



Seamer and Irton CP School

Progression of knowledge and skills in Art and Design



Substantive Knowledge

Disciplinary Knowledge

Key area:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Draw lines of different sizes and thicknesses.</p> <p>Colour own work neatly following lines.</p> <p>Observe and draw simple shapes.</p> <p>Begin to explore the concept of light and dark by using pressure on pencil.</p>	<p>Use dots and lines to show pattern and lines.</p> <p>Use coloured pencils and crayons to demonstrate tone.</p> <p>Observe and draw more complex shapes including natural and man-made.</p> <p>Begin to experiment with various pencils (2B-HB) including by smudging.</p> <p>Pablo Picasso</p>	<p>Experiment with various pencils (2B-HB) with more confidence, showing awareness of tone and texture.</p> <p>Use some complex techniques to add detail such as circles and spirals.</p> <p>Rub out rough edges to refine them.</p> <p>Experiment with different drawing media, such as pen for fine detail.</p> <p>Albrecht Dürer</p>	<p>Use different pencils (hard to soft) to show line, tone and texture.</p> <p>Use increasingly complex techniques to add detail, such as hatching and cross-hatching.</p> <p>Use a variety of drawing media with more accuracy and control.</p> <p>Salvador Dali</p>	<p>Begin to understand how perspective may be an important aspect of drawing.</p> <p>Use an increasing variety of techniques to add interesting effects, such as reflections and shadows.</p> <p>Independently select appropriate media for a range of purposes, such as pen for fine detail.</p> <p>Stephen Wiltshire:</p>	<p>Draw with confidence developing a personal style.</p> <p>Use a variety of techniques to add interesting effects, such as reflections, shadows and direction of sunlight, working towards own personal tastes.</p> <p>Understand the difference between sketching and rendering more deliberate marks.</p> <p>Henry Moore</p>
Vocabulary	<p>Lines Light Dark Pressure Thick/thin</p>	<p>Lines Dots Pattern Tone Smudging</p>	<p>Tone Texture Circles Spirals</p>	<p>Line Tone Texture Hatching Cross hatching</p>	<p>Perspective Reflections Shadows Fine detail</p>	<p>Reflections Shadows Sketching</p>

<p>Painting</p>	<p>Explore and develop control with a variety of tools.</p> <p>Know the name of the primary and secondary colours.</p> <p>Explore darkening and lightening colours by adding water.</p> <p>Ask questions about other artists work.</p> <p>Paint with more confidence on a variety of surfaces.</p> <p>Mix a range of secondary colours and begin to predict resulting colours.</p> <p>Vincent Van Gogh</p>	<p>Begin to control the type of marks made using smaller brushes.</p> <p>Start to experiment with layering, mixing media and adding texture.</p> <p>Create tints by adding white.</p> <p>Create tone by adding white.</p> <p>Talk about how artists have used colour and shape.</p> <p>Use a sketch book to plan and develop simple ideas and to store information.</p> <p>Sir Frank Bowling</p>	<p>Begin to know and recognize the tertiary colours.</p> <p>Demonstrate with different effects, such as colour washes to create background, blocking in colour.</p> <p>Use light and dark within a painting and begin to explore complimentary and contrasting colours.</p> <p>Talk about the choices that different artists make and how culture can have an influence on this.</p> <p>Use a sketchbook to record explorations and try out ideas, plan colours and collect source material for future works.</p> <p>Artist: Louis Mailou Jones</p>	<p>Mix tertiary colours and know how different colours affect our mood.</p> <p>Start to develop a painting from a drawing.</p> <p>Mix colours to understand complimentary and contrasting colours.</p> <p>Begin to talk about different styles throughout history.</p> <p>Use sketchbooks to collect and record using different sources as well as planning colour choices in preparation for looking back at in the future.</p> <p>Artist: Jacob Lawrence</p>	<p>Use acrylic paint and talk about how this feels to use.</p> <p>Use history as a source of artistic inspiration.</p> <p>Draw on previous knowledge to mix colours, shades and tones confidently.</p> <p>Sketch lightly prior to painting.</p> <p>Use the natural world to create a colour palette.</p> <p>Begin to recognise some historical events through key artists.</p> <p>Use sketchbooks with more confidence including as a tool to deepen ideas through questioning.</p> <p>Artist: Jean-Michel Basquiat</p>	<p>Use oil paint and talk about how this feels to use.</p> <p>Research artwork from different periods of history.</p> <p>Purposely experiment with different effects and textures using washes, blocking and by thickening paint.</p> <p>Make personal choices of media and explain choices.</p> <p>Research artwork from different periods of history.</p> <p>Use sketchbooks to collect and record visual information and annotate to further develop their ideas.</p> <p>Artist Aaron Douglas</p>
<p>Vocabulary</p>	<p>Primary colours Secondary colours Swirls Lines Hatching Lightening Darkening blending</p>	<p>Primary colours, Secondary colours, tints, tones, texture, abstract</p>	<p>Texture, blocking, washes, complimentary colours, abstract art</p>	<p>Texture, blocking, complimentary colours</p>	<p>Texture, blocking, graffiti, complimentary colours</p>	<p>Shades, tones, complimentary colours, background, middle ground, foreground, shades, tones, pure colour, post-impressionism, value</p>

<p>Printing</p>	<p>Explore printing simple pictures with a range of hard and soft materials</p> <p>Experience impressed printing e.g. printing from objects</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Explore printing in relief e.g. string and card</p> <p>Begin to identify forms of printing : books, posters, paintings etc</p> <p>Use print making to create a repeating pattern</p> <p>Name the primary and secondary colours</p> <p>Begin to explore tertiary colours</p> <p>Artist: Andy Warhol</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen, barrels, sponge</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects (potatoes)</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Make simple prints— mono-printing Experiment with overprinting motifs and colour.</p> <p>Artist: William Morris</p>	<p>Print simple pictures using different printing techniques</p> <p>Continue to explore both mono— printing and relief printing</p> <p>Experience 3 colour printing</p> <p>Experience combining prints taken from different objects to produce an end piece</p> <p>Artists: Robin Moorcroft and Claude Monet</p>	<p>Work in the style of a selected artist (not copy)</p> <p>Printing: Print simple pictures using different printing techniques.</p> <p>Explore relief printing using block printing</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Artist: Katsushika Hokusai</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques.</p> <p>Artist: (for inspiration)- Colin Self</p>	<p>Demonstrate experience in a range printmaking techniques: relief printing, mono-printing</p> <p>Describe techniques and processes</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Artist: Aaron Douglas</p>
<p>Vocabulary</p>	<p><i>Impressed, relief, pop art, primary, secondary, tertiary colours</i></p>	<p><i>Printing, impressed printing, mono-printing, press, roll, design, effect, print, layer, techniques</i></p>	<p><i>Relief, mono-printing, impressionist art, press, roll, design, effect, print, layer, techniques</i></p>	<p><i>Texture, textural effects, washes, shades, tones, printing, wood and block printing, value</i></p>	<p><i>Sculptures, sculptors, shape, Sculpt, join, structure, shape, shadow, light, twist</i></p>	<p><i>Tonal contrast, mono-printing, relief printing</i></p>

<p>Sculpture</p>	<p>Experiment using a variety of malleable media such as playdough and salt dough.</p> <p>Use a variety of techniques— rolling, cutting and pinching</p> <p>Shape and model materials for a purpose</p> <p>Use tools and equipment safely</p> <p>Artist: Henry Moore</p>	<p>Experiment using a variety of malleable media such as clay.</p> <p>Use a variety of techniques— rolling, cutting, carving and pinching</p> <p>Shape, form and construct from observation and imagination.</p> <p>Experiment with changing the surface texture and patterns of media.</p> <p>Use ideas from their sketch book to increase confidence in shaping and modelling materials for a purpose.</p> <p>Artist: Barbara Hepworth</p>	<p>Use papier mache to construct a sculpture, modelling over an armature.</p> <p>Join two parts of something successfully.</p> <p>Construct a simple base and extend and model other shapes on top.</p> <p>Use ideas from sketchbooks to try out new ideas.</p> <p>Produce more intricate surface texture and patterns.</p> <p>Artist: Joan Miro</p>	<p>Use modroc to produce a sculpture, modelling over an armature.</p> <p>Layer, shape and manipulate the Modroc to construct the shape.</p> <p>Begin to develop an awareness of environmental sculpture.</p> <p>Use sketchbooks to explore how to join parts in a sculpture.</p> <p>Artist: Antony Gormley</p>	<p>Use wire to produce a 2d sculpture.</p> <p>Manipulate, cut and join the wire to create shapes.</p> <p>Use wire tools safely.</p> <p>Use recycled, natural and man-made materials to add details to the sculptures.</p> <p>Continue to use sketchbooks to explore how to join parts in a sculpture.</p> <p>Continue to develop an awareness of environmental sculpture.</p> <p>Artist: Gavin Worth</p>	<p>Use wire and Modroc to produce a 3d sculpture.</p> <p>Use wire as the armature for the Modroc.</p> <p>Confidently manipulate, cut and join the wire to create the armature.</p> <p>Layer, shape and manipulate the Modroc on top of the wire armature.</p> <p>Use wire tools safely.</p> <p>Recognise sculptural forms in the environment.</p> <p>Annotate work in sketchbooks.</p> <p>Artist: Alberto Giacometti</p>
<p>Vocabulary</p>	<p><i>Sculptor, sculptures, pinching, semi-abstract</i></p>	<p><i>Sculptures, sculptor, carving, modern artists</i></p>	<p><i>Sculptures, sculptor, shape, form, 3d art</i></p>	<p><i>Sculptures, sculptor, shape, form, 3d art</i></p>	<p><i>Sculptures, sculptors, shape, Sculpt, join, structure, shape, shadow, light, twist</i></p>	<p><i>Sculpture, sculptor, shape, surrealism, cubism, sculpt, join, structure, shape, twist</i></p>

<p>Collage</p>	<p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Select and arrange materials for a striking and bold effect.</p>	<p>Use collage more precisely.</p> <p>Use coiling, overlapping and tessellation for effect.</p>	<p>Develop more accuracy and precision.</p> <p>Use mosaic and montage.</p>	<p>Mix textures for visual and tactile effect.</p> <p>Use different materials to create different textures.</p>	<p>Develop embellishment skills using found and constructed materials.</p>
<p>Vocabulary</p>	<p>Collage, materials</p>	<p>Collage, materials, texture</p>	<p>Collage, materials, texture, coiling, overlapping, tessellation</p>	<p>Collage, materials, texture, mosaic</p>	<p>Collage, materials, texture, visual, tactile</p>	<p>Collage, materials, texture, visual, tactile, recycled</p>
<p>To analyse and evaluate</p>	<p>Describe what they think and feel about their own and others work.</p> <p>Comment and ask questions about pieces of art.</p>	<p>Evaluate peers work and suggest ways of improvement and refinement.</p> <p>Discuss differences in artists, their own and others work.</p> <p>Talk about and describe a range of artists.</p> <p>Talk about how they are inspired by the work of another.</p>	<p>Compare and evaluate peers work and suggest ways of improvement and refinement.</p> <p>Discuss similarities and differences in artists work and the mediums used.</p> <p>Talk about and describe the work of an increasing range of artists.</p>	<p>Adapt their own work according to their opinions and views.</p> <p>Talk about a widening range of great artists, architects and designers throughout history.</p> <p>Make links with artists work and their own.</p>	<p>Adapt their own work according to their own and others' views.</p> <p>Research the work of an artists and use their work to replicate a particular style.</p> <p>Make links with artists work and their own, annotating their work with comments and thoughts.</p>	<p>Modify and improve ideas and designs.</p> <p>Explain why they have used particular methods.</p> <p>Make links with artists work and their own, annotating their work with comments and thoughts.</p>