

## Progression: Knowledge Threads (*Substantive Knowledge*)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Understand drawing is a physical activity</p> <p>A <b>portrait</b> is a drawing of another person. A <b>self-portrait</b> is a drawing of yourself. An <b>observational drawing</b> is drawing what you can see</p>	<p>Understand drawing is a physical activity</p> <p><b>Mark making</b> is the creation of different lines, textures and shapes. These can be thick or thin, straight or curved. A <b>portrait</b> is a drawing of another person. A <b>self-portrait</b> is a drawing of yourself. An <b>observational drawing</b> is drawing what you can see</p>	<p><b>Mixed Media</b> is the combining of different material Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line</p>	<p>Understand that charcoal is a drawing medium that lends itself to free and loose mark making understand charcoal and earth pigment were our first drawing tools as humans A <b>sketch</b> is a rough drawing created with light mark making. It is quick.</p> <p><b>Sketching pencils</b> come in different grades which will change the type of lines that are made.</p> <p><b>Texture</b> is how something feels.</p>	<p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry <b>Tone</b> is how light or dark something is <b>Texture</b> is how something feels</p>	<p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural</p> <p><b>Perspective</b> makes a picture look three dimensional.</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism <b>Vanishing point</b> <b>Hatching and cross hatching</b></p>
Painting	<p>The three primary colours are red, yellow and blue.</p>	<p>Understand watercolour is a media which uses water and pigment. <b>Warm colours</b> are red, orange and yellow. <b>Cool colours</b> are blue, green and purple. The three primary colours are red, yellow and blue. <b>Secondary colours</b> are made by mixing two primary colours. A wash is a thin layer of colour covering the page</p>	<p>Understand that <b>primary colours</b> can be mixed together to make secondary colours of different hues A <b>tertiary colour</b> is created by mixing both primary and secondary colours. <b>A shade</b> is where black is added to make the colour darker.</p>	<p>Understand the concept of still life and landscape painting</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years., and which contemporary artists still explore today</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and those artists often work outdoors to do this To understand the language of hue, tint, tone, shades. To know that colour can create mood.</p>	<p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist to understand the language of hue, tint, tone and shades to describe colour. To use colour to convey feelings and select colour for specific reasons. To create imaginative work from a variety of sources e.g. observational drawing, themes</p>
Sculpture/ 3D Art			<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <b>Texture</b> is how something feels</p>		<p>Clay is a stiff, sticky material that can be moulded when wet. It is dried and baked to make pottery and bricks. Understand that when we make sculpture by moulding with our fingers it is called modelling Modelling with clay requires <b>special tools</b> and moisture, so that the clay does not dry out</p>		<p>To understand that make sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice <b>Coiling</b> is a technique using round, snake-like strips of clay, wound around on top of one another to form bowls or other hollow shapes.</p>
Printing		<p>To print, put some paint on your 'stamp', push it down on your piece of paper without moving it, then lift it off your paper.</p>		<p>Understand prints are made by transferring an image from one surface to another A <b>repeating pattern</b> is a design that is repeated over and over again.</p>		<p>To understand that they can add depth to their print by using two colours by overlapping one colour with another.</p>	-
Collage	<p>To understand that overlapping materials is a form of collage.</p>		<p>Understand collage is the art of using elements of paper to make images.</p>		<p>Understand that we can combine collage with other disciplines such as drawing, printmaking</p>	-	<p>Understand collage in other cultures</p>
Purpose and articulation	<p>I can say what the same or different about two paintings is.</p>	<p>I can say if I like or dislike the work of an artist.</p>	<p>I can give a verbal opinion about an artist's work saying what I like or dislike about it Talk about</p>	<p>I can talk about a piece of work I have created and explain why I like it.</p>	-	-	<p>Share responses to classmates work, appreciating similarities</p>

			shape, colour and composition				and differences. Listen to feedback about your own work and respond.
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## Progression: Art Skills (*Disciplinary Knowledge*)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Draw closed shapes that represent objects and people. Experiment with a range of drawing implements e.g. pencils, crayons and chalk. Experiment with line, patterns and dots. Observe and draw from real-life.	Draw open and closed shapes, curved and straight lines. Draw simple geometric shapes. E.g. circle, triangle. Use and layer a variety of media e.g. pencil, crayon, pastels, felts. Observe and draw patterns and anatomy. Experiment with shade by changing the amount of pressure.	Draw lines of different sizes and thickness to add detail e.g. hair, fur. Draw to reflect the size of the paper being drawn on. Observe and draw landscapes. Use 2 grades of pencil 2B and 4B. Consider the size of sketch in relation to the size of paper.	Hold a sketching pencil at the lower end to sketch lightly. Experiment with different grades of pencil. Experiment with texture using dots and lines. Begin to use shading to show where the light does not fall. Experiment with texture through stippling.	Use line and shape to show correct proportion for anatomy. Create tone and texture using hatching and cross-hatching. Create texture through stippling.	Experiment with a variety of shading and tonal techniques (light and dark) to create atmosphere. Develop simple perspective in using a single focal point and horizon.	Select appropriate drawing implements to suit the purpose. Add tone through shading. Add texture using cross-hatching. Produce increasingly accurate drawings of people, landscapes and other 3d objects. Develop perspective using vanishing points, horizon lines and construction lines. Develop the concept of perspective. Develop composition by using techniques to show foreground, middle ground and background.
Painting	Know the names of the colours. (red, blue, yellow, orange, purple, green, pink, black, brown, white, grey) Know the names of the primary colours and begin to mix them to create new colours.	create the secondary colours through experimenting with paint, by mixing two primary colours together. Explore watercolour to understand the properties of the medium.	create tertiary colours by mixing primary and secondary colours together. create a warm or cool coloured wash using watercolour paints.	Name and mix some tertiary colours e.g. magenta, teal, spring green. Use light and dark shades. To use contrasting colours e.g. green and blue. Experiment with complimentary colours on the colour wheel.	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.	To use colour for mood and select colour for specific reasons. To develop a painting from a drawing. To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. To be able to identify and use primary secondary, complementary and contrasting colours.	Explore colour: makecolours, collect colours, experiment with how colours work together. • Explore combinations and layering of media.
Sculpture/ 3D Art			Use a range of malleable materials: salt dough, play dough, plasticine, clay.. Objects in the environment. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.		join two parts successfully using e.g. cello tape, glue, clay slip. Construct a simple base for extending and modelling other shapes. - Produce more intricate surface patterns/textures.		Learn to make their own slip to join pieces of clay together. Combine pinch, slabbing and coiling methods to produce clay end pieces. Develop different ways of finishing work: paint, polish, (glaze).

			Impress and apply simple decoration techniques, including painting and carving.				Gain further experience of modelling over an armature e.g. newspaper/ metal frames -
<b>Printing</b>		Experiment and create different print effects and patterns with found materials, fruit and vegetables.  Create repeating pattern in print, where the placement is controlled. Create a simple monoprint by inking over materials and taking a print.	.	Create prints from printing blocks using both relief and impressed methods. Design patterns to reflect themes, ideas and styles.  Create prints from printing blocks using both relief and impressed methods. Print with two colour overlays.		- Expand experience of printing in 2-3 colours - Create a wax resist print. - Print on fabric	- Overwork prints with a range of media e.g., pens, colour pens and paints - Print on fabric
<b>Collage</b>	To know how to develop collages based on simple ideas – using paper and materials To explore tearing, layering and cutting collage materials for varied effects  Collage with painted papers exploring colour, shape, and composition		Use observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. use different textiles and material Create regular and irregular shapes. Cut shapes from paper and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour, and composition		- Overlap and overlayer paper and other materials to create texture. - Experiment with adding collage to a painted or drawn background. - To be able to use a range of stimulus for collage work – thinking of abstract ways to represent things e.g. natural forms such as feathers and leaves		- To be able to develop and plan final design to make in collage To draw on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour Able to produce more intricate patterns and textures