Coverage					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Painting and drawing units every year for skill progression					
Textiles Collage Sculpture Print	Textiles Sculpture Collage	Sculpture Collage Print	Print Collage Sculpture Textiles	Digital Textiles Collage Print	(Print) Digital Sculpture Collage

Vocabulary
In addition to form-specific vocabulary (see Teacher Vocab), each year group has a key definition linked to colour, pattern, texture, line, shape, form and/or space. This language is to be taught explicitly and used in discussion/annotations. It is essential that previous vocabulary is recapped and built upon to ensure security of understanding and progression of skills.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour – The appearance of something when reflecting light Pattern - design that repeats Texture- how something feels when touched Line- mark made using a drawing tool Shape- made when a line is closed	Primary – basic colours that can be mixed to make 2 (red, yellow, blue) Secondary – colours made by mixing primary colours Repeating – recurrence of something 3D – having 3 dimensions (width, height, depth) Space- area around above and within an object Perspective – the position from where you view a scene	Tint – a mixture of a colour with white, reducing darkness Tone – produced by mixing a colour with grey or by both tinting and shading Complementary colours – opposite to each other on the colour wheel; contrasting Scale – refers to the size of an object in relation to another Form- how something exists in space (the shape/physical existence)	Shade – A mixture with black, which increases darkness Imprint – to make a mark by pressing Continuous – without stopping Contour – defining the outline and interior structure, without shading Mixed Media – >1 media/material Composition – the arrangement and placement of objects in a piece of art	Warm/cool – feelings evoked by a colour Clean – A smooth, clear edge Optics – use of line/pattern for an illusory effect Impasto- an area of thick (3D) paint Focal point – The area to which the viewer's eye is naturally drawn Concentrated- In close proximity	Tonal contrast – created when light tones and dark tones lie alongside each other (e.g. in monochrome images) Proportion – the size of the parts of an object in relationships to other parts in the same object Form – The shape in artwork Negative and positive space- positive space is the area taken up by objects and negative space is the area around

		Form-specific (teaching) vocabulary				
In addition to vocabulary above, each year group has a vocabulary list specific to drawing, collage, sculpture, print, drawing, textiles and digital media. This language is to be used in discussion/annotations. It is essential that previous vocabulary is recapped and built upon to ensure security of understanding and progression of skills.						

Form	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Line: size, thick/broad, thin/narrow Colour: mix, primary, light, dark, shade Form: self-portrait, artist	Colour: Mixing, colour wheel, primary, secondary, tones, shades, tints, lighter, darker, bright, dull, texturised	Method: brush stroke, delicate, layering, effect Colour: palette, washes, watery, opaque, translucent, background	Form: Watercolour wash, abstract, relaxed Colour: cool, wash, pale, opaque, bright, highlight Method: Wash, strokes, layer, short lines Line: silhouette, curved, round, straight, wave, continuous, direction	Composition: foreground, background, mixed media, impasto Colour: warm, cold/cool, contrasting, climate Line: motion Form: contemporary, impressionist Method: Alter, modify Colour/Texture: Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked Material: acrylic, palette knife	Form: abstract, expressionist, orphism, geometric Line: round, straight, gentle, length, space Colour/pattern: geometric, palette, overlap, intersect, rotate Line: harsh, Colours: tones, grey, black, shaded, monochrome, texturised Detail: expression, emotion, gesture, evoking Composition: perspective, shade, centre, peripheral
Drawing	Pattern: repeat, rows, symmetrical Lines, dots, straight, curved Form:, decoration, design	Line: Thick, thin, soft, line, shape, bold, straight, wavy Colour/pattern: tone, soft, hard, light/dark, pale, deep, tint, shade Shape: oval, long, curvy, pointed, geometric Detail: personality, expression] Texture: smooth, wrinkly, rough, bumps, soft Method: blend, smudge, experiment	Form: Sketch, cross hatch, linework, 2D/3D Line: light, soft, short, quick, rough, free, texture, straight, shadow, direction Colour: light, dark, dense, grey, black, Composition: foreground, background, inanimate, scale	Method: Smudge, blend, highlight, tape resist Colour: mood, colour family, tones, tints, soft, vivid Material: masking tape, soft pastels, acrylic paint Other: static, highlights, still life, spaced, close, compact, direction	Position: Dense, spaced, concentrated, precise, outline, centre Method: dab, dot, size variation, embellish, pointillism Form: Optics, cultural, line drawing	

Collage	Materials: collage, tissue paper, oil pastel Method: rip, cut, tear, stick, arrange Colour/texture: vivid, bright, ornate, crinkled, folded	Method: overlap, layer, stick, crinkle, flatten, rub, tear, fold Textures: similar, different, smooth, rough Materials: magazines, newspaper, tissue paper, sandpaper	Method: tear, cut, rip, fold, stick, layer, overlap, position Visual: appealing, eye-catching, precision, informative Other: research, plan, experiment, composition	Form: Ceramic mosaic Method: Select, place, design, align, colour family, secure, position Material: Ceramic Pattern: Repeat, alternate, random	Method: Overlay, rotate, mosaic Material: corrugated, folded, creased, crinkled Composition: Position, motion, movement, silhouette	Material: recycled, biodegradable, plastic, pollutant Method: mural, consider, contrast, communicate Details: sustainable, thought-provoking Form: mural, Pop-Art, graffiti, street art
Sculpture	Method: stick, layer, attach Form: Sculpture, 2D, 3D Line: long, short, movement	Line: roll, flatten, pinch, thread	Method: roll, mould, knead, manipulate, print, join, balance, construct, alter Texture: smooth, imprint, lines, carve, print Form: pottery Other: design, observe, review, develop	Method: join, construct, model, shape, slips, alter, composition, scale, proportion Pattern/texture: surface pattern, imprint, etch, carve, print, textured, 2D, 3D Material: malleable, clay, slabs, tools		Form: statue, abstract, Material clay, frame, strength Method: assemble, elongate, exaggerate Detail: form, curve, viewpoint, 2D, 3D, pose, gesture, emotion, expression, motion, armature
Textiles	Line: thick, thin, Pattern: pattern, random Colour: bright, pale Form: Dye, dip dye, absorb Method: scrunch, dip, tie	Method: Weave, push, pull, thread, cut, tie Material: Wool, needle, cord		Form: Coat of arms, textile, applique Method: Stitching, cross stitch, back stitch, needle, thread, placement, cutting Materials: Felt, cotton, buttons	Method: Embroidered, thread, cross stitch, back stitch, cross stitch, material, thread, needle, scissors, batik, wax, resist, solidify, dye, embellish, embroider Composition: neat, aligned, accurate	
Print	Method/form: Print, press, rub, stamp, transfer, carve, surface Pattern: repeat, shape, nature		Method: impress printing block, design, stamp Form: monoprint, repeat print Line: neat, clean, replica, accurate, precision	Form: relief print, Pop Art Colour: Vivid, bright, primary, secondary Method: layer, overlay, etch, engrave Line: Clear, accurate, clean, repeat		Colour: Primary, secondary, bold, contrasting Method: layered, combine, position, outline Composition: centre, title, focal point

Digital media						

Skill Progression (form-specific)

Painting
Materials: poster paint, watercolour, acrylic
Artists: Henri Matisse, Margaret Godfrey, Vincent Van Gogh, Leonid Afremov, Rachel Painter, Kandinsky, Delaunay, Aboriginal
Genres: Post Impressionism, Symbolic, Contemporary, Impressionism, Abstract

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to select applicators appropriate for purpose (thick, thin, soft, hard) Become familiar with primary colours and the concept of mixing Take care when painting, washing brushes thoroughly between uses to ensure no transfer	Control the types of marks made with a range of painting techniques (mixed media, adding texture) Can mix primary and secondary colours to explore the colour wheels and spectrum Can experiment with tints (adding white) and shades (adding black) Texturise paint using sand	Mix primary colours and secondary colours to achieve colour matching Demonstrate increasing control over the types of marks made Experiment with different effects including blocking, washes, detailing Begin to explore the use of colour to create mood/for purpose	Use techniques of tinting, shading and mixing with increased confidence Begin to explore complimentary colours Confidently control types of marks when painting Explore additional techniques which create texture and effect	Mix colour, shades and tones with increasing confidence Begin to plan work to make effective use of space and work in a sustained and independent way Begin to create atmosphere and light effects (shadows and highlights) through the use of black and white Compare different paints/techniques and select for purpose Create colour palettes	Mix colour, shades and tones with confidence, building on previous knowledge, understanding which works and why Develop own style of painting, through development of colour, tone and shade Purposely control the types of marks made and experiment with different effects and textures Confidently create atmosphere and light effects through colour mixing

Drawing

Materials: Coloured/graphite pencils, crayons, oil/soft pastels, natural forms (spices, dirt), chalk, charcoal, fine liner/biro

Artists: Pablo Picasso, Nina Worrall, Liz Pawley, Stephen Wiltshire, Giorgio Morandi, Georges Seurat, Henry Moore Wassily Kandinsky, Robert Delaunay, Simon Fisher, Leonardo da Vinci

Genres: Post-impressionism, cubism, realism, linework, cityscape, crosshatch, pointillism, modernism, orphism

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select appropriate resources to create effects (pencil, pen, crayon etc) Control types of **marks** made Produce range of expanding **patterns** Investigate **line** (long, short, straight, curved) and **tone** (light/dark)	Can draw recognisable **forms** Colour neatly within own outline Consider how artists' style **influences** own work Experiment with **texture** using dots and lines Begin creating different **tones/tints**	Use different **styles** of drawing e.g. sketch, linework, outlines, patterns **Sketch** lightly, relying less on rubber Use lines and **pressure** for **tone**, **texture** and **shading** Show awareness of objects having third **dimension** and **perspective** in drawing	Confidently use **lines** for **tone**, **texture** and **shading** through cross hatching Show **light** and **shadow** Explore types of line-making and comment on **suitability** for purpose Develop awareness of **composition**, **scale** and **proportions** in drawing	**Sketch lightly** before painting, without needing rubber Work in a sustained and independent way to create a **detailed** drawing, developing a key element of their work: **line**, **tone**, **pattern**, **texture** Explore lines to represent **movement** Use a single **focal point** to develop simple perspective	Use a variety of techniques, selecting for purpose and developing own style Experiment with perspective Use lines to represent movement Convey emotion through drawings

Collage

Materials: paper, tissue paper, card, cardboard, sandpaper, shells, images, bubble wrap, magazines, newspapers, material, straws, plastics

Artists: Roman mosaicists, Dafne Murillo, Pablo Picasso, Kurt Schwitters

Genres: Street Art, murals, artefacts

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can select materials fit for purpose Can select the most appropriate adhesive to use Can create a simple collage with appropriate materials Sort materials	Can fold, tear, crumple and overlap materials Use mixed media to introduce texture into collage Stick with some accuracy	Select resources for collage, based on suitability of colour, shape, texture and pattern Cut and tear materials with some accuracy Experiment with the surface of materials by scoring, tearing, fraying Understand that there are different types of collage	Consider purpose when creating collage Stick with increasing accuracy, exploring mosaic Decide how to arrange materials in order to create desired effect	Experiment with surface of materials by crumpling, creasing, folding, pleating, scoring, tearing, fraying Explore overlap and overlay Accurately cut complex shapes Stick with accuracy Collect information, sketches and resources	Experiment with incorporating every day materials into artwork Draw on techniques of famous artists Explore and appreciate the historical value of art Understand how composition, colour and style can contribute to meaning

Sculpture
Range of materials: cardboard, straws, rolled card, clay, papier mache
Artists: Stone Age artisans, Greek potters, Henry Moore,
Genres: Artefacts, modernism, abstract, Renaissance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can assemble materials to create simple 3D sculpture

Can select appropriate adhesive

Consider appropriateness of materials based on pattern, colour, weight, texture | Manipulate materials (mostly clay) for a given purpose

Impress and apply simple detail (impressed, painted)

Select most appropriate tools and equipment and use with increasing confidence | Manipulate materials (mostly clay) for a range of purposes

Join pieces of clay using scoring, blending and slip

Explore different ways of finishing work – paint, varnish

Experience working freestanding (finished on all sides)

Recognise sculptural forms in the environment

Experiment with coiling | Recognise sculptural forms in the environment

Join pieces of clay using scoring, blending and slip with increasing confidence

Experiment with using other objects to create texture

Consider incorporating expression/movement into work

Combine medias to create a sculpture (incorporate glass pebbles) | | Build confidence in cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip

Work around armatures (a wire frame)

Draw inspiration from other sculptors and make obvious in own work |

Textiles					
Materials: Felt, cotton, various fabrics, glue, needle and thread, dye, wool, turmeric, red cabbage, red onion leaves **Artists**: Marian Clayden, Pirates, Kaffe Fassett, Elisa Quevedo **Genres**: dip dye, cross hatch, back stitch, embellishing, weaves					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Experience colouring fabric by printing or dipping Make own dyes using natural materials (turmeric, red onion skins, red cabbage)	Stitch materials together Become familiar with needle and thread Embellish material with buttons etc Weave fabrics using a frame		Sew with straight stitches to create patterns and surface decorations Experiment with cross-stitch Apply decoration such as beads, buttons, sequins using sewing skills or glue Create and attach appliques	Explore resist paste – wax- and batik Print onto fabrics and use a number of stitches creatively to produce different patterns and textures Change or modify threads and fabric to meet a desired effect Add decoration to meet desired effect	

Print

Materials: ink, paint, blocks, Styrofoam, cardboard, PVA glue, rollers, vegetables, fruits, string, felt, rubbings, sponges

Artists: Designers, Andy Warhol, propaganda artists (James Montgomery Flag)

Genres: Fashion designers, Pop Art, abstract, propaganda

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and create different patterns by choosing appropriate objects Explore pattern and shape by using techniques such as layering Press, rub and stamp to make prints		Replicate patterns found in nature Make simple printing blocks (impress) using PVA glue/strings Begin to make precise patterns, making use of spacing and layering Create monoprints	Explore relief printing using Styrofoam/foam Make increasingly clean and precise prints Experiment with layering, spacing and colour Take inspiration from other artists Begin to work into prints once dry (crayons, pens, pencils)	Develop and refine impress printing skills Combine printing with other techniques to produce interesting and detailed artwork Collect information and gather resources for independent work	Create a thoughtful and powerful message using print Apply more than one colour to a print Create clean, precise and well though out patterns Create accurate printing blocks, choosing the most appropriate method Refer to positive and negative space in prints Work into prints when they are dry, choosing the most appropriate media

Digital media Materials: Artists: Genres:					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**