



A Guide to Progression in Art and Design

Year 1-6

(In line with the National Curriculum)



DIGITAL DOWNLOAD

A Progression in Art and Design

ABOUT THE AUTHORS: TT EDUCATION

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2013 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education has won the School Improvement Provider of the Year award for four consecutive years (2018, 2019, 2020 and 2021) underlining our position as a leading provider of school improvement services, classroom materials and digital resources.

ABOUT THIS DOCUMENT

Our highly acclaimed Guide to Progression in **Art and Design** document provides teachers with a clear framework for teaching and assessing primary **Art and Design**. Written by current practitioners, for current practitioners, this document is fully aligned with the objectives and expectations of the National Curriculum.

NOTES ON TECHNIQUES AND LEVELS OF REALISM

We have tried to keep this document simple, rather than including all the different art techniques: this is difficult because, unlike other subjects, Art does not show a clear distinction between 'skill' and 'content'. So, for instance, the 'Create' criteria do not detail the specifics of sculpture, print, paint, textiles, computer artwork etc. Actually, for the latter, see our Computing progression.

The 'Realism' category is not to suggest that realistic drawings are the only valid form of artistic expression! Many great artists have defied that idea to produce exquisite work. Here we are just mapping out general developments in children's attitudes and levels of control.

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A Progression in Art and Design

TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

What is it?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

The Power of Talk:

"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."

The Power of Active Approaches: Gamification of Learning

"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."

The Power of Collaboration:

"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."

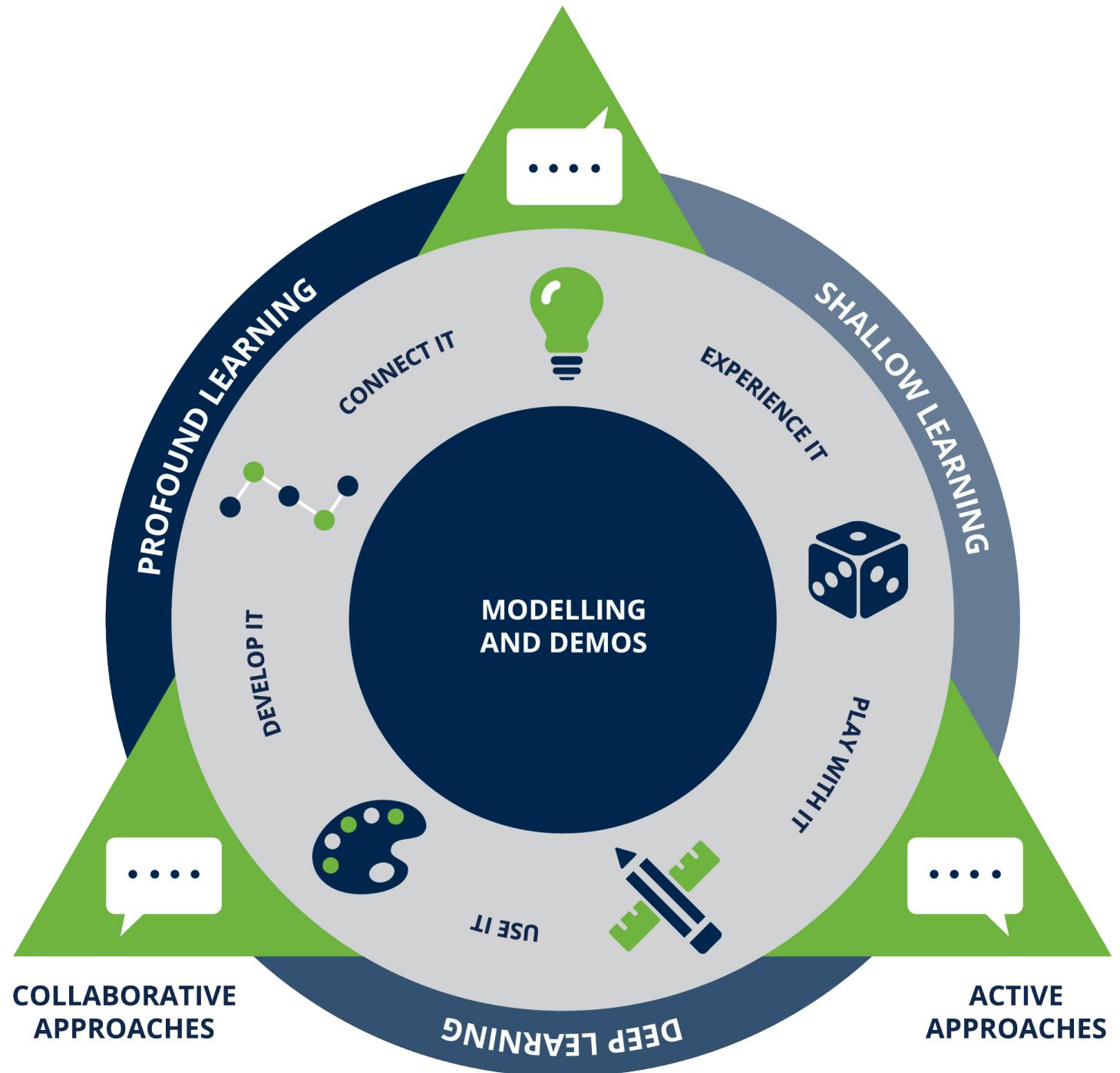
David Maytham
Chief Executive Officer



A Progression in Art and Design

TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

TALK LED
APPROACHES



TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect children to learn to appreciate rhymes and poems if they have never experienced these rhymes and poems in a meaningful, exciting and interesting context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“**Hook, Experience, Context and Purpose**” is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

Stage 2: Play with it

This, in a sense, refers to the Gamification of Learning. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

“**Tell me and I'll forget; show me and I may remember; involve me and I'll understand.**” Chinese proverb

Stage 4: Develop it

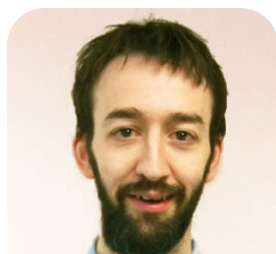
Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface level learning to deeper learning and understanding.

Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

INTRODUCTION



James Lewis

Deputy Director of
School Improvement

From the very earliest times when humans daubed images onto the walls of caves, men and women have sought to express themselves through art. Whether it's to tell stories or to touch on the abstract, art gives us a channel for expression, a method to explore and illustrate knowledge, a way to manage our wellbeing, or something aesthetically pleasing to improve our day. The modern world is swamped with art, craft and marketing design, so how do we prepare our children to be critical receivers of that? What 'cultural capital' can they gain from it – and how will this inform their thinking in other subjects? How do we ensure our pupils are progressing in their thinking?

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils learn how to develop deeper understanding of art and design – what does it take to work like an artist, craftmaker or graphic designer? To access our other subjects through their eyes? We have taken the National Curriculum for art and design and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories... it will help them learn.

The national curriculum states that “Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” [National Curriculum 2014]

The following booklet breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success.

We hope you enjoy this guide and find it useful in understand progression in skills in art and design more deeply.

Applying the Path to Success to Art and Design

Connect it...

- Pupils use art and design skills to explore knowledge in other subjects, e.g. information posters, diagrams
- Discuss the role of art in other areas e.g. perspective (geometry), Picasso in WW2 (History), public art (geography), Michelangelo's religious figures (David, Adam and God)
- Finding the artistic/cultural context for history, geography, RE
- Art for therapy and wellbeing

Experience it...

- Ensure children experience a rich context for art around the school, e.g. posters, wall hangings, assemblies, film etc
- Trips to galleries, visits from artists with workshops
- Experiencing public art in parks, shopping centres etc
- Prominent displays of children's (and staff's) work
- Ensuring that children see a range of art (i.e. not just from different eras in western art history but also from other countries and cultures)
- Explore art in the news, e.g. Banksy work self-destructing in auction

Develop it...

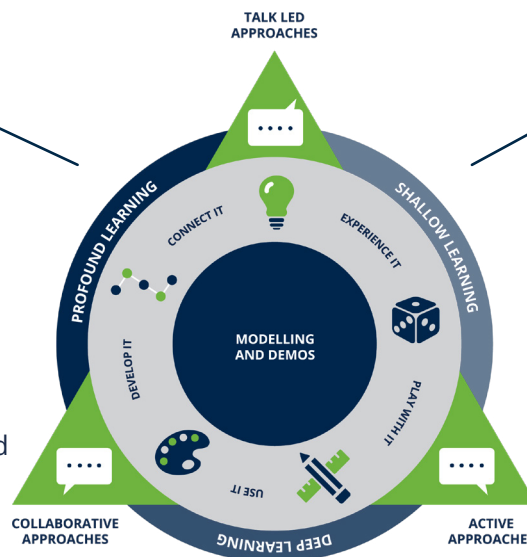
- Collaborate!
- Pupils discussing how art skills and understanding can inform problem solving and creativity
- Discuss global issues and people's artistic response(s) to them
- Use collaborative activities to enhance vocabulary application and use of art-based language
- Challenge, set tasks that require pupils to 'teach' about a particular aspect of art and how they apply across subjects

Play with it...

- Chance to experiment with art as well as learning 'formal' art techniques
- Celebrating children's creativity
- Word association games and follow-on 'play' with vocabulary
- Apply 'how could I respond artistically to this situation?' (critical thinking; different perspectives)
- Art 'flash' – one day a week, share something interesting artistically

Use it...

- Art of all styles as stimulus for work in other areas (assemblies, discussions)
- Regularity of opportunity – a minimum requirement for lesson time
- Range of practice: draw, craft, print, shape, sculpt etc
- Evidence learning; pictures, posters, models, but also analysis in writing, posters, videos etc



PRODUCE

Realism

Some structure to pictures

(i.e. deliberate placings on the page; objects not 'floating')

Depictions of humans include the trunk

(i.e. no longer stick-limbs coming straight out of circle-heads)

Control and precision

Colouring-in is mostly within the lines

Correct tripod grasp

Reproduce

Simple shapes (e.g. square or a triangle but possibly with curved out corners)

Create

Work creatively with materials that are supplied for them

PLAN

Make comments about what they are going to draw

EVALUATE

Appreciate

Politely express opinions about works of art

Ask questions

Ask and answer simple questions about what they have seen

Compare

Make some simple artistic comparisons
(e.g. spot the difference between pictures)

Evaluate

With some support, discuss the effect

VOCABULARY

Common words relating to Art/Design:

...about art history

Long ago

Then

When

Last

Next

Before

After

First/second etc

Older

Newer

Prehistoric

Impressionism

...about techniques

Drawing

Painting

Printing

Craft

Model

Trace

PVA glue

Border

Brushwork

...to describe

Colour

Pattern

Shape

Form

Space

Crepé paper

Sugar paper

Tracing paper

...to critique

Share

Effect

Improve

...to 'navigate' the artwork

Near

Far

Up

Down

Further

Higher

Underneath

Centre

Anticlockwise

Position

Direction

Above

Below

PRODUCE

Realism

Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) **and 'plan elevation' drawing** (i.e. drawing the top and front views of a table together)

Control and precision

Colouring within the lines; some shading

With support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)

Reproduce

Rectangles are accurate (e.g. corners don't curve outwards)

Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings')

Create

Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)

EVALUATE

Appreciate

Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views

Ask questions

Show curiosity by voluntarily asking questions about what they have seen

Compare

Independently identify similarities and differences between art works

Evaluate

Think critically by discussing the effect of their work

PLAN

Explain an overview of their planned artwork before starting, using some art vocabulary

VOCABULARY

Use a wide range of everyday art terms:

...about art history

Years
 Century
 Period
 Later
 Earlier
 Since
 Long after
 Long before
 At the same time as
 Modern era
 Pop art
 Street art
 Graffiti
 Retro

...about techniques

Sketch Mould
 Sculpture Template
 Pottery
 Paste
 Pulp
 Papier Maché
 Textile
 Cross-stitch
 Sew
 Patchwork
 Crocheting
 Resist
 College
 Relief object
 Style

...to describe

Texture Decorate
 Line Newsprint
 Depth Cotton
 Foreground, background, middleground Wire
 Wool
 Contrast Thread
 Layer Silk
 Scale Cartoon
 Medium Logo

...to critique

Experience
 Imagination
 Critique
 Compare
 Represents

...to 'navigate' the artwork

Left
 Right
 Portrait
 Landscape
 Vertical
 Horizontal
 Reflect
 Symmetrical
 Diagonal (i.e. sloped, not the official maths meaning)
 Range

PRODUCE

Realism

Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings

Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture

Control and precision

Adequately cut e.g. Xmas tree shape from card

Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on)

Reproduce

Reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)

Create

Work creatively with a range of materials (e.g. grades of pencil, charcoal)

EVALUATE

Appreciate

Start to describe the artistic aspect (e.g. that they like or dislike).

Start to verbalise other people's opinions that differ from their own

Ask questions

Start to frame questions and answers in artistically valid ways

Compare

Start to identify themes within and between artworks, and to link artwork to its historical and geographical context

Evaluate

Politely discuss the effect of their peers' work

Willingness to redraft

PLAN

Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary

VOCABULARY

Use some specialist vocabulary:

...about art history

During
While
Recently
Chronological
Approximate
Change
Fashion
Origin
Process
Trace
Series
Genre
Portfolio
Culture
Realism
Surrealism
Still life
Narrative art

...about techniques

<i>Technique</i>	<i>Etch</i>
<i>Process</i>	<i>Mosaic</i>
<i>Weave</i>	<i>Artefact</i>
<i>Embroider</i>	<i>Plinth</i>
<i>Quilt</i>	<i>Pastel</i>
<i>Fabric</i>	<i>Acrylic</i>
<i>Material</i>	<i>Oil</i>
<i>Dye</i>	<i>Watercolour</i>
<i>Adhesive</i>	<i>Tempera</i>
<i>Mod podge</i>	<i>Perspective</i> (i.e. scaled drawing)
<i>Carve</i>	

...to describe

Positive and negative space
Hue
Shade
Tint
Tone
Warm
Cool
Primary
Secondary
Tertiary
Repetition
Complementary
Tissue paper
Blotting paper
Cellophane
Animation
Crop
Image

...to critique

Theme
Version
Purpose
Function
Interpret
Opinion
Organise
Construct
Infer
Clarify
Draft

PRODUCE

Realism

Perspective and scale

Use shading, line direction, mixing, pattern etc to change the value, intensity and texture

Control and precision

Cleanly cut e.g. Xmas tree shape from card

Independent awareness of smaller table clutter

(e.g. rubber detritus)

Start to estimate quantities needed

Reproduce

Start to reproduce some simple art/craft in its entirety without much guidance (i.e. identifying and recreating elements independently)

Create

Show some artistic sensitivity (e.g. to audience, style)

PLAN

Explain their planned artwork in some detail, and in writing, making reference to technique and materials

EVALUATE

Appreciate

Verbalise and discuss other people's opinions accurately, comparing and contrasting politely

Ask questions

Ask and answer artistically valid questions

Compare

Link artistic themes and conventions to historical and geographical context and cultural source, and suggest reasons

Evaluate

Start to think critically by suggesting improvements to their peers' work

Desire to redraft

VOCABULARY

Use specialist art vocabulary:

...about art history

Uncertain

Former

Latter

Phase

Decline

Trend

Continuity

School

Workshop

Influence

Patron

Cubism

Abstract

Futurist

Minimalist

Installation art

...about techniques

Medium

Glaze

Silhouette

Fire ware

Multi-block

Throw

Mural

JPEG

Tapestry

Film speed

Engrave

Resolution

Inlay

Aperture

Marbling

Exposure

Bleeding

Pan

Wash

Pixel

Kiln

...to describe

Intensity

Gradation

Transition

Intricate

Stroke

Expressive

Horizon line

Frame

Metallic card

Corrugated card

Plaster of Paris

Batik

...to critique

Audience

Impact

Principal

Develop

Structure

Unique

Characteristic

Element

Convention

...to 'navigate' the artwork

Maths language for shape/location

(e.g. 3D shape vocab incl angle, convex etc)

Increase

Decrease

PRODUCE

Realism

Attempt realism and get frustrated if this cannot be achieved

Conversely, starting to overemphasise some sexual elements in drawings of people (e.g. muscles on men)

Control and precision

Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)

Reproduce

Reproduce simple art/craft in its entirety without much guidance

Create

Starting to make choices (about techniques/materials) for artistic reasons

EVALUATE

Appreciate

Respond sensitively to other people's artistic tastes

Explain how people can show respect or tolerance for other people's opinions

Ask questions

Ask/answer more complex questions (e.g. about influence, legacy, context)

Compare

Start to suggest reasons for different artistic styles in different times, places and cultures

Evaluate

Think critically by suggesting improvements to their peers' work

PLAN

Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied

VOCABULARY

Use specialist vocab appropriately:

...about art history

Contemporary

Prior

Subsequent

Enduring

Legacy

Dominate

Context

Aesthetic

Post-impressionism

Pointillism

Symbolism

Expressionism

...about techniques

Monochrome

Monoprint

Pigment

Fresco

Weft

Warp

Silverpoint

...to describe

Value

Ceramic

Terracotta

Porcelain

...to critique

Complex

Sparse

Simplification

Exceptional

Perspective (i.e. point of view)

Component

...to 'navigate' the artwork

Diagonal

Rotation

Angle

...and other age-appropriate shape vocabulary from the Maths NC

PRODUCE

Realism

Realistic depictions

Control and precision

Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up

Reproduce

Reproduce more complex works of art and craft without much guidance

Create

Make choices about techniques and materials for artistic reasons

PLAN

Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices

EVALUATE

Appreciate

Explain how their own behaviour might affect the enjoyment of others

Ask questions

Regularly ask and answer perceptive questions in artistically valid ways

Compare

Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate

Evaluate

Constructively critique their peers' work, and if appropriate help bring about the improvements

VOCABULARY

Start to apply vocab, e.g. cross-curricular:

...about art history

Simultaneous

Medieval

Renaissance

Baroque

Mannerism

Romanticism

Triptych

...about techniques

Frottage

En plein air

Mordant

Maquette

...to describe

Calico

Chintz

...to critique

Attribute

Controversy

Authentic

Discern

Epitomise

Characterise

Concept

...to 'navigate' the artwork

Concentric

Radial

Intersecting

Cross-section

Golden section

Progression in art and design, knowledge and understanding

PRODUCE

Year 1	Year 2	Year 3
Realism Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating') Depictions of humans include the trunk (i.e. no longer stick-limbs coming straight out of circle-heads)	Realism Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) and 'plan elevation' drawing (i.e. drawing the top and front views of a table together)	Realism Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings Start to use shading, line direction, mixing, pattern etc to change the value, intensity and texture
Control and precision Colouring-in is mostly within the lines Correct tripod grasp	Control and precision Colouring within the lines; some shading With support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)	Control and precision Adequately cut e.g. Xmas tree shape from card Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on)
Reproduce Simple shapes (e.g. square or a triangle but possibly with curved out corners)	Reproduce Rectangles are accurate (e.g. corners don't curve outwards) Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings')	Reproduce Reproduce 2D shapes accurately, (e.g. a Union Jack where the internal lines intersect at the centre-point)
Create Work creatively with materials that are supplied for them	Create Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)	Create Work creatively with a range of materials (e.g. grades of pencil, charcoal)

PLAN

Year 1	Year 2	Year 3
Make comments about what they are going to draw	Explain an overview of their planned artwork before starting, using some art vocabulary	Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary

Progression in art and design, knowledge and understanding

PRODUCE

Year 4	Year 5	Year 6
Realism	Realism	Realism
<p>Perspective and scale</p> <p>Use shading, line direction, mixing, pattern etc to change the value, intensity and texture</p>	<p>Attempt realism and get frustrated if this cannot be achieved</p> <p>Conversely, starting to overemphasise some sexual elements in drawings of people (e.g. muscles on men)</p>	<p>Realistic depictions</p>
Control and precision	Control and precision	Control and precision
<p>Cleanly cut e.g. Xmas tree shape from card</p> <p>Independent awareness of smaller table clutter (e.g. rubber detritus)</p> <p>Start to estimate quantities needed</p>	<p>Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)</p>	<p>Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up</p>
Reproduce	Reproduce	Reproduce
<p>Start to reproduce some simple art/craft in its entirety without much guidance (i.e. identifying and recreating elements independently)</p>	<p>Reproduce simple art/craft in its entirety without much guidance</p>	<p>Reproduce more complex works of art and craft without much guidance</p>
Create	Create	Create
<p>Show some artistic sensitivity (e.g. to audience, style)</p>	<p>Starting to make choices (about techniques/materials) for artistic reasons</p>	<p>Make choices about techniques and materials for artistic reasons</p>

PLAN

Year 4	Year 5	Year 6
<p>Explain their planned artwork in some detail, and in writing, making reference to technique and materials</p>	<p>Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied</p>	<p>Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices</p>

Progression in art and design, knowledge and understanding

EVALUATE

Year 1	Year 2	Year 3
Appreciate	Appreciate	Appreciate
Politely express opinions about works of art	Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views	Start to describe the artistic aspects (e.g. that they like or dislike) Start to verbalise other people's opinions that differ from their own
Ask questions	Ask questions	Ask questions
Ask and answer simple questions about what they have seen	Show curiosity by voluntarily asking questions about what they have seen	Start to frame questions and answers in artistically valid ways
Compare	Compare	Compare
Make some simple artistic comparisons (e.g. spot the difference between pictures)	Independently identify similarities and differences between art works	Start to identify themes within and between artworks, and to link artwork to its historical and geographical context
Evaluate	Evaluate	Evaluate
With some support, discuss the effect	Think critically by discussing the effect of their work	Politely discuss the effect of their peers' work Willingness to redraft

VOCABULARY

Year 1	Year 2	Year 3
Common words relating to Art/Design:	Use a wide range of everyday art terms:	Use some specialist vocabulary:
...about art history	...about art history	...about art history
<ul style="list-style-type: none"> • Long ago • Then • When • Last • Next • Before • After • First/second etc • Older • Newer • Prehistoric • Impressionism 	<ul style="list-style-type: none"> • Years (dating system) • Century • Period • Later • Earlier • Since • Long after • Long before • At the same time as; • Modern era • Pop art • Street art • Graffiti • Retro 	<ul style="list-style-type: none"> • During • While • Recently • Chronological • Approximate • Change • Fashion • Origin • Process • Trace • Series • Genre • Portfolio • Culture • Realism • Surrealism • Still life • Narrative art

Progression in art and design, knowledge and understanding

EVALUATE

Year 4	Year 5	Year 6
Appreciate	Appreciate	Appreciate
Verbalise and discuss other people's opinions accurately, comparing and contrasting politely	Respond sensitively to other people's artistic tastes	Explain how their own behaviour might affect the enjoyment of others
Ask questions	Ask questions	Ask questions
Ask and answer artistically valid questions	Ask/answer more complex questions (e.g. about influence, legacy, context)	Regularly ask and answer perceptive questions in artistically valid ways
Compare	Compare	Compare
Link artistic themes and conventions to historical and geographical context and cultural source, and suggest reasons	Start to suggest reasons for different artistic styles in different times, places and cultures	Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate
Evaluate	Evaluate	Evaluate
Start to think critically by suggesting improvements to their peers' work	Think critically by suggesting improvements to their peers' work	Constructively critique their peers' work, and if appropriate help bring about the improvements
Desire to redraft		

VOCABULARY

Year 4	Year 5	Year 6
Use specialist art vocabulary:	Use specialist vocab appropriately:	Start to apply vocab, e.g. cross-curricular:
...about art history	...about art history	...about art history
<ul style="list-style-type: none"> • <i>Uncertain</i> • <i>Former</i> • <i>Latter</i> • <i>Phase</i> • <i>Decline</i> • <i>Trend</i> • <i>Continuity</i> • <i>School</i> • <i>Workshop</i> 	<ul style="list-style-type: none"> • <i>Contemporary</i> • <i>Prior</i> • <i>Subsequent</i> • <i>Enduring</i> • <i>Legacy</i> • <i>Dominate</i> • <i>Context</i> • <i>Aesthetic</i> 	<ul style="list-style-type: none"> • <i>Post-impressionism</i> • <i>Pointillism</i> • <i>Symbolism</i> • <i>Expressionism</i> • <i>Simultaneous</i> • <i>Medieval</i> • <i>Renaissance</i> • <i>Baroque</i> • <i>Mannerism</i> • <i>Romanticism</i> • <i>Triptych</i>

Progression in art and design, knowledge and understanding

VOCABULARY (CONTINUED)

Year 1	Year 2	Year 3
...about techniques	...about techniques	...about techniques
<i>Drawing</i> <i>Painting</i> <i>Printing</i> <i>Craft</i> <i>Model</i> <i>Trace</i> <i>PVA glue</i> <i>Border</i> <i>Brushwork</i>	<i>Sketch</i> <i>Sculpture</i> <i>Pottery</i> <i>Paste</i> <i>Pulp</i> <i>Papier maché</i> <i>Textile</i> <i>Cross-stitch</i> <i>Sew</i> <i>Patchwork</i>	<i>Crocheting</i> <i>Resist</i> <i>Collage</i> <i>Relief</i> <i>Object</i> <i>Style</i> <i>Mould</i> <i>Template</i>
<i>Technique</i> <i>Process</i> <i>Weave</i> <i>Embroider</i> <i>Quilt</i> <i>Fabric</i> <i>Material</i> <i>Dye</i> <i>Adhesive</i> <i>Mod podge</i> <i>Carve</i>	<i>Etch</i> <i>Mosaic</i> <i>Artefact</i> <i>Plinth</i> <i>Pastel</i> <i>Acrylic</i> <i>Oil</i> <i>Watercolour</i> <i>Tempera</i> <i>Perspective</i> <small>(i.e. scaled drawing)</small>	
...to describe	...to describe	...to describe
<i>Colour</i> <i>Pattern</i> <i>Shape</i> <i>Form</i> <i>Space</i> <i>Crepe paper</i> <i>Sugar paper</i> <i>Tracing paper</i>	<i>Texture</i> <i>Line</i> <i>Depth</i> <i>Foreground, background, middleground</i> <i>Contrast</i> <i>Layer</i> <i>Scale</i> <i>Medium</i>	<i>Decorate</i> <i>Newsprint</i> <i>Cotton</i> <i>Wire</i> <i>Wool</i> <i>Thread</i> <i>Silk</i> <i>Cartoon</i> <i>Logo</i>
<i>Positive and negative space</i> <i>Hue</i> <i>Shade</i> <i>Tint</i> <i>Tone</i> <i>Warm</i> <i>Cool</i> <i>Primary</i> <i>Secondary</i>	<i>Tertiary</i> <i>Repetition</i> <i>Tissue paper</i> <i>Complementary</i> <i>Blotting paper</i> <i>Cellophane</i> <i>Animation</i> <i>Crop</i> <i>Image</i>	
...to critique	...to critique	...to critique
<i>Share</i> <i>Effect</i> <i>Improve</i>	<i>Experience</i> <i>Imagination</i> <i>Critique</i> <i>Compare</i> <i>Represents</i>	<i>Theme</i> <i>Version</i> <i>Purpose</i> <i>Function</i> <i>Interpret</i> <i>Opinion</i>
<i>Organise</i> <i>Construct</i> <i>Infer</i> <i>Clarify</i> <i>Draft</i>		
...to 'navigate' the artwork	...to 'navigate' the artwork	
<i>Near</i> <i>Far</i> <i>Up</i> <i>Down</i> <i>Further</i> <i>Higher</i> <i>Underneath</i> <i>Centre</i>	<i>Anticlockwise</i> <i>Position</i> <i>Direction</i> <i>Above</i> <i>Below</i>	<i>Left</i> <i>Right</i> <i>Portrait</i> <i>Landscape</i> <i>Vertical</i> <i>Horizontal</i>
		<i>Reflect</i> <i>Symmetrical</i> <i>Diagonal</i> <i>Range</i>

Progression in art and design, knowledge and understanding

VOCABULARY (CONTINUED)

Year 4		Year 5		Year 6	
...about techniques		...about techniques		...about techniques	
<i>Medium</i>	<i>Glaze</i>	<i>Monochrome</i>		<i>Frottage</i>	
<i>Silhouette</i>	<i>Fire ware</i>	<i>Monoprint</i>		<i>En plein air</i>	
<i>Multi-block</i>	<i>Throw</i>	<i>Pigment</i>		<i>Mordant</i>	
<i>Mural</i>	<i>Jpeg</i>	<i>Fresco</i>		<i>Maquette</i>	
<i>Tapestry</i>	<i>Film speed</i>	<i>Weft</i>			
<i>Engrave</i>	<i>Resolution</i>	<i>Warp</i>			
<i>Inlay</i>	<i>Aperture</i>	<i>Silverpoint</i>			
<i>Marbling</i>	<i>Exposure</i>				
<i>Bleeding</i>	<i>Pan</i>				
<i>Wash</i>	<i>Pixel</i>				
<i>Kiln</i>					
...to describe		...to describe			
<i>Intensity</i>	<i>Metallic Card</i>	<i>Value</i>		<i>Calico</i>	
<i>Gradation</i>	<i>Corrugated card</i>	<i>Ceramic</i>		<i>Chintz</i>	
<i>Transition</i>	<i>Plaster of Paris</i>	<i>Terracotta</i>			
<i>Intricate</i>	<i>Batik</i>	<i>Porcelain</i>			
<i>Stroke</i>					
<i>Expressive</i>					
<i>Horizon line</i>					
<i>Frame</i>					
...to critique		...to critique		...to critique	
<i>Audience</i>	<i>Unique</i>	<i>Complex</i>	(i.e. point of view)	<i>Attribute</i>	<i>Epitomise</i>
<i>Impact</i>	<i>Characteristic</i>	<i>Sparse</i>	<i>Component</i>	<i>Controversy</i>	<i>Characterise</i>
<i>Principal</i>	<i>Element</i>	<i>Simplification</i>		<i>Authentic</i>	<i>Concept</i>
<i>Develop</i>	<i>Convention</i>	<i>Exceptional</i>		<i>Discern</i>	
<i>Structure</i>		<i>Perspective</i>			
...to 'navigate' the artwork		...to 'navigate' the artwork		...to 'navigate' the artwork	
<i>Maths language for shape/location</i> (e.g. 3D shape vocab incl angle, convex etc)		<i>Age-appropriate shape vocabulary, for instance:</i>		<i>Concentric</i>	<i>Golden section</i>
<i>Increase</i>		<i>Diagonal</i>		<i>Radial</i>	
<i>Decrease</i>		<i>Rotation</i>		<i>Intersecting</i>	
		<i>Angle</i>		<i>Cross-section</i>	



t: +44 (0) 1206 625626 **e:** info@tteducation.co.uk **w:** www.tteducation.co.uk

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