

Knowledge Progression for Art and Design

Please note that pupils will learn factual knowledge in Art and Design through the study of famous artists. For more information, please see the Context Plan.

	<u>Making Skills</u> <u>Procedural Knowledge</u> “How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods”	<u>Generating Ideas</u> <u>Conceptual Knowledge</u> “The interrelationships among the basic elements within a larger structure that enable them to function together”	<u>Evaluation</u> <u>Metacognitive Knowledge</u> “Evaluate and analyse own and others’ work”	<u>Vocabulary</u>
EYFS	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function	I can represent my own ideas, thoughts and feelings through art.		Colour, pattern, shape, form, light, dark.
Year 1	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with expression. Learn a range of materials and techniques such as clay etching, printing and collage. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Learn about form and space through making sculptures and developing language. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Understand patterns in nature, design and make patterns in a range of materials. Identify, describe and use shape for purpose. Use materials to create textures. Understand what tone is and how to apply this to their own work.	Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions.	Recognise and describe key features of their own and other’s work. Describe what they feel about their work and the art of others.	Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours, salt dough, plasticine, 3-dimensional, sculpture, natural materials, junk, shoreline, horizon, texture, tints, shades, light, dark, landscape, geometry, printmaking.

Year 2	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Further improve skill and control when painting. Paint with creativity and expression.</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Draw lines with increased skill and confidence.</p> <p>Use line for expression when drawing portraits. Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas. Identify and describe different textures. Select and use appropriate materials to create textures. Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p>Use sketchbooks more effectively through further teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Use artist sources to develop their own original artwork.</p> <p>Gain inspiration for artwork from the natural world.</p>	<p>Compare other's work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Colour, line, pattern, tone, shape, form, shading, 3-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. free-flowing, precise, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay, detail, modelling, facial features, outline, contours, collage, decorate, proportion, pose, pastel, blend, shadow, paint wash, background, scale, mannequin.</p>
Year 3	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</p> <p>Use aspects of colour such as tints and shades, for different purposes. Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe organic and geometric forms through different types of line.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture within artists' work. Develop skill and control when using tone. Learn and use simple shading rules.</p>	<p>Use sketchbooks to generate ideas and record thoughts and observations.</p> <p>Make records of visual experiments.</p> <p>Create personal artwork using the artwork of others to stimulate them.</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflect on their own work in order to make improvements.</p>	<p>Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch, decorate, detail, observation, tint, shade, light and dark, negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>

Year 4	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Use a variety of tones to create different effects. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Use a range of materials to express complex textures. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>	<p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p> <p>Use literary sources to inspire art.</p> <p>Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects.</p> <p>Represent ideas from multiple perspectives.</p>	<p>Build a more complex vocabulary when discussing your own and others' art.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making, rhomboid, collage, recycled, geometric, contrasting, curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.</p>
Year 5	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>	<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Regularly analyse and reflect on their intentions and choices.</p>	<p>Colour, line, tone, form, shape, pattern, texture, observation, legacy, symmetry, ceramics, ceramicist, visual language, communication, design, design brief, collaborate, advertising, unique Selling Point, packaging, product, media, purpose, criteria, annotate, visualise, scale, collage.</p>

Year 6	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Mix and apply colours to represent still life objects from observation.</p> <p>Express feelings and emotions through colour.</p> <p>Study colours used by Impressionist painters.</p> <p>Express and articulate a personal message through sculpture.</p> <p>Analyse and study artists' use of form.</p> <p>Deepen knowledge and understanding of using line when drawing portraits.</p> <p>Develop greater skill and control. Study and apply the techniques of other artists.</p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p>Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists' work.</p> <p>Understand how artists manipulate materials to create texture.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>	<p>Make personal investigations and record observations in sketchbooks.</p> <p>Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p>Develop personal, imaginative responses to a theme.</p> <p>Produce personal interpretations of cherished objects and show thoughts and feelings through pattern.</p> <p>Create imaginative 3D forms to create meaning.</p> <p>Express ideas about art through messages, graphics, text and images.</p>	<p>Use the language of art with greater sophistication when discussing own and others' art.</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p>	<p>Colour, line, tone, form, shape, pattern, texture, graffiti, contrasting, commissioned, Guernica, sculpture, desaturate, truism, photomontage, abstract, self-expression, crop, contrast, impressionism, zentangle, prototype, appreciation.</p>
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