



Knowledge, Skills and Vocabulary Progression (KSV) ART

Teaching and Learning area

ART

What should an age-related pupil know and be able to do in each year group?

Bold- Fundamental Knowledge
Highlight-Cross curricular link

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Exploring and developing ideas

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

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To produce creative work, exploring their ideas and recording experiences in sketchbooks.

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.
To develop their techniques with creativity,

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others,

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by Experimenting and predicting what might happen. Children continue to practice and share their learning 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.	To produce creative work, exploring their ideas and recording experiences in sketchbooks. Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve.	Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve.	experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Explore ideas from first-hand observations; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas.	To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Explore ideas from first-hand observations; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas.	receiving and offering feedback to improve. To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Offer feedback using technical vocabulary Think critically about their art and design work Use digital technology as sources for developing ideas.	skills with others, receiving and offering feedback to improve. To develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Offer feedback using technical vocabulary Think critically about their art and design work Use digital technology as sources for developing ideas.
Vocabulary	work, art, artist, create, make, idea, look, try	work, work of art, idea, starting point, observe, focus, design, improve	work, work of art, idea, starting point, observe, focus, design, improve	work, work of art, idea, starting point, observe, focus, design, improve, line, pattern, texture, form, record, detail,	work, work of art, idea, starting point, observe, focus, design, improve, line, pattern, texture, form, record,	work, work of art, idea, starting point, observe, focus, design, improve, line, pattern, texture, form,	work, work of art, idea, starting point, observe, focus, design, improve, line, pattern, texture,

				question, observe, refine.	detail, question, observe, refine.	record, detail, question, observe, refine, develop, structure	form, record, detail, question, observe, refine, develop, structure
Drawing	Enjoys making marks, signs and symbols on a variety of types of paper. Experiment with different media. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	To use drawing to develop and share their ideas, experiences and imagination. Drawing is spontaneously expressive, using linear marks, curves and lines.	To use drawing to develop and share their ideas, experiences and imagination. Uses line to represent objects Uses line to represent something remembered. Uses line to represent an imaginary subject.	To improve their mastery of art and design techniques including drawing with a range of materials. Explores tone using different grades of pencil. Uses line and tone to represent objects such as still life. Uses line to represent something remembered. Uses line and tone to represent imaginary objects.	To improve their mastery of art and design techniques including drawing with a range of materials. Draws familiar things from different view points using a variety of scales. Explores shading using a variety of scales.	To improve their mastery of art and design techniques including drawing with a range of materials. Uses line, tone and shade to represent something observed, something remembered and something imagined.	To improve their mastery of art and design techniques including drawing with a range of materials Uses appropriate media and techniques for a specific outcome. Experiments with line, tone and shade.
Vocabulary	Line Draw Picture Colour Shape Fill Pattern Up Down Across Diagonal	Line – straight, curved, thick, thin, wavy Shape Tone – light, dark	Line - straight, curved, thick, thin, wavy, horizontal, vertical, diagonal Shape Tone -light, dark, shade	Line - straight, curved, thick, thin, horizontal, vertical, diagonal, cross-hatching Shape Tone - light, dark, shade, tint, soft, strong, harsh	Line - straight, curved, thick, thin, horizontal, vertical, diagonal, cross-hatching, continuous, undulating Shape Tone - light, dark, tint, shade, soft, strong, harsh, subtle, contrasting	Line - straight, curved, thick, thin, horizontal, vertical, diagonal, cross-hatching, continuous, undulating, parallel Shape Tone - light, dark, tint, shade, soft, strong, harsh, subtle, contrasting, dramatic, highlight, midtone, shadow, perspective	Line - straight, curved, thick, thin, horizontal, vertical, diagonal, cross-hatching, continuous, undulating, parallel Shape Tone - light, dark, tint, shade, soft, strong, harsh, subtle, contrasting, dramatic, highlight, midtone, shadow, perspective

							on natural and made objects.
Vocabulary	Colour – hot, cold Primary colours Secondary colours Mix	Colour – warm, cool Primary colours Secondary colours Mix Tone – Light, dark, shade	Colour – warm, cool, bright Primary colours Secondary colours Mix Tone – Light, dark, shade, tone	Colour – warm, cool, bright, complementary, contrasting, bold, subtle Primary colours Secondary colours Tone – Light, dark, shade, tone, tint	Colour – warm, cool, bright, vibrant, pale, opaque, translucent, complementary, contrasting, bold, subtle Primary colours Secondary colours Tone – Light, dark, shade, tone, tint, subtle, contrasting, dynamic	Colour – warm, cool, bright, vibrant, pale, opaque, translucent, complementary, contrasting, bold, subtle, hues Primary colours Secondary colours Tone – Light, dark, shade, tone, tint, subtle, contrasting, dynamic	Colour – warm, cool, bright, vibrant, pale, opaque, translucent, complementary, contrasting, bold, subtle, hues Primary colours Secondary colours Tertiary colours Tone – Light, dark, shade, tone, tint, subtle, contrasting, dynamic, graduated
Printing	Random experimental printing with hard and soft materials eg. using body parts, vegetables, cork, sponge. Rubbings	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment	To improve their mastery of art and design techniques. Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	To improve their mastery of art and design techniques. Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	To improve their mastery of art and design techniques. Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints	To improve their mastery of art and design techniques. Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints

		to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns.	Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns.				
Vocabulary	Shape Colour Pattern Print	Shape Colour Pattern – repeated Print	Shape Colour Pattern – repeated, Print, symmetrical Line	Shape Colour Pattern – repeated, Print, symmetrical, busy, broken, checked, spaced, criss-cross Line	Shape Colour Pattern – repeated, print, symmetrical, busy, broken, checked, spaced, criss-cross, tessellated, geometric Line	Shape Colour Pattern – repeated, print, symmetrical, busy, broken, checked, spaced, criss-cross, tessellated, geometric, ornate Line	Shape Colour Pattern – repeated, print, symmetrical, busy, broken, checked, spaced, criss- cross, tessellated, geometric, ornate, intricate, concentric Line
Sculpture/ 3D form	Handles, feels and manipulates rigid and malleable materials including	To use sculpture to develop and share their ideas, experiences	To use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and	To improve their mastery of art and design techniques including sculpture.	To improve their mastery of art and design techniques including sculpture.	To improve their mastery of art and design techniques including sculpture.	To improve their mastery of art and design techniques including sculpture.

	playdough and clay. Shape and model Building/constructing	and imagination. To develop a wide range of art and design techniques in using texture, shape and form. Compares and recreates form and shape from natural and man-made environments Creates texture and form using different tools.	design techniques in using texture, shape and form Compares and recreates form and shape from natural and man made environments Creates texture and form using different tools.	Shows an awareness of texture, form and shape by recreating an image in 3d form.	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour. Looks at 3D work from a variety of cultures and develops own response through experimentation.	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Looks at 3D work from a variety of genres and cultures and develops own response through experimentation
Vocabulary	Model Make Connect Join Shape Hard, soft, squash, roll, flat	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, sculpture	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, sculpture	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, irregular, sculpture	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, irregular, sculpture	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, irregular, asymmetrical, curvaceous, elongated, tapered, sculpture	2D and 3D shape, flat, curved, coiled, rounded, symmetrical, form, irregular, asymmetrical, curvaceous, elongated, tapered, angular, bulbous, sculpture
Textiles/Collage	Explore texture and how different materials can be combined to make something new.	To use textiles and collage to develop and share their ideas, experiences and imagination. Use a combination of materials that	To use textiles and collage to develop and share their ideas, experiences and imagination. Use a combination of materials that have been cut, torn and glued. Sort and arrange materials; add texture by	To improve their mastery of art and design techniques including collage and textiles. Select colours and materials to create effect, giving reasons for their choices.	To improve their mastery of art and design techniques including collage and textiles. Select colours and materials to create effect, giving	To improve their mastery of art and design techniques including collage and textiles. Add collage to a painted or printed background	To improve their mastery of art and design techniques including collage and textiles. Add collage to a painted or printed background

		have been cut, torn and glued. Sort and arrange materials; add texture by mixing materials; show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail.	mixing materials; show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail.	Refine work as they go to ensure precision. Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining.	reasons for their choices. Refine work as they go to ensure precision. Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining.	Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect.	Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect.
Vocabulary	Material, hard, soft, rough, smooth, bumpy, collage	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage, mosaic, sew, thread, warp, weft	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage, mosaic, sew, thread, warp, weft	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage, mosaic, sew, thread, warp, weft	Texture, touch, rough, smooth, bumpy, soft, hard, weave, pattern, dye, fabric, textile, collage, mosaic, sew, thread, warp, weft
Artist or Designer Knowledge	To be given regular opportunities to engage with the arts, and develop artistic and cultural	To understand the work of a range of artists, craft makers and designers, describing the differences and similarities	To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices	To learn about great artists, architects and designers in history. Use inspiration from famous artists to replicate a piece	To learn about great artists, architects and designers in history Use inspiration from famous artists to replicate	To learn about great artists, architects and designers in history Give detailed observations about notable	To learn about great artists, architects and designers in history Give detailed observations

	awareness. 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. Use inspiration from famous, notable artists Wassily Kandinsky, Giuseppe Arcimboldo and Henri Rosseau to create their own work and compare.	between different practices and disciplines, and making links to their own work. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding of Andy Goldsworthy, Piet Mondrian, Katsushika Hokusai.	and disciplines, and making links to their own work. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding of David Hockney, Barbara Hepworth, Martin Bulinya, Vincent Van Gogh.	of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Use key vocabulary to demonstrate knowledge and understanding of Early Art and cave painting, Roman Mosaic, Andy Warhol, JW Turner, Vanessa Barragao.	a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Use key vocabulary to demonstrate knowledge and understanding of Neil Simone, Claude Monet, Henry Moore, Angie Lewin.	artists', artisans' and designers' work. Offer facts about notable artists', artisans' and designers' lives. Use key vocabulary to demonstrate knowledge and understanding of Banksy, Albert Bierstadt and Nicholas Roerich.	about notable artists', artisans' and designers' work. Offer facts about notable artists', artisans' and designers' lives. Use key vocabulary to demonstrate knowledge and understanding of Alison Kunath, Christina Balit, Lynetter Yiadom-Boakye, Sarah Turner and Johannes Vermeer.
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