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| **Vocabulary progression** | **Block A** | **Block B** | **Block C** | **Block D** | **Block E** | **Block F** |
| **Year 3** | Tonking, Sgraffito, Impasto, Hue, Resist  Primary colours  Secondary colours |  | Radial, Pigment  Symbol, mandala, dye, quilt, | Gesso, Relief  Installation, gauge, pargeting, pliers |  | Preparation, process, incubation |
| **Year 4** | Form, focal point, composition, 2D, 3D, Viewfinder  Contour line  Negative space | Overpainting  Tertiary colour  Wet-on-wet,  Wash, watercolour, background, | Kente cloth, geometric design, symbolise  Tie dye  Weft  Warp | Form, Proportion  Decoupage, elongated, motion, figure |  | incubation, illumination, transfer |
| **Year 5** | Organic, harmony, overlay, abstract, subtractive drawing, chroma, | edition, overlaid, reduction printing, transpose, incision, inverted, |  | contour, analgous colour, armature, slip, score, papier-mache | coarseness, dissolve, adhere, spritz, warping, absorb | illumination, incubation, process |
| **Year 6** | Scale  Proportion  Figurative  Surreal  Portraiture  Symbolism | , balance, observational. Angles. Cubism, superimpose, still life | Batik  Tjanting tool  Resist art  Vanishing point  Perspective  illusion |  | Reflective, Oil, Translucent, Resist, Absorb, Depth | Illumination, Incubation, verification, |

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| **Knowledge progression** | **Block A** | **Block B** | **Block C** | **Block D** | **Block E** | **Block F** |
| **Year 3** | There are lines and patterns in natural objects  A range of effects can be made with pain |  | A mandala means circle in Sanskrit  Mandalas are designs used in Hinduism and Buddhism  Quilting is a way of conveying a message | Relief work is a sculptural technique where parts of a sculpture remain attached to a surface  Sculptures can be any size and created with a wide range of materials  When displayed, they are called an installation |  | There are a series of steps in the creative process |
| **Year 4** | What is meant by still life  How to use a viewfinder to create a focal point or an area of interest  How to identify details | Similarities and differences between the work of two artists  Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction | Kente cloth is a woven fabric from West Africa  Tie dye is a method used to create designs and colour  Textile artists use a range of materials to create textured designs and images | An illusion can suggest movement  Proportion will make a figure seem realistic |  | There are a series of steps in the creative process  Running stitches can be joined together to create a fern stitch |
| **Year 5** | What is meant by subtractive drawing  What abstract art is  Lines can be used to suggest harmony | Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last |  | An armature can be used to create a piece of 3D art  Clay can be joined by a score and slip method | Different effects can be achieved with watercolour paint | There are a series of steps in the creative process  Mediums can be combined to create texture |
| **Year 6** | The elements of art and design | Observation of still life can be responded to through a combination of different media and styles | Batik is a method of making marks on cloth using hot wax  Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing |  | Depth can be created by layering effects one on top of the other | There are a series of steps in the creative process  Mediums can be combined to create texture and detail |

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| **Skills progression** | **Block A** | **Block B** | **Block C** | **Block D** | **Block E** | **Block F** |
| **Year 3** | Identify lines and patterns in nature (rocks and fossils)  Use a range of specific painting techniques |  | Create collaged patterns within concentric circles  Tell a story using textiles and collage | Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form |  | Use knowledge of techniques and skills to make creative choices using painting and printmaking |
| **Year 4** | Assemble objects to create an interesting composition  Use a viewfinder  Use fine control to add detail | Make comparisons and form opinions  Create an abstract painting of a natural object | Create printing to represent Kente designs  Use tie dye to create colour designs  Combine media to create texture | Assemble pieces of paper to create the illusion of movement  Create figures that are in proportion and out of proportion |  | Refer to previous knowledge and skills to make creative choices  Apply and refine previously taught drawing and textile techniques |
| **Year 5** | Combine drawing techniques, making informed decisions based on knowledge of what could happen  Transfer and enlarge an image  Work in the style of an artist | a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last  Create reduction prints and explain and record the process |  | Use armatures to produce 3D forms  Join two or more pieces of clay | Select materials to create specific marks using watercolour paint | Refer to previous knowledge and skills to make creative choices  Apply and refine printmaking and collage techniques |
| **Year 6** | Work artistically using: shape, line, form, texture, colour, value and space | Create a still life using a variety of colours, textures and materials, including paint | Apply wax to the surface of fabric and dye it to create coloured designs  Create a simple one-point perspective sketch |  | Select and combine appropriate techniques to create the illusion of water and depth | Refer to previous knowledge and skills to make creative choices  Apply and refine drawing and textile techniques |