

## Springfield Progression of Vocabulary and Skills in Art and Design

Art and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas (ONGOING)</b>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>
<b>Evaluating and developing work (ONGOING)</b>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
<b>Drawing</b>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p>

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		Experiment with the visual elements; line, shape, pattern and colour.	Draw for a sustained period of time at their own level.  Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Use research to inspire drawings from memory and imagination.  Explore relationships between line and tone, pattern and shape, line and texture.	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	Use a variety of tools and techniques including the use of different brush sizes and types.  Mix and match colours to artefacts and objects.  Work on different scales.  Mix secondary colours and shades  Using different types of paint.  Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.  Name different types of paint and their properties.  Work on a range of scales e.g. large brush on large paper etc.  Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.	Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.  Plan and create different effects and textures with paint according to what they need for the task.  Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources.	Create shades and tints using black and white.  Choose appropriate paint, paper and implements to adapt and extend their work.  Carry out preliminary studies, test media and materials and mix appropriate colours.  Work from a variety of sources, inc. those researched independently.  Show an awareness of how paintings are created (composition).
Printing	Make marks in print with a variety of objects, including natural and made objects.  Carry out different printing techniques e.g. monoprint, block, relief and resist printing.  Make rubbings.  Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.  Design patterns of increasing complexity and repetition.  Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering.  Talk about the processes used to produce a simple print.  To explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques.  Select broadly the kinds of material to print with in order to get the effect they want  Resist printing including marbling, silkscreen and coldwater paste.	Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.  Choose the printing method appropriate to task.  Build up layers and colours/textures.  Organise their work in terms of pattern, repetition, symmetry or random printing styles.  Choose inks and overlay colours.	Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify work.  Work relatively independently.
Textiles / collage	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper	Match the tool to the material.  Combine skills more readily.	Join fabrics in different ways, including stitching.	Awareness of the potential of the uses of material.

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	<p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p>	<p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
3D form	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>