Art and Design
Curriculum Progression of the Knowledge Essentials

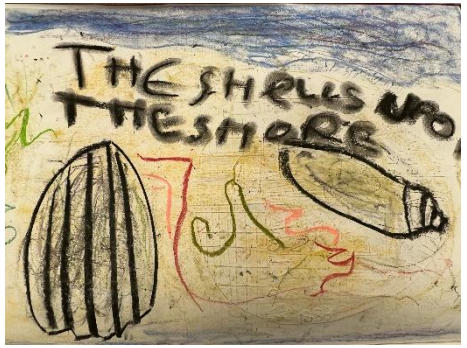
Art Curriculum

Knowledge Rich Curriculum

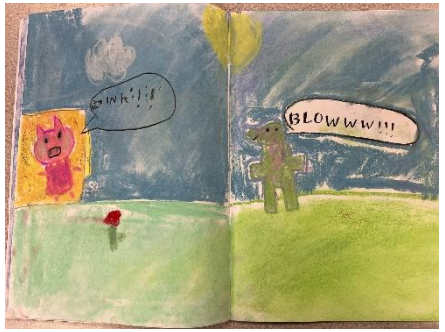
Knowledge has driven the philosophy in developing the Art curriculum. The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow. This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics supported by Practice and Retrieval strategies.

In designing the curriculum, we have considered a broad range of knowledge forms with a focus on being able to articulate substantive and disciplinary knowledge:

- **Substantive knowledge -** the knowing "what". Substantive knowledge is factual, sequenced, and because of that relies on prior knowledge. It is the embedded knowledge of known artists, designers, their style and period of art. Purposeful and natural links to other elements of art and design, artists and designers as well as other subject areas are identified in order to connect essential knowledge.
- **Disciplinary knowledge** in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating and technique and having the ability to appraise a piece of work.



Substantive knowledge- all the skills learnt through previous learning and linking elements of artists.



Disciplinary knowledge- the elements of each lesson combined to create, evaluate and appraise a final piece.

Art Curriculum

How is the Art Curriculum Organised?

The subject has been planned with three key lenses – Pathways, Pillars of Learning and Key Concepts

Pathways

Drawing & Sketchbooks

Surface & Colour

Working in Three Dimensions

Pillars of Learning

Drawing

Sketchbooks

Printing

Painting

Collage

Making

Concepts

Composition
Art can take an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.

Communication
Creating art to represent something real or express an emotion, mood or message.
(Artist talk)

Comprehension
Critically ascribe meaning to a piece of art.
(critic talk)

Art Curriculum

What are the Pillars of Learning?

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

Drawing

Sketchbooks

Printing

Painting

Collage

Making

Art Curriculum

How is the Art Curriculum Organised?

Pathways	Drawing and Sketchbooks	Surface and Colour	Working in Three Dimensions	The Drawing and Painting Journey
Reception	**Finding Circles** Visual literacy **Shells** Observational and Imaginative Drawing	**Explorer's Books -** Collecting Colour **Collaging -** Wax Crayon Rubbings / Imaginary Landscapes **Painting** – Ducklings / Repeat Pattern Printing Roller **Printing -** with String	**Cardboard Creations -**Top Tips **Prop Making for Toys -** Insect Hotels **Fruit and Veg Head** **Marbled Hole Punch Sketchbook**	***Teachers continue with simple drawing and painting exercises through the half terms when Art is not a focus. This will help ensure the continuation of sketchbook, drawing and painting skill development.***
	WHAT CAN WE SEE? / HOW CAN WE EXPLORE COLOUR? / HOW CAN WE BUILD WORLDS? / HOW CAN WE BUILD EXPLORE MATERIALS & MARKS? HOW CAN WE EXPLORE 3D MATERIALS? / HOW CAN WE USE OUR BODIES TO MAKE ART? / HOW CAN WE USE OUR IMAGINATIONS?			
Year 1	**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	**Simple Printmaking** Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	**Making Birds** Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	
Year 2	**Explore & Draw** Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	**Be An Architect** Exploring architecture and creating architectural models.	**Expressive Painting** Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	
Year 3	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.	**Working with Shape and Colour** "Painting with Scissors": Collage and stencil in response to looking at artwork.	**Making Animated Drawings** Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	
Year 4	**Storytelling Through Drawing** Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.	**Exploring Pattern** Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	**Exploring Still Life** What can artists learn from nature?	
Year 5	**Typography & Maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	**Mixed Media Land & City Scapes** Explore how artists use a variety of media to capture spirit of the place.	**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model.	
Year 6	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	**Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	**Shadow Puppets** Explore how traditional and contemporary artists use cut-outs and shadow puppets.	

Pillar of Learning Progression

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery: • I can make marks. • I can draw circles and lines. • I am beginning to draw things that I observe • I can draw faces with features and draw enclosed spaces, giving meaning • I am able to draw things that I observe • I can draw potato people (no neck or body) • I am beginning to draw simple things from memory **Reception:** • I can draw potato people (no neck or body) • I can draw simple things from memory • I can draw bodies of an appropriate size for what I'm drawing • I am beginning to draw self-portraits, landscapes ad buildings / cityscapes • I can draw with detail (bodies with sausage limbs and additional features)	• Understand drawing is a physical activity. Spirals • Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds • Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals • Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals • Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds • Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking	• Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw • Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw • Visit local environment, collect • natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw • Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect • Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw • Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw • Make drawings inspired by sound.	• Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal • Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal • Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal • Understand that animators make drawings that move. • Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal • Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal • Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal • Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated	• Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing • Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern • Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern • Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern • Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing • Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing • Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern • Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing	• Understand that designers create fonts and work with Typography. Typography & Maps • Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps • Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps • Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps • Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps	• Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D • Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D • Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D • Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D • Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D • Use collage to add tonal marks to the "flat image". 2D to 2D

Pillar of Learning Progression

Sketchbooks

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Learners will have the opportunity to make their own simple sketchbook made up of old paper. Each sketchbook will be personalised by a front cover that they have marbled themselves. This activity promotes the development of skills such as colour recognition, dexterity and fine motor skills whilst nurturing curiosity. Each learner will end up with a personal sketchbook that they can work in over the coming weeks.	• Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals • Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to: • Test out printmaking ideas Simple Printmaking • Develop experience of primary and secondary colours Spirals Simple Printmaking • Practice observational drawing Spirals Simple Printmaking Making Birds • Explore mark making Spirals Simple Printmaking Making Birds	• Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them. • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to: • Explore the qualities of different media. Explore & Draw Be an Architect • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw • Explore colour and colour mixing. Expressive Painting • Make visual notes about artists studied. Explore & Draw Be an Architect	• Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Work in sketchbooks to: • Explore the qualities of charcoal. Gestural Drawing with Charcoal • Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Animated Drawings • Brainstorm animation ideas. Working with Shape & Colour Animated Drawings	• Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Use sketchbooks to: • Practise drawing skills. Storytelling Through Drawing Exploring Pattern Sculpture & Structure • Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Sculpture & Structure • Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Sculpture & Structure • Brainstorm pattern, colour, line and shape. Exploring Pattern • Reflect. Storytelling Through Drawing Exploring Pattern Sculpture & Structure	Use sketchbooks to: • Explore mark making. Typography & Maps Mixed Media Landscapes • Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Architecture: Big or Small • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small • Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes	Use sketchbooks to: • Practise seeing negative and positive shapes. 2D to 2D Activism • Using the grid method to scale up an image. 2D to 2D • Explore what your passions, hopes and fears might be. What makes you? How can you find visual equivalents for the words in your head? Activism • Explore colour: make colours, collect colours, experiment with how colours work together. Activism • Explore combinations and layering of media. Activism • Develop Mark Making Activism 2D to 2D Shadow Puppets • Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Shadow Puppets

Pillar of Learning Progression

Printmaking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery: • I can print with large blocks and larger sponges • I enjoy using hands, feet and fingers to paint • I can print with small blocks, small sponges, fruit, shapes and other resources **Reception:** • I can print with small blocks, small sponges, fruit, shapes and other resources. • I can create patterns or meaningful pictures when printing. • I can independently select additional tools (Stamps, rollers etc) to improve my work.	• Understand prints are made by transferring an image from one surface to another. Simple Printmaking • Understand relief prints are made when we print from raised images (plates). Simple Printmaking • Use hands and feet to make simple prints, using primary colours. Simple Printmaking • Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking • Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking		• Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour • Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour • Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour			• Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism • Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism • Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism • Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism • Or create a zine using similar methods. Activism

Pillar of Learning Progression

Painting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery: • I can use pre-made paints and are able to name colours • I can hold a paintbrush in the palm of my hand • I can mix primary colours to appropriate consistency • I enjoy using hands, feet and fingers to paint • I am beginning to mix primary colours to make secondary colours • I can use thick brushes **Reception:** • I am able to mix primary colours to make secondary colours. • I can use thick brushes. • I can use thin brushes to add detail. • I can add white or black paint to alter tint or shade. • I can hold a paintbrush using a tripod grip. • I can colour match to a specific colour or shade.	• Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Respond to your painting, and try to "imagine" an image within. • Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.	• Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting • Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting • Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Expressive Painting	• Understand that we can create imagery using natural pigments and light. • Understand that paint acts differently on different surfaces. • Continue to develop colour mixing skills. • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. • Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.	• Understand that still life is a name given to the genre of painting (or making) a collection of objects/elements. • That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. • To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. • To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).	• Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes • Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes	• Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between td shape and pattern and 3d form and function. • Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.

Pillar of Learning Progression

Collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery: • I can use glue sticks with support • My product is all one texture • I can use glue spatulas with support • I can use glue sticks and glue spatulas independently • I add other materials to develop my models (tissue paper, glitter…) • I can describe textures as smooth or bumpy • I am beginning to weave (gross motor) **Reception:** • I can use glue sticks and glue spatulas independently • I can add other materials to develop models (tissue paper, glitter…) • I can describe smooth or bumpy textures • I am beginning to weave (gross motor) • I can join items with glue or tape • I know how to improve models (scrunch, twist, fold, bend, roll) • I can describe smooth, rough, bendy, hard textures • I am beginning to weave (fine motor) • I can join items in a variety of ways – Sellotape, masking tape, string, ribbon • I know how to secure boxes, toilet rolls, decorate bottles • I can use words such as flexible and rigid	• Understand collage is the art of using elements of paper to make images. Making Birds • Understand we can create our own papers with which to collage. Making Birds • Collage with painted papers exploring colour, shape and composition. Simple Printmaking • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds	• Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw • Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw • Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw	• Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour • Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour			

Pillar of Learning Progression

Making

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery: • I can build towers by stackings objects • I am exploring clay • I can build walls to create enclosed spaces • I make marks in clay • I build simple models using walls, roofs and towers. • I manipulate clay (rolls, cuts, squashes, pinches, twists…) **Reception:** • I can build simple models using walls, roofs and towers. • I can manipulate clay (rolls, cuts, squashes, pinches, twists…) • I can build models which replicate those in real life. • I can use a variety of resources – loose part play • I can make something that I give meaning to • I can make something with clear intentions	• Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds • Understand the meaning of "Design through Making" Making Birds • Use a combination of two or more materials to make sculpture. Making Birds • Use construction methods to build. Making Birds • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds	• Understand the role of an architect. Be an Architect • Understand when we make sculpture by adding materials it is called Construction. Be an Architect • Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect • Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect	• Understand that articulated drawings can be animated. Animated Drawings • Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings	• To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Sculpture & Structure • Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure	• Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small •	• Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Shadow Puppets • Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Shadow Puppets

Pillar of Learning Progression

Purpose/Visual Literacy/Articulation

Establishing Foundations in EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enabling children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own. Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way.	• Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • All Pathways for Year 1 • Reflect upon the artists' work, and share your response verbally ("I liked..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Some children may feel able to share their response about classmates work. All Pathways for Year 1	• Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art we can experiment and discover things for ourselves. • Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2 • Reflect upon the artists' work, and share your response verbally ("I liked..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Talk about intention. • Share responses to classmates work, appreciating similarities and differences. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2	• To understand that visual artists look to other artforms for inspiration. • Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3 • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3	• Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4 • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4	• Look at the work of designers, artists, animators, architects. • Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5 • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. • Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5	• Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. • Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6 • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6

Pathway Progression - Vocabulary

Drawing and Sketchbooks

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw Observation Memory Imagination Shape Colour Lines Outline Pencils Chalks Pastels Wax crayons	Spiral, Movement, Pressure, Motion, Continuous line, Mark-making, Colour, Pattern, Drawing surface, Drawing tool	Drawing, Observation, Line, Shape, Texture, Tone, Shade, Mark making, Pattern, Composition, Detail	Charcoal, Gestural, Expressive, Movement, Tone, Silhouette, Composition, Light, Movement, Chiaroscuro	Illustration, Interpretation, Narrative, Composition, Sequencing, Line, Mark-making, Watercolour, Graphic Novel, Visual Literacy	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols,	2D Drawing, 3D Object, Negative space, Grid method, Scaling up, Collage, Structure, Balance

Vocabulary Progression

Surface and Colour

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour Shade Blend Mix Light Dark Colour mixing Cool Warm Brush Shape Size Name of colours Print Finger Hand Sponge Fruit String Patterns Stencil	Print, Texture, Collage, Printmaker, Relief print, Rubbing, Impression, Pattern, Sequence, Pressure	Architect, Architecture, Design, Model, Scale, Imagination, Three Dimensional, Form, Structure, Construction	Line, Elements, Composition, Arrange, Negative Shape, Positive Shape, Composition, Lighting, Layering, Stencil	Still Life, Observation, Composition, Shape, Form, Tone, Colour, Collage, Painting, Texture	Landscape. Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format	Activism, Voice, Message, Community, Poster, Zine, Screen-printing

Vocabulary Progression

Working in Three Dimensions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build Bricks Cardboard Box Glue Lego Duplo Create Sellotape Junk modelling Natural materials Tools Join Combine Enclosed Enclosure Scrunch Twist Fold Bend Roll Secure	Mark-making, Observation, Sculpture, Structure, Texture, Installation , Shape, Form, Feather, Material	Gesture, Mark-making, Emotion, Texture, Line, Primary Colours, Secondary Colours, Tint, Palette Knife, Abstract	Sketchbook, Line, Shape, Watercolours, Exaggerate, Sculpture, Armature, Structure, Character, Model	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols,	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Balance, Scale, Interior, Exterior, Context, Location, Maquette	Paper cutting, Cut Outs, Shadow Puppets, Performance, Narrative, Character