

ST. John the Baptist Primary School

Art & Design Skills & Vocabulary Progression Overview

“Art in schools shouldn’t be sidelined... it should be right there right up in the front because I think art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe.”
Alan Parker, filmmaker

Intent

At St John the Baptist Primary, we offer a comprehensive and stimulating art curriculum that builds on children's early experiences with creativity and their inherent desire to express themselves. Art education is a vital area that supports children's mental health and well-being, and our curriculum provides a wide range of opportunities for children to express themselves artistically. We give children the chance to experiment and explore various materials, acquire knowledge and skills, and use them to express their thoughts, feelings, and experiences. Our art curriculum is designed to be progressive, allowing children to build on their skills, knowledge, and techniques year by year. They will develop ideas while mastering various materials, understanding their limitations and possibilities, and creating art that emphasizes various visual and tactile elements. By learning about artists from different points in society, as well as from history and other parts of the world, students are given a broad understanding of how art is influenced by culture and context. This can help students develop an appreciation for different types of art and a better understanding of the world around them. We encourage children to express their opinions about artworks and justify their preferences. Sketchbooks play a crucial role in the growth of art and design skills. Starting from year 1, students at St. John the Baptist primary school are instructed on the effective use of sketchbooks, which they continue to hone throughout their primary school years. By annotating their drawings and collages, students can reflect upon their work and develop their artistic abilities through the use of sketchbooks. They will leave St John the Baptist Primary with the confidence to explore artistic resources and opportunities, as well as an awareness of how creativity can be a part of their daily lives.

Implementation

Students are exposed to a variety of art forms, including drawing, painting, printing, sculpture, and digital art, and are introduced to artists, craftsmen, and designers from diverse backgrounds, encouraging critical reflection on their own work and that of their peers. The school also emphasises the importance of constructive feedback, and teachers prioritise meeting the specific needs of each student, including those with special educational needs and disabilities. To ensure a high-quality art education for all students, teachers follow a skills led curriculum, which is aligned with the National Curriculum. This allows for skill progression, building on students' prior knowledge to provide a well-rounded and engaging art education. Staff have access to various resources, planning materials, and specific training opportunities focused on areas identified for development. The school's governors work closely with the art subject leader to monitor the impact of the art curriculum. This partnership ensures that the school remains committed to providing a high-quality art education and that the needs of all students are being met effectively.

	EYFS	Year 1	Year 2	ROWAN	HOLLY	OAK
NC Objectives	<p>Physical Development Fine Motor Skills ELG Children at the expected level of development will: - Hold a pencil effectively; - Use a range of small tools, including scissors, paint brushes; - Begin to show accuracy and care when drawing.</p> <p>Understanding the World Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now.</p> <p>People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation Explain some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; contrasting environments.</p> <p>Expressive Arts and Design Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.</p>	<p>Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study</p>	<p>Pupils should be taught: ▪ To use a range of materials creatively to design and make products ▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Pupils should be taught: ▪ To create sketchbooks 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>	

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Drawing	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people <p>Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard wet, dry, flaky, fixed, mix, cut, sweep.</p>	<ul style="list-style-type: none"> Explore a range of drawing tools to make marks Begin to control the types of marks made with a range of media Draw from imagination Explore different textures Explore drawing from observation Produce a range of patterns and texture Observe anatomy (faces, limbs) <p>Soft Thick, Thin, Soft, Mirror image Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life, Improve</p>	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw experiences and feelings Discuss use of shadows, use of light and dark Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns <p>Soft Thick, Thin, Soft, Mirror image Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life, Improve</p>	<ul style="list-style-type: none"> Experiment with the potential of various pencils Use a sketchbook to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Begin to draw with accuracy Have an awareness of how pattern can be used to create texture Discuss shadows, light and dark <p>Frame Plan, Symbol Boundary Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality Expression</p>	<ul style="list-style-type: none"> Identify and draw the effect of light Create accurate observational drawings Begin to consider perspective Draw for a sustained period of time Use different techniques for purpose, e.g. different styles of shading Develop techniques to create intricate patterns – range of media Work on a variety of scales Consider scale and proportion <p>Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject</p>	<ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing. Select appropriate media and techniques to achieve a specific outcome Develop their own style Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments Work from a variety of sources including observation and photographs to develop own work <p>Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight</p>
Painting	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming Colours mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper <p>Light Dark Bright, Dull Colourful Colour names</p>	<ul style="list-style-type: none"> Begin to explore and experiment with the primary colours Mix primary colours to create secondary colours Begin to explore and experiment with the primary colours Describe collections of colours Discuss and use warm and cold colours Describe favourite colours and why colours may be used for different purposes Explore a range of paint, brush sizes and tools <p>Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.</p>	<ul style="list-style-type: none"> Begin to describe colours, linked to emotions, warm and cool colours Mix a range of secondary colours Make tints, shades and tones (adding white, black, grey) Talk about why they have selected colours for their artwork <p>Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Colour wash Detailed</p>	<ul style="list-style-type: none"> Lighten a colour by adding white Darken / Lighten colours without using black / white (e.g. dilute with water) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create certain effects using paint Colour to reflect mood Observe colour and suggest why it has been used <p>Colour descriptors e.g. scarlet, crimson, emerald Tint, Shade, Bold Delicate Scenery, Rural, Urban, Townscape, Seascape, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p>	<ul style="list-style-type: none"> Mix colours with confidence, building on previous knowledge Use hues, tints, tone, shade and mood Select colour for purpose, explaining choices Discuss how colour can be used to express ideas, feelings and mood. Confidently control the types of marks made and experiment with different effects and textures <p>Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered,</p>	<ul style="list-style-type: none"> Select colour to express feelings Work in a sustained and independent way, developing own style Purposefully control the types of marks, brushstrokes used to create desired effect Use colours and brushstrokes to create atmosphere and light effects <p>Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading</p>
Textiles	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials Sensory experience Simple weaving <p>Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Scraps, Wool, Yarn, Thread, Fur, Weave.</p>	<ul style="list-style-type: none"> Begin to identify different forms of textiles, discussing textures Show experience in simple stitch work Match and sort fabrics (colour, texture, length, size, shape) Explore weaving <p>Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion,</p>	<ul style="list-style-type: none"> Show an awareness and name a range of different fabric Gain confidence stitching two pieces of fabric together Explain how to thread a needle and have a go Develop weaving skills using different materials <p>Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage,</p>	<ul style="list-style-type: none"> Use a variety of techniques e.g printing and stitching to create different textural effects Begin to apply decoration Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting Become confident with a range of stitches to stitch a range of fabrics together 	<ul style="list-style-type: none"> Show experience in painting, printing and dyeing fabric Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye Show an awareness of natural dyes Change and modify threads and fabrics <p>Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished,</p>	<ul style="list-style-type: none"> Experiment in a range of techniques, exploring ideas in sketchbooks Use a number of different stitches creatively to produce different patterns and textures Design and create a textile piece using a range of techniques <p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Deduct, Practicality, Aesthetic.</p>

		Thread, Fur, Tweed, Silk, Satin, Net, Weave	Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave	Natural, Synthetic, Stamp, Emblem, Motif, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting Ornamentation, Geometric, Stylised, Abstract	Manipulated, Embroidered, Replicate, Soft	
	EYFS	Year 1	Year 2	ROWAN	HOLLY	OAK
Sculpture	<ul style="list-style-type: none"> Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model <p>Sculpture Fold Bend Clay</p>	<ul style="list-style-type: none"> Enjoy handling, feeling and manipulating a range of materials Construct using a range of media Cut shapes using scissors and other modelling tools in a safe way Build a construction using a variety of objects <p>Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal</p>	<ul style="list-style-type: none"> Show an awareness that natural and manmade materials can be used to create sculpture Create models from imagination and direct observation Join materials together and apply decorative techniques Discuss the work of other sculptors and relate these to their own ideas and designs <p>Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>	<ul style="list-style-type: none"> Plan, shape, mould and make constructions from different materials Show an awareness of how texture, form and shape can be transferred from 2D to 3D Demonstrate awareness in environmental sculpture Discuss the work of other sculptors and architects and how these have influenced their own work / designs Make slip to join and secure pieces of clay together Adapt work when necessary and explain why <p>Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective, Slip</p>	<ul style="list-style-type: none"> Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) Understand that a range of media can be selected (due to their properties) for different purposes Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors <p>Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Attachment, Relief</p>	<ul style="list-style-type: none"> Recognise sculptural forms in the environment and use these as inspiration for their own work Shape, form, model and join Use observation or their imagination to produce work Plan and develop their ideas Discuss and evaluate own work and that of other sculptors Demonstrate experience in relief and freestanding work using a range of media <p>Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance</p>
Printing	<ul style="list-style-type: none"> Printing with shapes from solids. Hand, finger and foot printing. Printing with a variety of hard and soft materials, natural and manmade. Impressed printing (drawing into paint) using combs, scrapers, forks etc. Take rubbings of everyday objects <p>Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, mono-print,</p>	<ul style="list-style-type: none"> Create simple pictures by printing with a range of 3D shapes, and hard and soft materials Produce a clean printed image. Experiment with pattern and rotation. Demonstrate/ experience impressed printing; use different materials to create a variety of effects. E.g. thick/thin/wavy lines. Make own relief printing blocks using string on a card base or wooden block. <p>Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth</p>	<ul style="list-style-type: none"> Continue to explore printing pictures with a range of hard and soft materials. Produce a clean printed image and experiment with pattern, rotation and overlapping. Experiment with mono-printing; lay objects onto a printing palette to take a print. Make own relief printing blocks using insulation tape on a card base and polystyrene tiles. <p>Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mono-print, Two-tone print, relief printing,</p>	<ul style="list-style-type: none"> Combine prints taken from different objects to produce an end piece. Experiment with pattern, rotation and overlapping and use a range of colour. Develop mono-printing techniques Make your own relief printing block using string, insulation tape and polystyrene tile or wooden block Print on different types of paper or material <p>Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p>	<ul style="list-style-type: none"> Continue to explore both mono-printing and relief printing (including string, insulation and polystyrene tile printing). When making own printing blocks add more detail after 1 st print and print again with a 2nd colour. Continue to print on different types of paper materials. Print on fabric. <p>Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation,</p>	<ul style="list-style-type: none"> Expand experience of printing in 2-3 colours. Demonstrate experience in a range of printmaking techniques. Experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs). Start to overlay prints with other media. Print on fabric. Use this as a starting point for embroidery. <p>Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p>
Pattern	<ul style="list-style-type: none"> Repeating patterns Irregular painting patterns Simple symmetry <p>Repeating symmetry design</p>	<ul style="list-style-type: none"> Awareness and discussion of patterns Repeating patterns Symmetry <p>Repeating symmetry design Irregular, floral, cross, waves</p>	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular <p>Repeating symmetry design Irregular floral, cross, waves</p>	<ul style="list-style-type: none"> Observe pattern in the environment Design using ICT Make patterns on a range of surfaces Explore Symmetry and Tessellation <p>Environment, tessellation</p>	<ul style="list-style-type: none"> Explore environmental and manmade patterns Explore tessellation Create own abstract pattern <p>Manmade, abstract, tartan</p>	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes <p>Reflection</p>

	EYFS	Year 1	Year 2	ROWAN	HOLLY	OAK
Collage	<ul style="list-style-type: none"> • Cut and tear paper with some control • Use scissors effectively • Create pictures with cut/torn pieces of paper • Select colours for a purpose <p>Cutting Shapes Sticking Texture</p>	<ul style="list-style-type: none"> • Begin to use scissors and tearing to create a range of shapes • Create an image from a variety of cut or torn media • Arrange and glue materials to different backgrounds <p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy</p>	<ul style="list-style-type: none"> • Develops a range of cutting, tearing and fixing techniques to create a specific picture • Use scissors in a controlled way to cut with accuracy • Fold, crumple, tear and overlap papers to create an image <p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy</p>	<ul style="list-style-type: none"> • Use collage as a means of collecting ideas and information to build a visual brainstorm • Collect and select textured papers to form a collaged image • Develops experience in embellishing, using a range of joining techniques <p>Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven</p>	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images • Add collage to a painted, printed or drawn background to enhance work <p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven</p>	<ul style="list-style-type: none"> • To create a photomontage using given photographs from a range of sources • Use collage as a means of extending work from initial ideas <p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background</p>