Art Year B – 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**
Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Flora & Fauna Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Be an Architect	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Use sketchbooks to: Develop experience of primary and secondary colours Flora & Fauna Practice observational drawing Flora & Fauna Explore mark making Flora & Fauna Work in sketchbooks to: Explore the qualities of different media. Be an Architect Make visual notes about artists studied. Be an Architect			Understand collage is the art of using elements of paper to make images. Flora & Fauna Understand we can create our own papers with which to collage. Flora & Fauna Collage with painted papers exploring colour, shape and composition. Flora & Fauna	Understand the role of an architect. Be an Architect Understand when we make sculpture by adding materials it is called Construction. Be an Architect Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect	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. 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**
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal --- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal	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: Explore the qualities of charcoal. Gestural Drawing with Charcoal 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. Gestural Drawing with Charcoal Cloth, Thread, Paint Develop mark making skills. Gestural Drawing with Charcoal Cloth, Thread, Paint		Understand that paint acts differently on different surfaces. Cloth, Thread, Paint Understand the concept of still life and landscape painting. Cloth, Thread, Paint --- Continue to develop colour mixing skills. Cloth, Thread, Paint Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint			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.

Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint						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**
Understand that designers create fonts and work with Typography. Typography & Maps Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps --- Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design	Use sketchbooks to: Explore mark making. Typography & Maps Set Design Brainstorm ideas generated when reading poetry or prose. Set Design Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Set 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. Set Design			Understand that set designers can design/make sets for theatres or for animations. Set Design Understand that designers often create scaled models to test and share ideas with others. Set Design --- Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Set Design Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design	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?