



Tilstock[†]
Part of the Marches Academy Trust 

Art progression of knowledge and skills

YEAR 1– YEAR 6
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KS1: To develop an awareness of the past using common words and phrases relating to the passing of time.

E.g. before I was born, when I was younger...

- Using words such as: before, after, past, present, then, now correctly.
- To know where people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught:

Changes within living memory - *where possible aspects of change within national life; events beyond living memory significant nationally or globally (e.g. The first aeroplane flight, events commemorated through festivals or anniversaries)*

To know about lives of significant individuals who have contributed to national and international achievements (e.g. Neil Armstrong, Mary Seacole, Florence Nightingale)

| Year Group | Drawing | Painting | Printing | Textiles | Collage | Sketch books | ICT | Knowledge |
|------------|--|---|---|---|---|--|---|---|
| 1 | <p>Can they communicate something about themselves in their drawings?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw using pencils and crayons?</p> <p>Can they draw lines of different shapes and thickness, using different grades of pencils?</p> | <p>Can they communicate something about themselves in their paintings?</p> <p>Can they create moods in their paintings?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p> <p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p> | <p>Can they print with a variety of items?</p> <p>Can they design their own printing block?</p> | <p>Can they weave with fabric and thread?</p> <p>Can they add texture by using tools?</p> <p>Can they make a variety of shapes and structures?</p> <p>Can they cut, roll and coil mouldable materials?</p> <p>Can they create cords and plaits for decoration?</p> <p>Can they experiment with constructing and joining recycled, natural and manmade materials</p> | <p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort materials they will need?</p> <p>Can they sort materials according to texture and colour?</p> | <p>Can they set out their ideas in their sketch books?</p> | <p>Can they use a simple painting program to create a picture?</p> <p>Can they use tools in a painting package?</p> <p>Can they go back and change their picture?</p> | <p>Can they describe what they can see and like in the work of another artist / craft maker/ designer?</p> <p>Can they ask sensible questions about a piece of art?</p> <p>Can they say what they like and dislike about a piece of work?</p> |

Artists to study:

Autumn: Painting – mood - Vincent Van Gough- Starry nights, Textiles

Spring: Drawing – Mood – ww2 Paul Nash or Titanic- sea waves - Uehara Konen's Hatō zu 1, meaning "wave" in Japanese, was created by Uehara Konen in 1910, in the midst of the Meiji Period

Summer: Collage: - Art Nouveau – Rennie Mackintosh

Vocabulary:

Drawing:

Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.

Painting:

Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.

Printing:

Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.

Collage & Textiles:

Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture:

Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.

KS1

| Year Group | Drawing | Painting | Printing | Textiles | Collage | Sketch books | ICT | Knowledge |
|--|--|--|--|---|--|--|---|--|
| 2 | <ul style="list-style-type: none"> •Can they use different grades of pencils in their drawings? •Can they use charcoal, pencils and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | <ul style="list-style-type: none"> •Can they mix paint to create all the secondary colour? •Can they mix and match colours, predict outcomes? •Can they make tints by adding colour to white? Can they make tones by adding black? | <ul style="list-style-type: none"> •Can they create a print inspired by an artist / craft maker / designer? •Can they create a repeating pattern? •Can they make a simple printing block? | <ul style="list-style-type: none"> •Can they mould clay to achieve a specific criterion? •Can they add line and shape to their work? •Can they join fabric? •Can they create part of a class textile freeze? •Can they create cords and plaits for decoration? •Can they Use simple 2-D shapes to create a 3-D form? •Can they manipulate malleable materials in a variety of ways including rolling and kneading? | <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeating patterns in their collage? | <ul style="list-style-type: none"> •Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using a variety of ideas and media in their sketch books? | <ul style="list-style-type: none"> •Can they create a picture independently? •Can they use simple ICT mark-making tools e.g. brush and pen tools? •Can they edit their own work? | <ul style="list-style-type: none"> •Can they link colours to natural and man-made objects? •Can they say how other artist / craft makers / designers have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work? •Can they talk about likes and dislikes in relation to their own work and others? |
| <p>Artists to study: Autumn: Painting – mood - Vincent Van Gough- Starry nights, Textiles Spring: Drawing – Mood – ww2 Paul Nash or Titanic- sea waves - Uehara Konen's Hatō zu 1, meaning "wave" in Japanese, was created by Uehara Konen in 1910, in the midst of the Meiji Period Summer: Collage: - Art Nouveau – Rennie Mackintosh</p> <p>Vocabulary: Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life. Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash. Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print. Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave. Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p> | | | | | | | | |

KS2

Year 3 – Knowledge and Understanding

KS2 Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- They note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They construct informed responses that involve thoughtful selection and organisation of relevant historical information,
- They understand how our knowledge of the past is constructed and shaped from a range of sources.
- In planning progression, we ensure that British, that we teach both local and world history and encourage our pupils in further research to deepen their understanding.

Pupils will learn about various events from:

Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by Anglo-Saxons and Scots, the Vikings and Anglo-Saxon Struggle, British history beyond 1066, achievements of the earliest civilisations, Ancient Greece and a non-European society

| Year Group Theme | Drawing | Painting | Printing | Textiles | Collage | Sketch books | ICT | Knowledge |
|------------------|---|--|--|---|---|--|---|--|
| 3 | <ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shades, to show tones and textures | <ul style="list-style-type: none"> • Can they predict with accuracy the colour that they mix? • Do they know where the primary and secondary colours sit on a colour wheel? • Can they produce a background using a wash? • Can they use a range of brushes to create different effects? | <ul style="list-style-type: none"> • Can they design a printing block and use it to create a print? • Can they make a 2 colour print? • Can they identify pattern in the environment? | <ul style="list-style-type: none"> • Can they join clay together using a range a techniques? • Can they work with life size materials? • Can they create pop ups? • Can they sew fabric together? • Can they use more than one type of stitch? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? • Can they experiment with paste resistance? • Can they use papier mache to create a simple 3D object? | <ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? | <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe their likes and dislikes? • Can they make notes in their sketchbooks about techniques used by an artist? • Can they suggest improvements to their work by keeping notes in their sketch books? | <ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce artwork? • Can they use ICT programs to create a piece of work that includes their own work and that of others (using the web)? | <ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore artwork linked to their topic? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? |

Artists to Study or famous works of art:

Autumn: Turner, Lowry and collage Spring: Portraits Holbein – printing- Warhol Summer Bayeux Tapestry (textiles) Clay, pottery

Vocabulary:

Drawing:

Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.

Painting:

Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.

Printing:

Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

Collage & Textiles:

Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

Sculpture:

Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

KS2

| Year | Drawing | Painting | Printing | Textiles | Collage | Sketch books | ICT | Knowledge |
|------|---|---|--|---|---|---|--|---|
| 4 | <ul style="list-style-type: none"> •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise lines, tones, shapes and colours to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? | <ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? | <ul style="list-style-type: none"> •Can they print using at least four colours? •Can they create an accurate print design? | <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? •Can they experiment with paste resistance? •Can they use papier mache to create a simple 3D object? | <ul style="list-style-type: none"> •Can they use mosaic to produce a pattern? •Can they combine visual and tactile qualities? | <ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and to describe their likes and dislikes? •Can they produce a montage all about themselves? •Do they use their sketchbooks to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in the sketch books? | <ul style="list-style-type: none"> •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? | <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Can they explain art linked to their topic? |

Artists to Study or famous works of art:

Autumn: Turner, Lowry and collage Spring: Portraits Holbein – printing- Warhol Summer Bayeux Tapestry (textiles) Clay, pottery

Vocabulary

Drawing:

Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.

Painting:

Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.

Printing:

Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.

Collage & Textiles:

Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.

Sculpture:

Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.

| Year Group | Drawing | Painting | PRINTING | Textiles | Collage | Sketch books | ICT | Knowledge |
|------------|--|--|--|--|--|---|---|---|
| 5 | <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? •They can draw pictures with perspective? | <ul style="list-style-type: none"> •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their paintings and sketches? | <ul style="list-style-type: none"> •Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? | <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they sculpt clay and other mouldable materials? •Can they use textile and sewing skills as part of a project e.g. hanging, textile book etc? This can include running stitch, cross stitch or backstitch. •Can they experiment with batik techniques? •Can they plan a sculpture | <ul style="list-style-type: none"> •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities to express mood and emotion? | <ul style="list-style-type: none"> •Do they keep notes in their sketch books about how they might develop their work? •Do they use sketch books to compare and discuss ideas with others? | <ul style="list-style-type: none"> •Can they create pieces of artwork which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? •Can they take digital photos and use software to later them, adapt them and create work with meaning? •Can they create digital images with animation, video and sound to communicate their ideas? | <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Do they learn about the work of others by looking at their work in books, the internet, visit galleries and other sources of information? |

Artists to Study or famous works of art:

Autumn: Space- ICT Peter Thorp Spring sculptures Summer Lascaux cave painting

Drawing:

Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.

Painting:

Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Printing:

Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Collage & Textiles:

Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.

Sculpture:

Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.

| Year Grp | Drawing | Painting | Printing | Textiles | Collage | Sketch books | ICT | Knowledge |
|----------|--|--|--|---|---|--|---|---|
| 6 | <ul style="list-style-type: none"> •Do their sketches communicate emotions? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? •They can draw pictures with perspective? | <ul style="list-style-type: none"> •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain what they have chosen specific painting techniques? | <ul style="list-style-type: none"> •Can they overprint using different colours? •Do they look very carefully at the materials they use and make decisions about the effectiveness of their printing methods? | <ul style="list-style-type: none"> •Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? •Can they experiment with batik techniques? •Can they plan a sculpture through drawing and other preparatory work? | <ul style="list-style-type: none"> •Can they justify materials they have chosen? •Can they combine pattern, tone and shape? | <ul style="list-style-type: none"> •Do they keep notes in their sketch books about how they might develop their work? •Do they compare their methods to those of others? •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? | <ul style="list-style-type: none"> •Do they use software packages to create pieces of digital art to design? •Can they create a piece of art which can be used as part of a wider presentation? | <ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design? |

Artists to Study or famous works of art:

Autumn: Space- ICT Peter Thorp **Spring** Textiles- arabian nights- batik **Summer** Lascaux cave painting

Drawing:

Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.

Painting:

Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Printing:

Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Collage & Textiles:

Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.

Sculpture:

Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.

History progression EYFS to year 6