

# Waterville Primary School Progression of Skills and Vocabulary in Art & Design

## Progression of Skills and Vocabulary in Art and Design

<p><b>EYFS</b></p> <p><b>Nursery</b></p>	<p><b>Expressive Arts and Design</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>ELG: Fine Motor Skills Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing</li> <li>- using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials Children at the expected level of development will:</b></p> <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> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.</li> </ul>			
<p><b>Physical Development</b></p>	<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>	<p>Vocabulary</p>	<p>move, wave, more, less, press, force, choose, cut, stick, squeeze, use, carefully, middle, next to, pencil, pen, line, shape, draw, colour, paint, shape, paintbrush, colour, mix.</p>	
<p><b>Being Imaginative</b></p>	<ul style="list-style-type: none"> <li>-Explore different materials freely, in order to develop 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 and painting 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>		<p>like, dislike, prefer, change, better, worse, swirl, zig-zag, up, down, side to side, left, right... Other positional and directional language.</p>	
<p><b>Exploring and Using Materials.</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>-To use a comfortable grip with good control when holding pens and pencils.</li> <li>-To draw and use lines to enclose a space and begin to use these shapes to represent objects.</li> <li>-To draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>-To explore colour mixing and how colours can be changed.</li> <li>-To use drawing and painting to represent ideas like movement or loud noises.</li> <li>-To show different emotions in their drawings and paintings like happiness etc.</li> </ul>	<p><b>Textiles &amp; Collage</b></p> <ul style="list-style-type: none"> <li>-To use one-handed tools such as scissors to make snips in paper.</li> <li>-To explore different materials freely in order to develop ideas.</li> <li>-To joined different materials and explore different textures.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>-To use one-handed tools such as scissors to make snips in paper.</li> <li>-To explore different materials freely in order to develop ideas.</li> <li>-To joined different materials and explore different textures.</li> </ul>
	<p>Vocabulary</p>			
	<p>pencil, pen, line, shape, draw, colour, paper, other positional/directional language.</p>	<p>paint, paintbrush, colour, mix, paper, other positional/directional language.</p>	<p>cut, paste, stick, move, join, rip, safe, carefully, middle, next to, paper, newspaper, cardboard.</p>	<p>cut, paste, stick, move, join, rip, safe, middle, next to, paper, cardboard, box, shape.</p>

## Progression of Skills and Vocabulary in Art and Design.

<p><b>EYFS</b></p> <p><b>Reception.</b></p>	<p><b>Expressive Arts and Design</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>ELG: Fine Motor Skills Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing</li> <li>- using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials Children at the expected level of development will:</b></p> <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> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.</li> </ul>			
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>-Develop their small/fine 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> <li>-Progress to a more fluent style of moving with control.</li> </ul>		<p>Vocabulary.</p>	<p>move, wave, more, less, press, force, choose, cut, stick, squeeze, use, carefully, middle, next to, pencil, pen, line, shape, draw, colour, paint, shape, paintbrush, colour, mix.</p>
<p><b>Being Imaginative</b></p>	<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> <li>-Choose particular colours to use for a purpose.</li> <li>-Create simple representations of events, people and objects.</li> </ul>			<p>like, dislike, prefer, change, better, worse, swirl, zig-zag, up, down, side to side, left, right...</p> <p>Other positional and directional language.</p>
<p><b>Exploring and Using Materials.</b></p>	<p>Drawing (Nursery Objectives+)</p> <ul style="list-style-type: none"> <li>-To create simple representations of events, people, objects.</li> <li>-To begin to show accuracy and care when drawing.</li> <li>-To experiment and create different textures.</li> </ul>	<p>Painting (Nursery Objectives+)</p> <ul style="list-style-type: none"> <li>-To choose particular colours to use for a purpose.</li> <li>-To continue to explore and experiment with colour and colour mixing.</li> </ul>	<p>Textiles &amp; Collage (Nursery Objectives+)</p> <ul style="list-style-type: none"> <li>-To experiment to create different textures.</li> <li>-To understand that different media can be combined to create new effects.</li> <li>-To use simple tools &amp; techniques competently.</li> <li>-To manipulate materials to achieve a planned effect.</li> </ul>	<p>Sculpture (Nursery Objectives+)</p> <ul style="list-style-type: none"> <li>-To construct with a purpose in mind, using a variety of resources.</li> <li>-To select tools and techniques needed to shape, assemble and join materials used.</li> <li>-To experiment with design, texture, form and function.</li> </ul>
	<p>Vocabulary</p>			
	<p>pencil, pen, line, shape, draw, colour, paper, other positional/directional language.</p>	<p>paint, paintbrush, colour, mix paper,</p>	<p>cut, paste, stick, move, join, rip, safe, carefully, middle, next to, box, shape.</p>	<p>cut, paste, stick, move, join, rip, safe, carefully, middle, next to.</p>

# Waterville Primary School Progression of Skills and Vocabulary in Art & Design

<b>Year 1</b>	<p><b><u>KS1 National Curriculum</u></b></p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b><u>Pupils should be taught:</u></b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products.</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- 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>			
<b>Explore and Develop Ideas</b>	<p>To ask and answer simple questions about work.</p> <p>To recognise that ideas can be expressed in art.</p> <p>To try out different activities.</p> <p>To record from first-hand observation, experience and imagination.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>To explore the differences and similarities within the work of artists from different times and cultures.</p> <p>To observe styles used by great artists.</p>		<b>Vocabulary</b>	<p>imagination, idea, artist, art, artwork, portrait, landscape, sketchbook, same, different.</p>
<b>Evaluate and Build on Ideas</b>	<p>To discuss likes and dislikes about work.</p> <p>To identify changes required in their current work e.g. pupil voice annotations on display.</p>			<p>like, dislike, prefer, change, better, worse.</p>
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Textiles &amp; Collage</b>	<b>Sculpture/3D Form</b>
	<p>To use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>To draw for enjoyment.</p> <p>To begin to explore the use of line, shape and colour.</p> <p>To draw a human face with some recognisable features in the correct orientation.</p>	<p>To identify the primary colours.</p> <p>To begin to match colours to artefacts and objects.</p> <p>To mix secondary colours and shades using different types of paint.</p> <p>To explore paint using a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>To use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>To attempt to thread a needle, stitch, weave, cut, glue and trim material.</p> <p>To create textured collages from a variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>To manipulate malleable media (e.g. plasticine) in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>To manipulate clay for a variety of purposes, including thumb/pinch pots, simple coil pots, textured tiles and models.</p> <p>To experiment (shape and form) with, construct and join recycled, natural and human-made materials.</p>
	<b>Vocabulary</b>			
	<p>pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour.</p>	<p>action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture.</p>	<p>pattern, scissors, weave, thread, fabric crayon, sew, trim, French knitting, tie-dye, embroidery, collage, mosaic, stitch, knot .</p>	<p>2D or two-dimensional, 3D or three-dimensional, clay, glue, pottery, scissors, sculpture, roll, knead, shape, join, coil pot, textured tile, manipulate, care of materials, care of tools, tools, construct, natural material, human-made material, ceramic.</p>

# Waterville Primary School Progression of Skills and Vocabulary in Art & Design

<b>Year 2</b>	<p><b><u>KS1 National Curriculum</u></b></p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b><u>Pupils should be taught:</u></b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products.</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- 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>			
<b>Explore and Develop Ideas</b>	<p>To develop ideas by asking and answering questions. To try out different activities and make choices about what to do next. To record and explore ideas from first-hand observation, experience and imagination. To understand the basic use of a sketchbook to work out ideas. To explore the differences and similarities within the work of artists from different times and cultures.</p>		<b>Vocabulary</b>	<p>design, museum, gallery, investigate, times, cultures, craftsperson, designer, choose, improve.</p>
	<p>To discuss likes and dislikes about work. To identify changes required in their current work e.g. pupil voice annotations on display.</p>			<p>similarity, difference, idea, future, develop.</p>
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Print-making</b>	<b>Photography &amp; Digital Art</b>
	<p>To use and combine different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>To begin to draw for a sustained period of time.</p> <p>To experiment with line, shape, pattern and colour.</p> <p>To draw a human face with recognisable features in the correct orientation.</p>	<p>To identify the primary and secondary colours.</p> <p>To match colours to artefacts and objects.</p> <p>To mix a range of primary and secondary colours, shades and tones.</p> <p>To explore by experimenting tools and techniques, including: layering, mixing media, scraping through etc.</p>	<p>To make marks in print with a variety of objects, including natural and made objects.</p> <p>To make rubbings and recognise pattern in the environment.</p> <p>To build a repeating pattern.</p> <p>To carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>To create simple designs for printing, exploring pattern and shape.</p>	<p>To identify and recognise examples of photography as a visual tool and an art form.</p> <p>To suggest how the photographer organised the elements or recording of the image.</p> <p>To select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition).</p> <p>To control focus, or zoom settings or move closer composing their photograph.</p> <p>To hold and use a camera/device to select and capture with clear intention.</p> <p>To open and use an art program/app, selecting simple tools to make lines, shapes and pour colours.</p> <p>To control the size of mark and select colours, and use predefined shapes, motifs and stamps.</p> <p>To use copy and paste to create a simple repeated pattern.</p>
	<b>Vocabulary</b>			
	<p>sketchbook, pattern, blend, detail, texture, watercolour, shade, shape, stencil.</p>	<p>shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, complementary colour, mural, texture.</p>	<p>pattern, print, repeat, rubbings, relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring.</p>	<p>photograph, photographer, camera, device, zoom, focus, clear, blurry, closer, further, program, app, line, shape, pour, select/choose, size, change, copy, paste, repeat, pattern.</p>

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<b>Year 3</b>	<p><b>KS2 National Curriculum</b>            Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Pupils should be taught:</b>            - to create sketch books to record their observations and use them to review and revisit ideas.            - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            - about great artists, architects and designers in history.</p>			
<b>Explore and Develop Ideas</b>	To question and make thoughtful observations about developing work. To use a sketchbook to record observations, plan and shape ideas. To gather and review information, references and resources related to ideas and intentions. To use first-hand observation, experience and imagination to explore ideas for different purposes. To use a sketchbook to collect and record visual information from different sources. To investigate work of great artists and crafts people from different historical periods and cultures. To imitate styles used by great artists.		<b>Vocabulary</b>	think, observe, experience, plan, explore, investigate, historical periods, collect, imitate, collaborate, scale.
<b>Evaluate and Build on Ideas</b>	To compare work and state feelings. To adapt work according to personal views. To begin to regularly annotate work in sketchbooks.			compare, feelings, opinions, adapt, annotate.
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Textiles &amp; Collage</b>	<b>Sculpture/3D Form</b>
	To experiment with different grades of pencil.  To draw for a sustained period of time.  To use different media to achieve variations in line, texture, tone, colour, shape and pattern.  To draw a human face considering the appropriate proportions between facial features.	To mix a variety of colours and to confidently know which primary colours make which secondary colours.  To investigate paint with different effects and textures including: blocking in colour, washes, thickened paint etc.	To explore a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.  Thread a needle with appropriate length of thread, weave & stitch.  To begin to master techniques required to sew on buttons and make small repairs.  To cut, join and trim with increasing accuracy.  To develop textured collages from a variety of media including greater level of detail.	To join clay adequately by using slip and blending.  To apply details to models using a variety of tools.  To understand the safety and basic care of materials and tools.  To make a simple papier mache object.
	<b>Vocabulary</b>			
	pencil grade, record, media/medium, tone, composition, line, cross hatch, horizontal, vertical.	blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum.	dying, quilting, paper and plastic trappings, textiles, stitch, cut, join, needle, thread, button, repair, accurate, embellish.	slip, blend, papier mache, model, architecture, artefact, mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile.

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<b>Year 4</b>	<p><b>KS2 National Curriculum</b>            Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Pupils should be taught:</b>            - to create sketch books to record their observations and use them to review and revisit ideas.            - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            - about great artists, architects and designers in history.</p>			
<b>Explore and Develop Ideas</b>	To question and make thoughtful observations about starting points and select ideas to use in work. To use sketchbooks, and drawing, to improve understanding, inform ideas and plan for an outcome. To select and use relevant resources and references to develop ideas. To use first hand observation, experience and imagination, and explore ideas for different purposes. To use a sketch book to collect images and information. To investigate work of great artists and crafts people from different historical periods and cultures.		<b>Vocabulary</b>	experience, purpose, starting point, improve, image, great artists, artistic styles, technique, art history, classical, memory, ICT, art movement.
<b>Evaluate and Build on Ideas</b>	To compare ideas, methods and approaches in work. To adapt work according to personal views and the critique of others. To annotate and develop work in sketchbook.			method, approach, opinion, art elements, balance.
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Print-making</b>	<b>Photography &amp; Digital Art</b>
	To develop use of different grades of pencil.  To extend concentration over sustained periods to develop drawings.  To develop use of different techniques to show texture, such as marks and lines.  To begin to control pressure of pencil/pen to create shading.  To develop use of different techniques to show depth and distance, such as perspective and shadow.  To draw a human face with appropriate proportions between facial features.	To make and match colours with increasing accuracy.  To investigate and use different paint and tools in order to create different details, effects and textures.	To use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.  To create simple designs for printing, investigating pattern and shape.  To research, create and refine a print using a variety of techniques, such as resist printing, polyblock printing.  To design patterns of increasing complexity and repetition.	To plan the use of a camera to take a specific photo or set of photos.  To modify an image on a computer to achieve the best quality print.  To select and record images to be used in researching other artworks.  To change the camera/device settings such as flash, to best capture an image in low light conditions.  To use zoom to best frame an image and photograph from dynamic viewpoints.  To show an awareness of mood, emotions and feelings when evaluating the photography of others.  To use a painting program to make an image corresponding to their work in other art media.  To create a motif in lines and shapes, copy and paste to create a simple repeat pattern.  To use a digital camera/device and combine a photo with drawing in a paint program.  To use a camera/device to capture and make a simple film recording to tell a story or sequence events.
	<b>Vocabulary</b>			
	pencil pressure (whisper/shout), distance, proportion, features, images, shadow, shading, contour lines, face map, guidelines, highlight, silhouette, still life, study.	colour match, apply, detail, effect, monochromatic colour, still life, theme.	variety, design, symmetrical, asymmetrical, reflection, symmetry, refine, resist printing, polyblock printing, block, canvas.	modify, select, record, settings, flash, capture, image, low light, frame, viewpoint, mood, emotions, combine, mixed media, evaluate, motif, repeated pattern, film, story, sequence, edit.

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<b>Year 5</b>	<p><b>KS2 National Curriculum</b>            Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Pupils should be taught:</b>            - to create sketch books to record their observations and use them to review and revisit ideas.            - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            - about great artists, architects and designers in history.</p>			
<b>Explore and Develop Ideas</b>	To deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work. To confidently use sketchbooks to record observations; develop ideas; test materials; plan and record information. To engage in open ended research and exploration in the process of initiating and developing personal ideas. To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. To use a sketchbook to record development of ideas, including drawings of small elements of larger subjects. To examine work of great artists, designers and craftspeople from different historical periods and cultures. To develop styles used by great artists.		<b>Vocabulary</b>	genre, functionality, question, initiate, develop, test, element.
	<b>Evaluate and Build on Ideas</b> To compare ideas, methods and approaches in work and discuss feelings towards work. To adapt work according to personal views, the critique of others and describe how developments can be made. To add detailed annotations to work in sketchbook.			critique, aesthetic.
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Textiles &amp; Collage</b>	<b>Sculpture/3D Form</b>
	To make informed choices on which pencil grades to use.  To maintain concentration over sustained periods to develop drawings.  To develop use of different techniques to show texture, such as marks and lines.  To further develop use of different techniques to show depth and distance, such as perspective and shadow.  To draw a human face with appropriate proportions between facial features including shading.	To further develop a secure knowledge about the colour wheel, investigating; primary and secondary colours; warm and cool; and complementary and contrasting colours.  To examine the build-up layers and colours/textures using appropriate tools.	To investigate and use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.  To thread smaller needles.  To accurately cut, join and trim and to develop techniques required to sew on buttons and make small repairs.  To pin, sew and stitch materials together with accuracy to create a product.  To examine the use of textiles in collage, including applique and tapestry.	To further develop and refine techniques to join materials such as clay and mod-roc with appropriate techniques such as wetting and blending.  To develop skills in modelling materials and clay including slabs, coils, slips, etc.
	<b>Vocabulary</b>			
	calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon line, optical illusion, perspective, tessellation, radial.	source material, photograph, found objects, concentration, development of ideas, small elements, analogous/harmonious colours, gouache, hue, tint, tone, shade, photorealism, pose, intensity.	batik, wearable art, wax resist, applique, pin, running stitch, product.	

# Waterville Primary School Progression of Skills and Vocabulary in Art & Design

<b>Year 6</b>	<p><b>KS2 National Curriculum</b>            Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><b>Pupils should be taught:</b>            - to create sketch books to record their observations and use them to review and revisit ideas.            - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).            - about great artists, architects and designers in history.</p>			
<b>Explore and Develop Ideas</b>	To deeply question and make thoughtful observations about starting points and make informed choices when selecting ideas to use in work. To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. To independently develop a range of ideas which show curiosity, imagination and originality To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. To develop ideas in detail using different or mixed media, using a sketchbook. To examine work of great artists, designers and craftspeople from different historical periods and cultures.		<b>Vocabulary</b>	starting point, marks, lines, perspective, edit, effect, filter.
	<b>Evaluate and Build on Ideas</b> To compare ideas, methods and approaches in work and discuss feelings towards work. To adapt work according to personal views, the critique of others and describe how developments can be made. To add detailed annotations to work in sketchbook using technical language.			adapt, views
<b>Mastery of Techniques</b>	<b>Drawing</b>	<b>Painting</b>	<b>Print-making</b>	<b>Photography &amp; Digital Art</b>
	To maintain concentration over sustained periods to develop drawings.  To develop use of different techniques to show texture, such as marks and lines.  To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  To develop use of different techniques to show depth and distance, such as perspective and shadow.  To draw a human face with appropriate proportions between facial features, considering shading and texture.	To further develop a secure knowledge about the colour wheel, investigating tertiary colours and tints.  To create shades and tints using black and white.  To choose appropriate tools: paint, paper and implements.	To examine, create and refine a print using a variety of techniques, such as resist printing, polyblock printing.  To develop patterns of increasing complexity and repetition.  To examine, create and refine a print using a variety of techniques, such as screen printing and fabric printing.  To be familiar with layering prints.	To plan, take and digitally process photographs for a creative purpose, working as part of a group.  To plan and take photographs to provide content to be cut and pasted/superimposed into other photographic images.  To use a device to demonstrate how a camera captures photographic images as a video.  To take and assemble a sequence of photos to make a flick book and give impressions of movement.  To use a device to capture images of objects to be cut and pasted into another image to create a digital collage.  To use a paint programme to develop virtual designs for a painting, print or 3D work.  To collaborate and use a video camera and editing software to pre-produce (plan), film and edit a short sequence of narrative film.  To create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting.
	<b>Vocabulary</b>			
	manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective.	shade, tint, implements, preliminary study, test media, impasto, wet-in-wet.	layering print, alter, modify.	superimposed, flickbook, impression, digital collage, virtual, pre-produce, component, setting.