Art Year A – Progression of Knowledge and Skills

Year 1 & 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw --- Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Create final collaged drawings (see column 5	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw --- Develop experience of primary and secondary colours Exploring Watercolour F Explore mark making Exploring Watercolour Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw Work in sketchbooks to:		Understand watercolour is a media which uses water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour --- Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour Paint without a fixed image of what you are painting in mind. Exploring Watercolour Respond to your painting, and try to "imagine" an image within. Exploring Watercolour Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw --- Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw		Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

"collage") which explore composition. Explore & Draw	Explore the qualities of different media. Explore & Draw Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Make visual notes about artists studied. Explore & Draw					Reflect upon the artists' work, and share your response verbally ("I liked…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). Talk about intention. Some children may feel able to share their response about classmate's work and appreciate similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 3 & 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Collage**	**Making**	**Purpose/Visual Literacy/Articulation**
	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand that the way each persons' sketchbook looks is unique to them. --- Work in sketchbooks to: Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Working with Shape & Colour Telling Stories Develop mark making skills. Working with Shape & Colour Brainstorm animation ideas. Working with Shape & Colour Use sketchbooks to: Make visual notes to record ideas and processes discovered through looking	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour --- Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Working with Shape & Colour	Understand that we can create imagery using natural pigments and light. Telling Stories --- Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). Telling Stories	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour --- Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display To understand that sometimes people themselves can be the object, as in performance art. Art of Display Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories That clay and Modroc are soft materials which finally dry/set hard. Telling Stories An armature is an interior framework which support a sculpture. Telling Stories ---	To understand that visual artists look to other artforms for inspiration. Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.

	at other artists. Art of Display Brainstorm and explore ideas relating to performance art. Art of Display Reflect. Art of Display				Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. Art of Display To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. Art of Display To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric. Art of Display Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	Understand all responses are valid. --- Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might… I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 5 & 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	**Sketchbooks**	**Printmaking**	**Painting**	**Making**	**Purpose/Visual Literacy/Articulation**
	Use sketchbooks to: Explore mark making. Fashion Design Make visual notes to capture, consolidate and reflect upon the artists studied. Fashion Design Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Fashion Design Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Fashion Design Practise drawing skills. Festival Feasts Make visual notes to record ideas and processes discovered through looking at other artists. Festival Feasts Test and experiment with materials. Festival Feasts Brainstorm pattern, colour, line and shape. Festival Feasts Reflect. Festival Feasts		Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between td shape and pattern and 3d form and function. --- Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Fashion Design To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts	Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Fashion Design To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts --- Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts	Look at the work of designers, artists, installation artists, architects, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. --- Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might… I was inspired by….). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?