



Tregolls Academy Progression of Substantive Knowledge and Vocabulary



At Tregolls Academy, we believe Art enables children the opportunity to express themselves creatively and builds the skills and knowledge to become visually literate.

Our Art curriculum holds our curriculum drivers at its core: **C**uriosity, **A**spiration, **R**esilience and **E**xcellence. At Tregolls Academy, we **CARE**.

Drawing – Key Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Horizontal, vertical, irregular.	Cross hatching, Scribbling, Stippling	Abstract, Shading, Texture, Tone	Collage, Composition, Engraving	Collagraphy, Imagery, Purpose	Mural, Symbolic, Commissioned.

Drawing – Key Artists

	Bridget Riley, Zaira Forman, Renata Bernal, Wassily Kadinsky, Ilya Bolotowsky	Quentine Blake	Georgia O'Keeffe, Maud Purdy, Max Ernst, Carl Linneaus	Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore.		Dan Fenelon, Leonardo Da Vinci, Banksy, Diago Rivera, Caravaggio.
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Painting and Mixed Media – Key Vocabulary

	Primary Colours, pattern, secondary colours	Mixing, overlap.	Pigment, Smudging, Scale-up	Hue, Tint, Still life	Monoprint, Self-portrait, photmontage.	Interpret, tabeau, mixed media
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Painting and Mixed Media – Key Artists

	Jasper Johns, Clarence Cliff	Romare Bearden		Audrey Flack, Clara Peeters.	Chila Kumai, Singh Burman, Frida Kahlo, Sonia Boyce, Njideka Akunyili Crosby	David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid
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Sculpture and 3D – Key Vocabulary

	Detail, sculpture, 3D	Relief, Score, Impress	Sculpter, structure	Ceramics, Typography, Form	Concept, Viewer, Performance Art	Assemblage, Manipulate, Relief
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Sculpture and 3D – Key Artists

	Samantha Stephenson, Louise Bourgeois	Ranti Bam, Rachel Whiteread	Anthony Caro, Ruth Asawa	Magdelese Odundo, Barbara Hepworth, Jaume Plensa, Sokari Douglas Camp, El Anatsui	Guo-Qiang	Joseph Cornell
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Craft and Design – Key Vocabulary

	Weave, warp, weft	Curator, Felt, Fibre	Layout, Papyrus, pattern	Industry, theme, craft	Architecture, Architect, Elevation	Saturation, Arrangement, Photography, Monochrome
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Craft and Design – Key Artists

Susan Stockwell, Kim Soon Im, Joseph Albers, Eduardo Paolozzi, Matthew Cuisick

Ruth Daniels, Senaka Senanayake, William Morris, Megan Carter

Zaha Hadid

Hannah Hoch, Edward Weston, Derrick O Boateng, Chuck Close.

Substantive Knowledge

Making skills and Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p> <p>Modelling materials can be shaped using hands or tools.</p> <p>The names of simple shapes in art.</p> <p>Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.</p> <p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p>Simple terms to describe what something feels like (eg. bumpy).</p> <p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p> <p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That three dimensional art is called sculpture.</p> <p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it.</p> <p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p> <p>That a pattern is a design in which shapes, colours or lines are repeated.</p> <p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>That there are many different shades (or 'hues') of the same colour.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>Patterns can be made using shapes.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p>	<p>Using light and dark colours next to each other creates contrast.</p> <p>Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p> <p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p> <p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern can be man-made, (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p> <p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>That 'tone' in art means 'light and dark'.</p>	<p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>How to use basic shapes to form more complex shapes and patterns.</p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>That using lighter and darker tints and shades of a colour can create a</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>Shapes can be used to place the key elements in a composition.</p> <p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>How to create texture on different materials.</p> <p>Tone can help show the foreground and background in an artwork.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>How an understanding of shape and space can support creating effective composition.</p> <p>How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Applying thick layers of paint to a surface is called impasto.</p>

	<p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Patterns can be used to add detail to an artwork.</p> <p>Collage materials can be chosen to represent real-life textures.</p> <p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour')</p>	<p>Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>3D effect</p> <p>Tone can be used to create contrast in an artwork.</p>		<p>and is used by artists such as Claude Monet to describe texture.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
Colour	Form	Shape	Line	Pattern	Texture	Tone

Disciplinary Concepts

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing. 	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to:</p> <ul style="list-style-type: none"> ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing. 	<p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>How to:</p> <ul style="list-style-type: none"> ● Use different materials and marks to replicate texture. ● Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. ● Use marks and lines to show expression on faces. ● Make a concertina book. ● Use drawing to tell a story. ● Use charcoal to avoid snapping and to achieve different types of lines. ● Use drawing pens. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. 	<p>What print effects different materials make.</p> <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. 	<p>Gestural and expressive ways to make marks.</p> <p>Effects different materials make.</p> <p>The effects created when drawing into different surfaces</p> <p>How to:</p> <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects

Disciplinary Concepts

Painting and Mixed Media

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> ● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it. 	How to: <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> ● Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning.

Disciplinary Concepts

Sculpture and 3D

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour. 	<ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls 	<ul style="list-style-type: none"> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay. 	<p>How to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<ul style="list-style-type: none"> ● How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. <p>How to:</p> <ul style="list-style-type: none"> ● Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join wire to make shapes by twisting and looping pieces together. ● Create a neat line in wire by cutting and twisting the end onto the main piece. ● Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective. 	<p>How to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display. 	<p>How to:</p> <ul style="list-style-type: none"> ● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.

Disciplinary Concepts

Craft and Design

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How to:</p> <ul style="list-style-type: none"> ● Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions. 	<ul style="list-style-type: none"> ● What materials can be cut, knotted, threaded or plaited. <p>How to:</p> <ul style="list-style-type: none"> ● Wrap objects/shapes with wool. ● Measure a length. ● Tie a knot, thread and plait. ● Make a box loom. ● Join using knots. ● Weave with paper on a paper loom. ● Weave using a combination of materials. 	<p>How to:</p> <ul style="list-style-type: none"> ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. 	<ul style="list-style-type: none"> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. 	<ul style="list-style-type: none"> ● The steps to make a monoprint. ● When a roller is sufficiently inked. <p>How to:</p> <ul style="list-style-type: none"> ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure. 	<ul style="list-style-type: none"> ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing.