

Art progression at Collingwood

Year 1	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<ul style="list-style-type: none"> • To be able to name at least 1 famous artist and 1 designer • To understand that art has a purpose. • To understand that art has been used to show how important/wealthy certain people are. • To name primary and secondary colours. • To begin to understand that mixing primary colours makes secondary colours. • To understand that materials can be joined and manipulated. 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To draw using HB pencils and colouring pencils and crayons to develop and share ideas, experiences and imagination. • To paint using thick and thin brushes and primary colours for colour mixing but other colours form art work. • To communicate something about themselves when painting and drawing. • To paint/draw something they can see. • To experiment with mixing paint primary colours. • To draw lines of different shapes and thickness. • To make models of real or imagined objects using junk materials/dough. (cut, roll tear, fold, staple, stick) • To be able to describe simply the work of artists studied and give likes and dislikes. • Compare own work to the work of artists studied. • To ask simple questions about a piece of art.
Some pupils: (GD)	<ul style="list-style-type: none"> • To understand that mixing primary colours makes secondary colours and adding black or white makes colours black or white. 	
Key Vocabulary		Common Misconceptions
Paint/painting/painter/artist/primary colours/secondary colours Draw/drawing/picture/sketch Sculpt/sculptor/model/design(cut, roll tear, fold, staple, stick) Colour, pattern, texture, line. Primary and secondary colour names		That art has to look realistic (like a photo). Colour mixing brushes/palettes need to be clean.

Year 2	Key Knowledge	Key Skills
Almost all pupils:	To be able to name at least 1 non-uk artist, 1 local craftsperson and 1 sculptor from the distant past.	To use a range of materials creatively to design and make products. To draw on artists' work/styles to develop and share own ideas.

(WT and EXE)	<p>To understand that art has been used to record experiences/real events (pre-photography) in history.</p> <p>To understand that different art materials are favoured in different cultures.</p> <p>To name primary and secondary colours.</p> <p>To understand that mixing primary colours makes secondary colours and adding black or white makes colours black or white.</p> <p>To understand that art has been used for decoration.</p> <p>To understand that materials can be joined and manipulated and reflect personal choice.</p>	<p>To compare the work of more than one artist and give likes and dislikes, making links to their own work.</p> <p>To draw using a range of sketching pencils, charcoal and colouring pencils to develop and share ideas, experiences and imagination.</p> <p>To paint using a range of brushes and objects, rollers etc and primary colours and black and white for colour mixing but other colours for art work, to develop and share ideas, experiences and imagination.</p> <p>To experiment with mixing paint primary colours and black and white.</p> <p>To compare and describe buildings by their observable features using vocab below. (eg westminster Abby, The Houses of Parliament, St Paul's Cathedral)</p> <p>sculpt using junk materials to develop and share ideas, experiences and imagination (focus on ways of joining materials)</p>
Some pupils: (GD)	<ul style="list-style-type: none"> To understand that art has been used for decoration, to show importance, to record events and for enjoyment. 	
Key Vocabulary		Common Misconceptions
<p>Evaluate art craft create design gallery</p> <p>Colour, pattern, texture, line, shape, form, space.</p> <p>Achitecture: arch pillar dome design architect</p>		<p>That drawing is always done in pencil</p>

Year 3	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<ul style="list-style-type: none"> Introduction of sketch book to be used throughout KS2 (and revisited). For ideas and recording not just drawing) To be able to name at least 1 famous artist and designer from history. (link to history theme) To understand that art has been used for decoration, to show importance, to record events and for enjoyment. To name primary and secondary colours and say how to make these. 	<p>To draw using a range of sketching pencils, charcoal, oil pastels, chalks, colouring pencils and felt tipped pens to develop and share ideas, experiences and imagination.</p> <p>To paint using a range of thinner brushes and primary and secondary colours and black and white to develop and share ideas, experiences and imagination.</p> <p>To sculpt using clay to develop and share ideas, experiences and imagination.</p>

	<ul style="list-style-type: none"> To begin to understand that mixing black and white to primary or secondary colours produces different shades. To understand that materials can be joined and manipulated. 	
Some pupils: (GD)	<ul style="list-style-type: none"> To understand that art/design has been used to meet a specific design brief. To be able to name more than 1 famous artist and designer from history. (link to history theme) 	
Key Vocabulary		Common Misconceptions
Shade gradient light dark primary and secondary colours Design brief		

Year 4	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<ul style="list-style-type: none"> To review Year 3 work in sketch book. Remind this will be used throughout KS2. For ideas and recording not just drawing) To be able to name at least 1 famous artist (eg Picasso) and designer from history. (link to history theme) To understand that art/design has been used to meet a specific design brief. To name primary and secondary colours and say how to make these. To begin to understand that certain colours are used to portray certain emotions/feelings eg Picasso's "Blue Period" and recreate this using shades of 1 colour. To understand that clay can be joined (using slip) and manipulated with different tools. To understand that architects work to meet a specific design brief eg purpose, aesthetics (link to World Geography) 	<p>To draw using a range of sketching pencils, charcoal, oil pastels, ink, colouring pencils and technology manipulation software to develop and share ideas, experiences and imagination.</p> <p>To paint using a range of thinner brushes and secondary colours and varying shades of the same colour and black and white to develop and share ideas, experiences and imagination. (Explaining their choice of colour)</p> <p>To compare Roman Monuments (history and geography link) using vocab below. (Trajans Column, The Colosseum, The Pantheon)</p> <p>To sculpt using clay and tools to create texture and shape and share ideas, experiences and imagination.</p>

	<ul style="list-style-type: none"> To understand that mixing secondary colours makes tertiary colours. 	
Some pupils: (GD)	<ul style="list-style-type: none"> To revisit and improve previous sketches (sketch book) 	
Key Vocabulary		Common Misconceptions
Amphithetre, column, dome, arch, frieze, portico, In the round, In relief.		All art/design is English/uk based.

Year 5	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<ul style="list-style-type: none"> To be able to name at least 1 famous artist from history. (link to history theme) and at least 1 architect. To understand that architects work to meet a specific design brief eg purpose, aesthetics (link to local Geography) compare and contrast buildings in Woodham to those building in other periods of history. To revisit and improve previous sketches (sketch book) To relate previous knowledge of colour to represent mood/feelings to architects us of colour on buildings. To understand that materials can be manipulated to create a relief (lino printing/polystyrene block printing/relief card printing) 	<p>Stimuii: Pablo Picasso “Minotaur” and “minotaur and His Wife” Antonio del Pollaiudo “Appollo and Daphne” (History link)</p> <p>To draw using a range of sketching pencils, oil pastels, chalks, colouring pencils, felt tipped pens and combination of these and technology manipulation software to develop and share ideas, experiences and imagination.</p> <p>To paint using a range of thinner brushes and other implements (and explain their choice using artistic vocabulary) to share ideas, experiences and imagination.</p> <p>To sculpt using paper mache/paper and card to make faces and develop and share ideas, experiences and imagination.</p>
Some pupils: (GD)	To study several works by the same Artist	
Key Vocabulary		Common Misconceptions
Architect, architecture, style, design brief, build, design, arch, dome, pillar, column Sketch, drawing, mood, colour, join, manipulate, mould, cast		

Year 6	Key Knowledge	Key Skills
Almost all pupils: (WT and EXE)	<ul style="list-style-type: none"> • To study several works by the same Artist, over a period of time to explore how the art has changed/developed.(Chinese art, ancient and modern) • Use of sketch book to explore how own art has changed/developed over time. • To revisit and improve previous sketches from previous years in sketch book) • To understand that paper can be joined and manipulated (origami) (link to World Geography) 	<p>To draw with increasing control using a range of sketching pencils, oil pastels, chalks, colouring pencils, felt tipped pens and combination of these and technology manipulation software to develop and share ideas, experiences and imagination.</p> <p>To paint using a range of brushes and other implements and comment on the effect of contrasting and complementary colours.</p> <p>Describe art from the Ming Dynasty ink work and ceramics (link to World Geography) using vocabulary listed. re-create own Ming designs using cobalt blue ink, inkstone and ink stick and silk painting/silk screen printing.</p>
Some pupils: (GD)	<ul style="list-style-type: none"> • Develop own origami designs. • Explore art from other non-European countries. 	
Key Vocabulary		Common Misconceptions
Ming Dynasty: Ming Ware (ceramics), cobalt blue, ink stone, ink stick, hanging scroll, hand scroll, silk painting, screen printing.		