

North Lancing Primary School – Knowledge Progression in Art (Reception)



Reception	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn 1	All about me	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	To know how to hold pens/pencils/paintbrushes correctly. Practice more accurate drawing of people. Add detail to faces/ figurative drawings.	Pencils, chalk, crayons, pen, paper, pastels, direction, pencil grip, hard, soft, self-portrait, mirror, reflection	To give meaning to the marks that are made. To create self-portraits in a variety of media.
Autumn 2	Let's Explore	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore colour and colour mixing.	To learn the names and uses of different tools and techniques that can be used to create Art. To develop colour mixing techniques in order to represent chosen colours. Experiment with colour mixing. Experimenting with and using primary colours. Name basic colours.	Glue, paper, card, spreader, scissors, cutting, stamps, sponges, autumn, leaves, print, pattern, attach Colour, red, yellow, blue, green, purple, orange, mix, swirl, shades, dark, light, white, black,	Uses simple tools and techniques competently and appropriately. To create collaborative art using natural materials. Handle, manipulate and enjoy using materials. Build, shape and model a simple structure.
Spring 1	Let's investigate	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Investigate different lines – thick/thin/wavy/ straight and textures.	Thick, thin, straight, wavy, texture	To use paints, pastels and other resources to create observational drawings. Print with range of objects. Print with block colours.
Spring 2	People who help us	Explore different materials freely, to develop their ideas about how to use them and what to make.	To describe ways of safely using and exploring a variety of materials.	Scissors, cutting, safe, sharp, grip, forward, attach, stick, tape, glue,	To define and discuss colours, shapes, texture and smell in own words.
Summer 1	Fairytales and celebrations	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	To know the different uses and purposes of a range of media and materials. To use what they have learnt about media and materials in an original way and be able to explain their choices.	Paper, card, crepe, tissue, plastic, glitter, rubber, foam, sequins, clay, play-doh, making, tools,	Handle, manipulate and enjoy using materials. Build, shape and model a simple structure.
Summer 2	Save the planet!	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Selects tools and techniques needed to shape, assemble and join materials they are using. Selects appropriate resources and adapts work where necessary. Textiles – Sort fabrics by colour and texture. Use scissors, be taught cutting techniques. Threading skills (beads, laces, large scale weaving).	Tape, glue, string, attach, join, together, separate, assemble, planning, weak, strong, flap, hinge, 'fabric', 'material', 'silky', 'soft', 'fluffy', 'stiff', 'rough'.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Handling, manipulating and enjoying using materials – sensory experience. Use a range of fabrics for collage.



North Lancing Primary School – Knowledge Progression in Art (Year 1)

Year 1	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn 1	Fabulous Food	Making marks carries meaning. Create self-portraits in a variety of media. Use simple tools and techniques competently and appropriately. Work collaboratively.	<ul style="list-style-type: none"> Know some facts about the artist, Giuseppe Arcimboldo and how he created his art Know how to use different materials to create art Know that you can use drawing and painting tools to represent objects Know you need to look carefully to draw accurately Use a variety of media and drawing tools 	Giuseppe Arcimboldo, observational drawing, draw, line drawing, paint, brush, thick, thin, detail, colour, pattern, texture, line, shape, form, food, portrait	<ul style="list-style-type: none"> Observe carefully and draw vegetables Add detail Express opinions about art and the artist Add some detail for key features
Autumn 2	Traditional Tales	Able to select appropriate resources and adapt work. Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.	<ul style="list-style-type: none"> Look at the work of a range of artists to see how they use colour Understand how artists use colour to convey emotion Know how to mix colours to make primary and secondary colours Know what warm and cold colours are and group them Begin to colour mix. Mix paints to match tones. 	Colour, primary, secondary, mixing, shade, mood (happy, sad, excited, gloomy), influence, brush, thick, thin, create, change, pattern, texture, line, shape	<ul style="list-style-type: none"> Describe the differences and similarities between their art and making links to their own work Applying their learning for a purpose Discuss how a range of artists use colour to influence mood Use colour to convey emotion and name warm and cool colours.
Spring 1	The aliens are coming	In Reception children were taught to use what they have learnt about media and materials in an original way and be able to explain their choices.	<ul style="list-style-type: none"> Know some facts Vincent Van Gogh and how they created their art Know how to create paint effects linked to focus artist Know how to create light and dark shades of a colour. Begin to colour mix Know there are different shades of colour and order colours from lightest to darkest Mix paints to match tones; mixing two colours – adding black or white for lighter and darker tones 	Vincent Van Gogh, primary, secondary, mixing, shade, mood, mixing, stroke, thick, thin, brush, curved, smudge, colour, pattern, texture, line, shape, form, darkest, lightest	<ul style="list-style-type: none"> Respond to a 'Starry night' and 'Sunflowers' paintings beginning to think critically and offer opinions Practise techniques by artist Use knowledge and learnt techniques to create own 'Starry night' and recreate 'Sunflowers' Look at how to create different shades of a colour

North Lancing Primary School – Knowledge Progression in Art (Year 1)



Year 1	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Spring 2	Heroes and Villains	Able to select appropriate resources and adapt work. Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.	<ul style="list-style-type: none"> Look at different print artists and how they create their prints Describe one technique of relief printing Know you can use everyday objects to print Know you need a simple drawing to make a clear print Know this style of printing uses one colour Develop control through printing by using “press and stamp” to create prints. 	Print, printing, colour, mix, brush, thick, thin, primary, secondary, mixing, hot, cold, light, dark, shade, pencil, line, colour, pattern, texture, line, shape	<ul style="list-style-type: none"> Evaluate and analyse prints depicting sea scapes Explore line and colour to create my print Create a design for my polystyrene print
Summer 1	Wonderful world and amazing animals	In Reception children learn to define and discuss colours, shapes, texture and smell in own words.	<ul style="list-style-type: none"> Know facts about the artist and how he created his art Describe what a mask is and its purpose Detail the technique and order of creating a paper mâché mask Know how to create a pattern using paint Choose the correct brush for the task Explore how to block in a large area of colour and use the tip of a brush for fine detail. 	Edward Tingatinga, colour, mix, brush, thick, thin, primary, secondary, mixing, hot, cold, light, dark, shade, line, colour, pattern, texture, line, shape, form	<ul style="list-style-type: none"> Evaluate, analyse and explore Tinga Tinga patterns. Understand the historical and cultural development of his art form Utilise prior colour knowledge to inform their design Use paint to add detail. Explore how to block in a large area of colour and use the tip of a brush for fine detail. Think about shape and simple proportion.
Summer 2	In the garden	In Reception children were taught to use what they have learnt about media and materials in an original way and be able to explain their choices.	<ul style="list-style-type: none"> Know some facts about the artists and how they created their art Know what ‘ephemeral’ art is and what materials could be used Know that pencils can produce a variety of shading, line, form and effects Know to look carefully to be able to draw accurately when observing a plant Experiment with combining different materials. Evaluate each other’s work and express opinions 	Andy Goldsworthy, Raku Inoue, natural, materials, wood, leaves, sticks, flowers, petals, moss, grass, stones, bark, size, proportion, scale, aesthetics, line, form, hard, soft, cross hatching, shading, smudge, pencil, 2B – HB, depth, botanical, realistic, observation, look carefully	<ul style="list-style-type: none"> Use a variety of natural objects to create a piece of art Collect natural materials to create a temporary collage. To sort and arrange materials in a symmetrical and/ or aesthetically pleasing way. Work collaboratively to create a group piece of art Develop skills looking at line and form Explore how to use a pencil to create depth, shade and detailed botanical observations



North Lancing Primary School – Knowledge Progression in Art (Year 2)

Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn 1	<p>Heraldry Clay</p> <p>Which symbols & colours would best represent my family to design a 'coat of arms'? What techniques are needed to create a clay coat of arms?</p>	<p>Know you need to look carefully to draw accurately</p> <p>To know how to hold pens/pencils/paintbrushes correctly.</p> <p>Practice more accurate drawing of people.</p> <p>Add detail to faces/ figurative drawings.</p>	<ul style="list-style-type: none"> describe similarities and differences between different coats of arms suggest meanings behind the symbolism and colour choices, making links to my own design use specific vocabulary relating to modelling with clay use my knowledge of colour symbolism to colour coat of arms 	<p>Rolling squeezing, pulling, joining, smoothing, carving, flat tool, hoop toll, brush tool, pinch, slab, coil, scoring, slip, clay, heraldry, coat of arms, symbols, symbolism</p>	<ul style="list-style-type: none"> design a coat of arms, sharing my ideas and imagination use a variety of textures and proper ceramic techniques to explore the 3D aspect of sculpture using clay. use my ideas, modelling experiences and imagination to create my own coat of arms using clay evaluate my final product
Autumn 2	<p>Picasso</p> <p>Why is Picasso's art important? What is a portrait?</p> <p>How can art be used to express my emotions?</p>	<p>Learnt about primary and secondary colours.</p> <p>Colour mixing with primary colours.</p> <p>Practised mixing warm and cool colours.</p> <p>Experimented with clay.</p> <p>Created self-portraits using different media.</p> <p>Added detail for key features.</p>	<ul style="list-style-type: none"> understand what a portrait is and the different ways it can be used to represent a person Know Picasso painted abstract paintings and is a famous artist Evaluate and analyse creative works using the language or art and design – colour, line, shape 	<p>portrait, observe/observational drawing, facial features, subject expression, tone – light and dark, shading, shadow, abstract, cubism/cubist, Pablo Picasso</p>	<ul style="list-style-type: none"> use observation skills and drawing and sketching techniques to draw facial features use colour to reflect my personality and feelings reflect, evaluate, and provide feedback on my artwork and that of other's draw and paint a self-portrait using abstract techniques inspired by Picasso
Spring 1	<p>Kenojauk Ashevak</p> <p>How might Kenojauk Ashevak's use of line, colour, shape, space and pattern inspire my own artwork based on my choice of arctic animal?</p>	<p>Used a variety of materials, tools and techniques and experimented with colour, design, texture, form and function</p> <p>Builds on the artists looked at in Year 1, particularly the style of Edward Tingatinga</p>	<ul style="list-style-type: none"> Explore the cultural and historical development of Inuit art developing their understanding of indigenous people when learning about polar explorers. Describe the artwork of Kenojauk Ashevak to understand Inuit art is making the real (artic plants / animals) unreal Use the language of line, shape, colour, space and pattern, exploring how simple lines and shape contribute to creating eye catching art Explored how coloured paper can be used effectively to create the sense of positive and negative space. 	<p>Kenojauk Ashevak, line, shape, space, colour, pattern, positive and negative space, Inuit, eye catching</p>	<ul style="list-style-type: none"> make links to prior learning and talk about similarities and differences between artists produce a creative work inspired by this term's artists and the design elements of line, shape, space and colour evaluate and analyse creative works in simple ways using the language of art and design, focussing on line, shape, colour, space and pattern.



North Lancing Primary School – Knowledge Progression in Art (Year 2)

Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Spring 2	<p>Georgia O’Keefe How might Georgia O’Keefe’s use of line, colour, shape, space and pattern inspire my own artwork? How can I develop my observational drawing skills? Plants (science)</p>	<p>Children have learnt facts about artists, including Andy Goldsworthy, so they can compare. They have used pencil to create detailed observational drawings of plants and trees.</p>	<ul style="list-style-type: none"> • Have background knowledge of the artist Georgia O’Keefe. • Observe her observational representations. • Describes the differences between realism/abstract art in simple terms, exploring how the composition can be achieved. • Recognise the use of colour and line and composition in artwork. • Evaluate the works of Georgia O’Keefe using vocabulary of shape and colour 	<p>Colour, line, composition, flower, petal, pastel, flowing lines, oil pastel, chalk pastel, water colour, shading, viewfinder.</p>	<ul style="list-style-type: none"> • Experiment with techniques to create their own pieces of Art in the style of the artist using a range of media, exploring the design elements of shape, line and colour. • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines • Use a viewfinder to make a successful composition, describing what can be seen / obscured
Summer 1	<p>How does Botswanan artist Xgao’o X’are create artwork with a strong sense of pattern, skewed perspectives and uneven shapes with rich detail in his prints? (Science / habitats; Geog /Safari)</p>	<p>Children have learnt about other artists inspired by the landscape and animals around them – Edward TingaTinga, Kenojauk Ashevak Children have learnt simple printing techniques using polystyrene tiles in Year 1.</p>	<ul style="list-style-type: none"> • Learn about Botswanan artist Xgao’o X’are • Learn about print composition in terms of strong sense of pattern, skewed perspectives and uneven shapes with rich detail • Learn how to make mono prints by creating an impression of a drawing. • Understand how using a range of marks will generate different effects when creating mono prints. 	<p>Pattern, perspective, shape, skewed, printing, personal experience, mono print, mark making, Graphite pencils, Oil Pastels, Carbon Paper</p>	<ul style="list-style-type: none"> • Explore ideas of personal experiences of the plants and animals around them, compared to the animals of the Kalahari • Ask questions and respond to focus artwork - <i>Two Giraffe and Two Birds II</i> by Botswanan Printmaker Xgao’o X’are • Explore mark making to create one off prints. • create creative responses to different stimuli and make the work our own
Summer 2	<p>Natural world How can I use sewing techniques and textiles to create an art piece inspired by the artists Alice Kettle?</p>	<p>Children have experimented with different textiles in Reception. They have sorted fabrics by colour and texture. Practised threading skills and used a range of fabrics for collage.</p>	<ul style="list-style-type: none"> • Respond to craft artists to help them make their own work. • Learn about the textile's artwork of Alice Kettle and Hannah Rae • Describe how to fold and dip fabrics to create coloured patterns • recognise basic stitches and names of sewing equipment • Evaluate own work using appropriate language 	<p>Calico, fabric painting, colour wash, craft artists, textiles, sewing, stitches, embroidery, texture, background, canvas,</p>	<ul style="list-style-type: none"> • Use a variety of lines to create patterns/ textures. • Learn how to control the materials and sewing tools • Experiment with basic tools on rigid/ pliable materials. • Produce coloured patterns by folding and dipping fabric in different ways. • Experiment with basic stitches to add pattern and texture.

North Lancing Primary School – Knowledge Progression in Art (Year 3)



Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn	Victorians	Children have used a variety of lines to create patterns/ textures. When applying paint, they have considered consistency. They have experimented with techniques to create their own pieces of Art in the style of an artist using a range of media.	<ul style="list-style-type: none"> - Learn about the Victorian artist William Morris - Replicate some of the techniques used by notable artist William Morris - Repeating patterns (experiment in sketchbooks) - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways by extending sketching from a pattern piece. - Create original pieces that are influenced by studies of others. - Using the media water-coloured pencils to create tone and warmth 	Victorian, artist, William Morris, techniques, repeating patterns, extension pattern, media, water colour pencils, tone, and warmth.	<ul style="list-style-type: none"> - Using the child's own artistic perspective to create an extended pattern in the style of William Morris. - Draw with precision, control and care. - Create initial sketches as a preparation for painting. - Demonstrate increasing control over the types of marks made when painting
Spring 1	Stone Age to Iron Age	Developing their own ideas and then decide which materials to use to express them. Using different media and exploring different textures.	<p>Exploring the history and style of cave paintings. Recreating animals, humans and mark making on the walls of the caves. Producing hand art paintings in the caves. Exploring and recreating some mysteries of prehistoric art, including stone balls and Stonehenge.</p>	Shape, size, cave, carving, nodes, patterns, straight lines, hatching, sponging, texture, natural colours, clay, jewellery, recreating, paintings, chinks, silhouettes.	<p>Improving their mastery of art and design techniques, including drawing with a range of media. Improving their mastery of art and design techniques, including sculpture with a range of materials.</p>
Spring 2	Rainforest	Children have used primary colours to mix secondary colours and experimented with the colour wheel. They have used and mixed warm and cool colours. They know the rules of colour to find colour match collections.	<ul style="list-style-type: none"> - Learn and refine techniques to observe and draw animals. - Explore the art of Henri Rousseau and replicate some of his work using collage. - Design and make an animal character to attach to their final piece. 	Shapes, proportions, measurement, alignment, instructions, replicate, explore, light, darkness, contrast, blocks of colour, hues of colour, shape, features, template	<ul style="list-style-type: none"> - Draw with precision and control by following instructions - Colour mixing to find a range of green hues in the style of Henri Rousseau - Colour wheel - Use colour mixing to graduate from one colour to another - Use a range of thick, thin or fine brushes
Summer	Indian Art	Children have used a variety of lines to create patterns/ textures, produced coloured patterns, experiment with basic tools and experimented with techniques to create their own pieces of Art in the style of the artist.	<ul style="list-style-type: none"> - To explore the history and style of Indian paintings - To explore the art displayed during the Indian elephant festival - To explore and create Mehndi patterns - To explore the Indian block printing technique - Explore and create rangoli patterns 	Indian, painting, style, patterns, Madhubani, Hastimangala festival, colours, Holi, mediums, Mehndi, henna, symmetry, culture, block printing, repeating, rangoli, Diwali,	<ul style="list-style-type: none"> - Exploring different styles of Indian paintings (colours and patterns). - Create their own decorated paper elephants. - Create their own Mehndi patterns - Make their own block printing stamps - Create their own rangoli patterns using salts

North Lancing Primary School – Knowledge Progression in Art (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn	Vikings	<p>Children know how to draw a self-portrait with simple knowledge of proportions. They have added detail to features of a face.</p> <p>They have used mixed materials to create texture and introduce layering of materials.</p> <p>Arranged materials in an aesthetically pleasing way.</p>	<ul style="list-style-type: none"> - Learn about the artist Frida Kahlo, with particular reference to her self-portraits and how her own life experiences influenced her work. - To understand and identify how tone, shadow and colour can be used for different purposes. - To learn what embossing is and how it can be used for good effect to transfer a design. - To learn about how artists Henri Matisse and Megan Coyle used collage to produce their artwork. - To understand the meaning of abstract and figurative art. 	<p>Frida Kahlo, Henri Matisse, Megan Coyle, self-portrait, tone, shadow, colour, embossing, collage, abstract, figurative, modern art, texture, mono-printing, layering, negative spaces, pattern, design, purpose, decorative, aesthetic, decorate, expression, portrait, explore, experiment, composition</p>	<ul style="list-style-type: none"> - Draw a self-portrait with the features in the correct place - Design a Viking shield with an understanding of how colour, pattern and design reflected Viking prominence. - Draw with precision, control and care. - Use different materials to work with experimentation, creativity and adding texture – metal, collage, mono-printing, oil pastels, watercolours, embossing. - Layer and overwork materials with varied media. - To develop cutting and sticking skills.
Spring	World War 2	<p>Children have practised drawing with precision, control and care. Created initial sketches as a preparation for painting.</p> <p>Demonstrated increasing control over the types of marks made when painting</p> <p>Used shadows, cross hatching and shading.</p> <p>Completed close observational drawings.</p> <p>Use a range of brushes.</p> <p>Colour mix warm colours.</p>	<ul style="list-style-type: none"> - To use a colour wheel and understand what warm colours are and how to make different shades of them. - Learn about perspective and how to demonstrate this in their work. - To learn about Christopher Wren’s artwork and architecture, in particular, St Paul’s Cathedral. - To learn about proportion when drawing human form. 	<p>Colour wheel, warm colours, shades, mixing, perspective, proportion, human form, Christopher Wren, architecture, silhouette, cross hatching, tone, light, shade, graphite, expressive, brushstrokes, background, foreground, design, colour, presentation, intention, texture, colour, illustrate, watercolour.</p>	<ul style="list-style-type: none"> - To mix warm colours and make different shades. - Show energy in expressive brushstrokes and use a variety of brushes to develop their brush techniques. - To draw an interesting silhouette. - To use a sketching pencil for drawing and shading. - Draw with precision and care. - To develop use of hatching and cross hatching to show tone, light and shade. - Begin to represent proportion. - Use increasing accuracy when representing proportions in art work. - Develop skills to draw the reality of what is seen. - Develop drawings of the human form. - Develop use of watercolours.
Summer	Volcanoes and Earthquakes	<p>Children have colour mixed to find a range of green hues in the style of Henri Rousseau</p> <p>They have used a colour wheel and colour mixing to graduate from one colour to another.</p> <p>They have learnt about different artists styles and techniques.</p>	<ul style="list-style-type: none"> - To show understanding of how Claude Monet has used visual elements including colour, light and shade. - To learn about the Impressionists’ style and use of brushstrokes. - To use this understanding to compare different Impressionist artists – Renoir, Sisley, Pissarro, Manet. - To use the colour wheel to learn about primary and secondary colours, and also complementary colours. 	<p>Primary colours, secondary colours, complementary colours, mixing, shades, light, shadow, tone, brushstroke, Impressionism, sketching, watercolours, texture, observation, landscape, background, foreground, perspective, Monet, Manet, Renoir, Sisley, Pissarro, modern, traditional, figurative.</p>	<ul style="list-style-type: none"> - To use mixed media to create different textures. - To work collaboratively to create a display. - To be able to mix powder paints to create shades of one colour. - To appreciate and work in the Impressionist style to create own copy of Monet’s ‘Bridge of Giverney’. - Develop use of watercolours. - Experiment with colour mixing, matching, thinking about shade and tone and looking at complementary colours. - Develop brush techniques. - Develop observational drawing skills of landscapes.

North Lancing Primary School – Knowledge Progression in Art (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn	Stone Age, Bronze Age, Iron Age, Romans	<p>Experiment with colour mixing, matching, thinking about shade and tone.</p> <p>Layer and overwork materials with different media.</p> <p>To develop cutting and sticking skills.</p> <p>Make a sculpture structurally robust to stand up independently.</p>	<p>Learn about the style of cave painting in the Stone Age and understand how cave art was created and what they depicted.</p> <p>Demonstrate an understanding of producing different shades of blue.</p> <p>Understand how to demonstrate perspective.</p> <p>Learn about the pot designs, features and uses of the Beaker people from the Bronze age.</p> <p>Use the colour wheel to identify complimentary colours.</p>	<p>Cave art, textures, line, natural dyes, brushes/ tools, Bronze Age, Beaker people</p> <p>collage, shades, tone, foreground, background, perspective, arrange, composition,</p> <p>clay, ceramics, pottery, coil pots, slip pinching, scoring, modelling, slab,</p>	<p>- Create pictures in the style of cave paintings using muted colours and twigs and other ‘found’ objects as paint brushes. - Use colour mixing skills to make different shades of blue to produce a ‘moon glow’ as a background. - Cut, tear and arrange shapes as a Stonehenge silhouette. - Demonstrate perspective. - Be proficient in cutting and sticking techniques. - Use previous knowledge of clay to investigate clay techniques in order to represent ideas. - Make a sculpture structurally robust to stand up independently. - Evaluate clay pots. - Use pattern, bubble writing and complimentary colours for a design.</p>
Spring	Space	<p>Children have experimented with basic stitches and painting fabric.</p> <p>Developed embroidery and cross stitch skills.</p> <p>Evaluated and analysed prints by artists</p> <p>Created a design for a polystyrene print.</p>	<ul style="list-style-type: none"> - Learn about the work of Alice Kettle, textile artist, particularly her backgrounds and how she uses different stitches for effect. - Understand what an applique is and how detail and decoration is added. - Understand and use a range of sewing stitches. - Learn about relief printing, in particular what a collagraph is. - Learn about the work of printer, Claire Willberg and how she uses discarded items in her relief prints. 	<ul style="list-style-type: none"> - Design, imaginative, response, stimulus, interpretation, vision, pattern cutting, sewing, stitches, applique. - Design brief, colour, texture, shape, form, texture, material, felt, calico - Collagraph, print, relief print, rollers, ink 	<p>- Create an annotated design for a Space inspired applique. - Experiment with pieces of fabric to show the effects of different ideas and techniques to alter its appearance. - Develop skills and knowledge of colouring, layering and construction of textile material. - Become proficient in selecting materials and processes and organise and combine these in work. - Using the Ironman book as inspiration, design and create a collagraph print. - Recreate images through relief printing using card and mark making tools to control line, shape, texture and tone.</p>
Summer	Rivers and Coastlines	<p>Experimented with colour mixing, matching, thinking about shade and tone and looking at complementary colours.</p> <p>Developed brush techniques.</p> <p>Developed observational drawing skills of landscapes.</p> <p>Started learning about perspective.</p>	<ul style="list-style-type: none"> - Learn about the features and characteristics of coastlines. - Learn about David Hockney’s life and artwork, and how the environments he has lived in has changed his varied styles. - Understand how to use perspective and create an interesting composition for a landscape. 	<p>landscape, composition, foreground, background, perspective, modern, contemporary, colour, shades, shadow, light Modroc, 3D, sculpture, environmental, structure, materials, scale, design, model</p>	<ul style="list-style-type: none"> - To sketch a coastline with different features. - Develop previously taught skills of hatching and cross hatching to show tone and texture. - Create a model of a coastline with features using Modroc. - Add materials to provide detail. - Convey movement. - Paint a landscape in the style of David Hockney using acrylic paint. - Develop perspective techniques, as well as using tone, light and shade to make things appear 3D. - Develop shadow skills by observing the direction of the source of light. - Develop suitable brush strokes for both larger flat areas of colour and more detailed foreground objects. - Increase proficiency when painting with proportions - Colour mix and apply acrylic paint, understand its fast drying quality and practise layering and over-painting parts.

North Lancing Primary School – Knowledge Progression in Art (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Autumn	Landscapes	<p>Develop observational drawing skills of landscapes. Learnt about different artists and their techniques and styles.</p> <p>Develop shadow skills by observing the direction of the source of light.</p> <p>Develop perspective techniques, as well as using tone, light and shade to make things appear 3D. Increase proficiency when painting with proportions</p>	<p>Painting/Colour: Continue to develop suitable brush strokes for larger flat areas of colour and more detailed foreground objects.</p> <p>Continue to develop use of acrylic paint and watercolours.</p> <p>Use a limited palette to create artwork.</p> <p>Use over-painting to emphasise the qualities of shape and tone.</p> <p>Drawing: Use perspective to show fore, back and middle ground.</p> <p>Identify the vanishing point.</p> <p>Continue to use proportion and build accuracy.</p> <p>Develop previous skills using light and shade to make things appear 3D.</p> <p>Collage: Add collage to a painted or printed background.</p>	<p>Viewpoint Distance Direction Angle Perspective Modify Bird’s eye view Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Perspective, Vanishing point, Light, dark, scale,</p>	<p>Landscapes and trees: focused artists; Van Gogh, Gustav Klimt, Wassily Kandinsky. Tom Palmer Autumn Leaves still life.</p> <p>Poppy Art: poetry stimulus</p> <p>Eyes: focused artist</p> <p>City-scape: perspective, Vanishing Point, Tower Blocks viewed from above.</p>
Spring	Ancient Egypt	<p>Make a sculpture structurally robust to stand up independently.</p> <p>Worked with papier mache and clay.</p> <p>Use a range of paint brushes carefully with precision when needed.</p>	<p>Drawing: To continue to develop individual styles.</p> <p>Sculpture: Use previously taught techniques to explore form and perspective.</p> <p>Use frameworks to provide stability and form.</p> <p>Painting/Colour: Use a limited palette to enhance artwork.</p> <p>Use over-painting to emphasise the qualities of shape and tone.</p>	<p>Modroc, Armature, Realistic, Proportion, Surface, Texture, Balance, Scale, Relationship, Structure, Construct, Flexible, Pliable, 3D, sculpture, materials, design.</p>	<p>The Egyptians: Canopic Jars Design Canopic jars, What Head? Discuss what materials to use as a base. Use newspaper balls to create the armature. Ensure head features are clearly visible. Add Modroc to sculpt and enhance features and create a smoother surface for paint. Paint base colour and add detail to further enhance the different heads. Add painted hieroglyphics. Evaluate in Sketchbooks.</p>

North Lancing Primary School – Knowledge Progression in Art (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working artistically:
Spring 2	Mayans/ Pattern design and printing	Developed collage techniques. Layered and overworked materials with different media. Cutting and sticking skills.	Drawing: To show symmetry and clear design. Using fine liners, focus on bold/ solid lines of Mayan symbols. Print-making: To develop confidence in print making using paint and clear drawing technique. Make independent artistic choices based on skills taught by applying experience of different materials and a variety of techniques to communicate ideas. Sewing: Research use of colour in Mayan artwork. Develop range of sewing techniques, applying different stitches and careful colour choices of threads to add detail to your designed print.	bold/solid lines, printing, re-occurring patterns, bright colour, symmetry,	History: To understand how Art was important to the Mayans and know how they used Art during their civilization. Using fine liners, create a copy of a Mayan symbol, focusing on the bold, solid lines and facial details. Using knowledge of Mayan art, plan and design a print a pattern and image which you will print onto fabric. Develop print making skills using polystyrene and re-occurring patterns. Print onto material. Research use of colour in Mayan artwork. Choose colour of threads and use a variety of sewing techniques to add detail over the top of Mayan print.
Summer 1	Pop Art	Form, pattern, design, portrait, primary and secondary colour, graphic	Painting/Colour: Use over-painting to emphasise the qualities of shape and tone. Collage: Mix contrasting textures: rough/smooth plain/patterned Add collage to a painted or printed background. Use a variety of mixed media. Make independent artistic choices based on skills taught by applying experience of different materials and a variety of techniques to communicate ideas. Use own image as a starting point for further work. Plan and design a collage be consistently referring back to annotated designs.	Collage, British Pop Art, Cutting, Shapes, Sticking, Texture, Rough, Soft, Crunch, Smooth, Hard, Delicate, Overlap, Bumpy, Uneven Positive, Negative,	The 1960's: Focused Artist Peter Blake. Design and create a collaged letter of the alphabet. Design and create a collaged poster – I Love Lancing. Produce a collaged vinyl record cover. Use cut out images linked to an individually chosen theme.
Summer 2	Healthy lifestyle	Make a sculpture structurally robust to stand up independently. Worked with papier mache and clay. Use a range of paint brushes carefully with precision when needed.	Drawing: Use a range of taught techniques to represent movement. Sculpture: Use previously taught techniques to explore form and perspective. Use frameworks to provide stability and form. Develop skills to represent figurative human forms in the style of Giacometti.	Cubism, Surrealism, Figurative, Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Balance. Realistic Proportion Surface, texture, Scale, Composition, Structure, Attachment.	The Human Form: Focused Artist Alberto Giacometti. Use tin foil and modroc to create a human figure. Props and Scenery: for the Y6 Summer Performance