b> Every Picture Tells a Story: Lesson 5: Magdalene Odundo</li> </ul>
	<p><b>Visual Elements</b></p> <ul style="list-style-type: none"> <li>• <b>Max Ernst</b> (Frottage) Visual Elements: Lesson 3: Frottage</li> <li>• <b>Ed Ruscha</b> (Shading, Tone) Visual Elements: Lesson 4: 3D Pencil Drawings</li> </ul>	<p><b>Every Picture Tells a Story &amp; Sculpture</b></p> <ul style="list-style-type: none"> <li>• <b>Sokari Douglas Camp Sculpture:</b> Lesson 4: Sokari Douglas Camp</li> <li>• <b>Paula Rego</b> Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego</li> <li>• <b>Pieter Brueghel</b> Every Picture Tells a Story: Lesson 4: Children’s Games, Pieter Breughel</li> <li>• <b>Fiona Rae</b> Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• <b>Claude Monet</b> Design Skills: Painting: Impressionism</li> <li>• <b>William Morris</b> Design Skills: Craft: Zentangle Printing</li> <li>• <b>Edward Hopper</b> Design Skills: Learning about the work of Edward Hopper</li> </ul>
	<p><b>Exploring Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Clarice Cliff</b> (Design) Art &amp; Design Skills: Lesson 4: Design: Clarice Cliff Plates</li> <li>• <b>Nancy McCrosky</b> (Mural) Exploring Skills: Lesson 2: Drawing: Shading</li> </ul>	<p><b>The Work of a Curator</b></p> <ul style="list-style-type: none"> <li>• <b>Paul Cezanne</b> Work of a Curator: Painting: Paul Cezanne</li> <li>• <b>Giorgio Morandi</b> Work of a Curator: Drawing: Still Life</li> <li>• <b>Barbara Hepworth</b> Art &amp; Design Skills: Craft: Soap Sculptures</li> </ul>	<p><b>Make my voice heard</b></p> <ul style="list-style-type: none"> <li>• <b>Kathe Kollwitz</b> Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make My Voice Heard: Lesson 5: Clay Sculptures</li> <li>• <b>Pablo Picasso</b> Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso</li> <li>• <b>Mark Wallinger</b> Make My Voice Heard: Lesson 5: Clay Sculptures</li> </ul>
	<p><b>Superheroes</b></p> <ul style="list-style-type: none"> <li>• <b>Roy Lichtenstein</b> Superheroes Lesson 3: Multimedia superheroes part 1</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• <b>Luz Perez Ojeda</b> Patterns: Lesson 1: Optical Illusions</li> </ul>	<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>• <b>Hannah Hoch, Peter Kennard, Jerry Uelsmann</b> Photography: Lesson 1: Photomontage</li> <li>• <b>Jenny Holzer</b> Photography: Lesson 2: Truisms</li> <li>• <b>Edward Weston</b> Photography: Lesson 3: Macro Photography</li> <li>• <b>Edvard Munch</b> Photography: Lesson 5: Expressions</li> </ul>



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Art and Design Progression			
Evaluation			
KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
The national curriculum for art and design aims to ensure that all pupils: evaluate and analyse creative works using the language of art, craft and design		The national curriculum for art and design aims to ensure that all pupils: evaluate and analyse creative works using the language of art, craft and design	
Identify similarities and differences to others' work	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> <li>Recognise and describe key features of their own and other's work.</li> <li>Compare other's work, identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</li> <li>Build a more complex vocabulary when discussing your own and others' art.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a greater understanding of vocabulary when discussing their own and others' work.</li> <li>Use the language of art with greater sophistication when discussing own and others art.</li> </ul>
Reflecting	<ul style="list-style-type: none"> <li>Describe what they feel about their work and the art of others.</li> <li>Describe choices and preferences using the language of art.</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on their own work in order to make improvements.</li> <li>Use their own and other's opinion of work to identify areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly analysing and reflecting on their intentions and choices.</li> <li>Give reasoned evaluations of their own and others work which takes account of context and intention.</li> </ul>



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Language	Art and Design Progression				
	Vocabulary				
	Cycle A: Key Stage 1		Lower Key Stage 2		Upper Key Stage 2
<b>Colour Mixing</b> (Formal Elements- shape, line and colour)	Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours	<b>Geometric Shapes</b> (Formal Elements Shape and tone - drawing from observation)	Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch	<b>Architecture</b> (Formal Elements: Colour, line, shape and form.)	colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.
<b>Printing</b> (Art & Design Skills)	Geometry, Tudor, Great Fire of London, printmaking.	<b>Craft</b> (Art & Design Skills)	Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.	<b>Little Inventors</b> Art & Design Skills	Annotate, visualise, scale, collage
<b>Seaside</b> (Landscape using different media)	Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.	<b>Prehistoric Art</b> (Art and Design Skills)	Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.	<b>Meaningful Messages</b> (Analysing famous artists' work)	Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.



# Holy Family Catholic Primary School – Art and Design Progression Document



Language	Art and Design Progression				
	Vocabulary				
	Cycle B: Key Stage 1		Lower Key Stage 2		Upper Key Stage 2
<b>Visual Elements:</b> (Formal Elements of Art Pattern, texture and tone)	Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.	<b>Sculpture</b> (Analysing famous artists' work and working with recycled materials)	Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.	<b>Design</b> (Design, drawing, craft, appreciation)	Graffiti, contrasting, commissioned, Guernica, sculpture.
<b>Exploring Skills:</b> (Art appreciation skills)	Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.	<b>The work of a curator</b> (Design, drawing, craft, painting and art appreciation).	Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.	<b>Make my voice heard</b> (Messaging in drawing, painting and sculpture)	Graffiti, contrasting, commissioned, Guernica, sculpture
<b>Superheroes</b> (Sculpture and Mixed Media)	Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	<b>Patterns</b> (Formal Elements of Art Texture and Pattern)	Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making	<b>Photography</b> (photomontage macros photography and self-portrait)	Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.