

## Vernon Park Primary School: Art Progression of Knowledge and Skills

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.  
Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

### Vernon Park Progression of skills in Art

4 Key Concepts – concept, form, process, mood

7 strands of practical creativity – line, colour, shape, value, space, texture, form.

Children in Vernon Park are taught Art through 3 key strands; Practical, Theoretical, Disciplinary

'practical knowledge', which is about developing technical proficiency.

'theoretical knowledge', which is the cultural and contextual content that pupils learn about artists and artwork.

'disciplinary knowledge', which is what pupils learn about how art is studied, discussed and judged – using concept, form, process, mood

Knowledge and Skills.	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
<p><b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Leonardo Da Vinci, Vincent Van Gogh, Poonac <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to use a variety of drawing tools</li> <li><input type="checkbox"/> Use drawings to tell a story Investigate different lines</li> <li><input type="checkbox"/> Explore different textures Encourage accurate drawings of people <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extend the variety of drawings tools</li> <li><input type="checkbox"/> Explore different textures, tools and surfaces</li> <li><input type="checkbox"/> Observe and draw landscapes</li> <li><input type="checkbox"/> Observe patterns</li> <li><input type="checkbox"/> Observe anatomy (faces, limbs)</li> <li><input type="checkbox"/> Draw a way of recording experiences and feelings <b>disciplinary</b></li> <li><input type="checkbox"/> Discuss use of shadows, use of light and dark</li> <li><input type="checkbox"/> Sketch to make quick records <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with the potential of various pencils</li> <li><input type="checkbox"/> Close observation</li> <li><input type="checkbox"/> Draw both the positive and negative shapes</li> <li><input type="checkbox"/> Initial sketches as a preparation for painting</li> <li><input type="checkbox"/> Accurate drawings of people – particularly faces then whole people.</li> <li><input type="checkbox"/> Identify and draw the effect of light</li> <li><input type="checkbox"/> Scale and proportion</li> <li><input type="checkbox"/> Work on a variety of scales</li> <li><input type="checkbox"/> Computer generated drawings <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effect of light on objects and people from different directions</li> <li><input type="checkbox"/> Interpret the texture of a surface</li> <li><input type="checkbox"/> Produce increasingly accurate drawings of people</li> <li><input type="checkbox"/> Concept of perspective</li> <li><input type="checkbox"/> Effect of light on objects and people from different directions</li> <li><input type="checkbox"/> Interpret the texture of a surface</li> <li><input type="checkbox"/> Produce increasingly accurate drawings of people</li> <li><input type="checkbox"/> Concept of perspective <b>Practical</b></li> </ul>
<p><b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh, <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experimenting with and using primary colours</li> <li><input type="checkbox"/> Naming</li> <li><input type="checkbox"/> mixing (not formal)</li> <li><input type="checkbox"/> Learn the names of different tools that bring colour</li> <li><input type="checkbox"/> Use a range of tools to make coloured marks on paper <b>Practical, Theoretical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name all the colours</li> <li><input type="checkbox"/> Mixing of colours</li> <li><input type="checkbox"/> Find collections of colour</li> <li><input type="checkbox"/> Applying colour with a range of tools</li> <li><input type="checkbox"/> Begin to describe colours by objects</li> <li><input type="checkbox"/> Make as many tones of one colour as possible (using white)</li> <li><input type="checkbox"/> Darken colours without using black</li> <li><input type="checkbox"/> Using colour on a large scale <b>Practical, Theoretical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Colour mixing – making colour wheels</li> <li><input type="checkbox"/> Introduce different types of brushes</li> <li><input type="checkbox"/> Techniques- apply colour using dotting, scratching, splashing</li> <li><input type="checkbox"/> Colour mixing and matching; tint, tone, shade</li> <li><input type="checkbox"/> Observe colours</li> <li><input type="checkbox"/> Suitable equipment for the task</li> <li><input type="checkbox"/> Colour to reflect mood <b>Practical, Theoretical, Disciplinary</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the use of texture in colour</li> <li><input type="checkbox"/> Colour for purposes- tint, tone, shades and mood</li> <li><input type="checkbox"/> Explore the use of texture in colour</li> <li><input type="checkbox"/> Colour for purposes</li> <li><input type="checkbox"/> Colour to express feelings <b>Practical, Theoretical, Disciplinary</b></li> </ul>
<p><b>Texture</b> (textiles, clay, sand, plaster, stone)</p> <p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handling, manipulating and enjoying using materials</li> <li><input type="checkbox"/> Sensory experience</li> <li><input type="checkbox"/> Simple collages</li> <li><input type="checkbox"/> simple weaving <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weaving</li> <li><input type="checkbox"/> Collage</li> <li><input type="checkbox"/> Sort according to specific qualities</li> <li><input type="checkbox"/> How textiles create things</li> <li><input type="checkbox"/> Overlapping and overlaying to create effects</li> <li><input type="checkbox"/> Use large eyed needles – running stitches</li> <li><input type="checkbox"/> Simple appliqué work</li> <li><input type="checkbox"/> Start to explore other simple stitches <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use smaller eyed needles and finer threads</li> <li><input type="checkbox"/> Weaving</li> <li><input type="checkbox"/> Tie dying, batik</li> <li><input type="checkbox"/> Use a wider variety of stitches</li> <li><input type="checkbox"/> Observation and design of textural art</li> <li><input type="checkbox"/> Experimenting with creating mood, feeling, movement-</li> <li><input type="checkbox"/> Compare different fabrics <b>Practical, Disciplinary</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use stories, music, poems as stimuli</li> <li><input type="checkbox"/> Select and use materials</li> <li><input type="checkbox"/> Embellish work</li> <li><input type="checkbox"/> Fabric making</li> <li><input type="checkbox"/> Artists using textiles</li> <li><input type="checkbox"/> Develops experience in embellishing</li> <li><input type="checkbox"/> Applies knowledge of different techniques to express feelings</li> <li><input type="checkbox"/> Work collaboratively on a larger scale <b>Practical, Theoretical, Disciplinary</b></li> </ul>
<p><b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</p> <p>Henry Moore, Barbara Hepworth, Andy Goldsworthy, <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handling, feeling, enjoying and manipulating materials</li> <li><input type="checkbox"/> Constructing</li> <li><input type="checkbox"/> Building and destroying</li> <li><input type="checkbox"/> Shape and model <b>Practical</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Construct</li> <li><input type="checkbox"/> Use materials to make known objects for a purpose</li> <li><input type="checkbox"/> Carve</li> <li><input type="checkbox"/> Pinch and roll coils and slabs using a modelling media.</li> <li><input type="checkbox"/> Make simple joins</li> <li><input type="checkbox"/> Awareness of natural and man-made forms</li> <li><input type="checkbox"/> Expression of personal experiences and ideas</li> <li><input type="checkbox"/> To shape and form from direct observation (malleable and rigid materials)</li> <li><input type="checkbox"/> Decorative techniques</li> <li><input type="checkbox"/> Replicate patterns and textures in a 3-D form</li> <li><input type="checkbox"/> Work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shape, form, model and construct (malleable and rigid materials)</li> <li><input type="checkbox"/> Plan and develop</li> <li><input type="checkbox"/> Understanding of different adhesives and methods of construction</li> <li><input type="checkbox"/> Aesthetics</li> <li><input type="checkbox"/> Plan and develop</li> <li><input type="checkbox"/> Experience surface patterns / textures</li> <li><input type="checkbox"/> Discuss own work and work of other sculptors</li> <li><input type="checkbox"/> Analyse and interpret natural and manmade forms of construction <b>Practical, Theoretical, Disciplinary</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and develop ideas</li> <li><input type="checkbox"/> Shape, form, model and join</li> <li><input type="checkbox"/> Observation or imagination</li> <li><input type="checkbox"/> Properties of media</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of other sculptors <b>Practical, Theoretical, Disciplinary</b></li> </ul>

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		<b>Practical, Theoretical</b>		
<p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string) Picasso, Dan Mather, Andy Warhol <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rubbings</li> <li><input type="checkbox"/> Print with variety of objects</li> <li><input type="checkbox"/> Print with block colours</li> </ul> <p style="text-align: center;"><b>Practical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create patterns</li> <li><input type="checkbox"/> Develop impressed images</li> <li><input type="checkbox"/> Relief printing</li> <li><input type="checkbox"/> Print with a growing range of objects</li> <li><input type="checkbox"/> Identify the different forms printing takes</li> </ul> <p style="text-align: center;"><b>Practical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relief and impressed printing</li> <li><input type="checkbox"/> Recording textures/patterns</li> <li><input type="checkbox"/> Monoprinting</li> <li><input type="checkbox"/> Colour mixing through overlapping colour prints</li> <li><input type="checkbox"/> Use sketchbook for recording textures/patterns</li> <li><input type="checkbox"/> Interpret environmental and manmade patterns</li> <li><input type="checkbox"/> Modify and adapt print</li> </ul> <p style="text-align: center;"><b>Practical, Disciplinary</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Combining prints</li> <li><input type="checkbox"/> Design prints</li> <li><input type="checkbox"/> Make connections</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of others</li> <li><input type="checkbox"/> Builds up drawings and images of whole or parts of items using various techniques</li> <li><input type="checkbox"/> Screen printing</li> <li><input type="checkbox"/> Explore printing techniques used by various artists</li> </ul> <p style="text-align: center;"><b>Practical, Theoretical, Disciplinary</b></p>
<p><b>Pattern</b> (paint, pencil, textiles, clay, printing) Joan Miro, Bridget Riley, Escher, Paul Klee, <b>Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Repeating patterns</li> <li><input type="checkbox"/> Irregular painting patterns</li> <li><input type="checkbox"/> Simple symmetry</li> </ul> <p style="text-align: center;"><b>Practical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness and discussion of patterns</li> <li><input type="checkbox"/> Repeating patterns</li> <li><input type="checkbox"/> Symmetry</li> <li><input type="checkbox"/> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li><input type="checkbox"/> Natural and manmade patterns</li> <li><input type="checkbox"/> Discuss regular and irregular</li> </ul> <p style="text-align: center;"><b>Practical, Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pattern in the environment</li> <li><input type="checkbox"/> Design</li> <li><input type="checkbox"/> Using ICT</li> <li><input type="checkbox"/> Make patterns on a range of surfaces</li> <li><input type="checkbox"/> Symmetry</li> <li><input type="checkbox"/> Explore environmental and manmade patterns</li> <li><input type="checkbox"/> Tessellation</li> </ul> <p style="text-align: center;"><b>Practical, Theoretical</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression</li> <li><input type="checkbox"/> create pattern for purposes</li> <li><input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression</li> <li><input type="checkbox"/> create pattern for purposes</li> </ul> <p style="text-align: center;"><b>Practical, Disciplinary</b></p>
<p><b>Exploring and developing ideas and work</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at and describe the work they have produced and describe simple techniques and media used. Say what they like about their work and others'.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record and explore ideas from observation, experiences and imagination. Ask and answer questions about the starting points for their work. Review what they and others have done and say what they think/feel about it. Identify what they would change in the future</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use sketchbooks to record explorations and experimentations in their work. Question and make observations about starting points and select ideas to use in their own work. Compare ideas, methods and approaches in their own and others' work and say what they think/feel about them. Adapt their work accordingly to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record media explorations and experimentations for planning and collecting source material for their work. To plan work, try out different techniques and reflect on the best choice. Question and make observations about starting points and select ideas to use in their own work. Compare ideas, methods and approaches in their own and others' work and say what they think/feel about them. Adapt their work accordingly to their views and describe how they might develop it further.</li> </ul>
<p><b>Responding to Art</b></p>	<p>Look at pieces of Art and say what they like about it. Ask simple questions about a piece of art.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the work of a range of artists, craft makers and designers, in different times and cultures. Continue to explore the work of others, making comparisons and describing the similarities and differences. Explain how a piece of work makes them feel - linked to emotions. Ask questions about a piece of art. Create a piece of work in response to another artist's work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the work of a range of artists, craft makers, designers and architects in different times and cultures. Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes to see how they can be developed further. Understand the viewpoints of others by recognising what an artist is trying to express in their work. Create a piece of work in response to another artist's work, and make links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the work of a range of artists, craft makers, designers and architects in different times and cultures. Experiment with different styles that artists they have studied use. Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes to see how they can be developed further. Learn about the work of others from different sources, such as books, internet, gallery visits. Create a piece of work in response to another artist's work, and make links to their own work.</li> </ul>
	<p><b>Key Vocabulary</b> Tools, tone, symmetry observation, mark making, paint, materials, thick and thin, brushes, colour mixing, sorting, collage, weaving, construction, resources.</p>	<p><b>Key Vocabulary</b> Tools, tone, medium, observation, proportion, texture, pattern, natural and man-made, sketch, colour mixing, shades, light / dark, primary and secondary colours, sorting, collage, weaving, materials, textiles, needles and thread, applique, scissors, joining, shape and form, construction, modelling, 2D/3D, pressure, printing, relief, polystyrene.</p>	<p><b>Key Vocabulary</b> Tone, texture, shading, observation, shape, sketching, shadow, scale and proportion, direction, colour mixing, light / dark, primary and secondary colours, colour wheel, colour matching, painting techniques, materials, sorting, collage, weaving, textiles, needles and thread, applique, batik, stitch, fabric, tie dye, joining, shape and form, construction, modelling, 2D/3D, natural and man-made, sculpture, pressure, printing, relief, polystyrene, pattern, monoprinting, pointillism.</p>	<p><b>Key Vocabulary</b> Tone, shading, shadow, texture, detail, perspective, medium, hue and mood, tools, artists, movements, materials, sorting, collage, weaving, textiles, needles and thread, applique, batik, stitch, fabric, tie-dye, embellishing, feelings, joining, shape and form, construction, modelling, 2D/3D, natural and man-made, sculpture, culture, pattern, symbolism, pressure, printing, relief, polystyrene, pattern, monoprinting, pointillism, environment, fabric, technique, screen printing.</p>