

KNOWLEDGE PROGRESSION IN ART AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR EXPRESSIVE ART AND DESIGN

	Physical Development: Moving and Handling	Expressive Arts and Design: Exploring and Using Media and Materials
Early Years Foundation Stage	<ul style="list-style-type: none"> • Children understand how to handle equipment and tools effectively. 	<ul style="list-style-type: none"> • Children know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KNOWLEDGE PROGRESSION IN ART AT KEY STAGE ONE

National Curriculum	<ul style="list-style-type: none"> • To use materials creatively to design and make products. • To use drawing and sculpture to develop and share ideas, experiences and imagination. • To develop a range of art and design techniques in using texture, line, shape, form and space. • To learn about the work of an artist.
Year One	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Children will need to appreciate art work of an artist. • Children will need to know about and appreciate the importance of geographical place, culture and history for an artist/group of artists and their work. • Children will have the opportunity to experiment with a range of materials, including different pencil grades, other drawing media and paints. • Understand how to sketch basic outlines using a drawing pencil. • Know how to use computing to create a picture. • Children will need to know what the primary & secondary colours are. • Understand how to mix primary colours to create secondary colours. • Children need to know what a repeating pattern is. • Children will need to know how to reflect on their piece of art work comparing to an artist. • Know how to ask sensible questions about a piece of art.

	<p><u>Printing</u></p> <ul style="list-style-type: none"> • Children will need to appreciate art work of an artist, or group of artists. • Children will think about the difference between an individual artist, and a collective, group or artists collaborating. • Children will think about and discuss the differences and similarities between 'art' and 'craft'. • Understand what sketching is and how to sketch basic outlines using a range of pencils. • Know how to use pencils to create lines of different thickness in drawings. • Children need to know what a print is, with a particular focus on textiles. • Children need to know what a repeating pattern is. • Children will need to know how to reflect on their piece of art work comparing to an artist. • Know how to ask sensible questions about a piece of art.
Year Two	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Children will need to appreciate art work of an artist. • Understand what sketching is and how to sketch basic outlines using a range of pencils. • Know how to use pencils to create lines of different thickness in drawings. • Understand how to proportion the face. • Understand how to create different expressions through artwork. • Children need to understand what a sculpture is and how to create a 3D sculpture using clay. • Know how to suggest improvements to their artwork. • Understand what they can see and like in the work of another artist. <p><u>Collage</u></p> <ul style="list-style-type: none"> • Children will need to appreciate art work by an artist reflecting on their own thoughts. • Know how artists have used colour, pattern and shape. • Children will have the opportunity to experiment with a range of materials, including those for mark-making and resources for collaging. • Understand how to sketch and create darker tones using a 2B (and possibly other grades) pencil. • Know how to effectively use oil pastels. • Understand how to design before carrying out art piece. • Understand how to use tissue paper in different ways to create effects. • Know how to use different effects within a computing paint package. • Suggest how artists have used colour, pattern and shape. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Children will need to appreciate art work by an artist asking questions linked to colour, pattern and shape. • Understand how computing can be used to support art work. • Understand how to create darker and lighter tones using HB and 2B pencils.

	<ul style="list-style-type: none"> • Be able to predict outcomes of colour mixing. • Know how to mix paint to create secondary colours. • Know how to create tints and tones. • Know how to reflect on their own art work produced. • Understand how colours link to natural and man-made objects.
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KNOWLEDGE PROGRESSION IN ART AT LOWER KEY STAGE TWO

National Curriculum	<ul style="list-style-type: none"> • To know about great artists in history. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing and painting.
Year Three	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Know which sources can be used to research historical art. • Know how to use a range of brushes to create effects in painting. • Understand where each colour sits on the colour wheel. • Understand what cave paintings are. • Children will have the opportunity to experiment with a range of materials, including those for drawing and painting. • Know how to use different grades of pencils to shade and add darker and lighter tones. • Know how to use different techniques with pencils to shade and add darker and lighter tones –hatching, cross-hatching, stippling’ in addition to ‘side of pencil shading’. • Recognise when art is from different historical periods, and/or cultures. • Be able to evaluate their own art work reflecting on how it compares to the historical art from this time period. • Know how to evaluate art work giving reasons. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Know which sources can be used to research art.

	<ul style="list-style-type: none"> • Children will need to appreciate art work of an artist. • Know how to use different grades of pencil to shade and to show different tones and textures. • Understand how to sketch a real life artefact, using tones and textures to add dimension. • Be able to evaluate their own art work, giving reasons and reflecting on how well it fulfills intentions. • Know how to improve drawings and sketches. • Know how to produce a final piece of art. <p><u>Printing Batik</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Know which sources can be used to research art. • Children will need to appreciate art work of an artist, or group of artists. • Children will think about and discuss the differences and similarities between 'art' and 'craft'. • Understand what sketching is and how to sketch basic outlines using a range of pencils. • Know how to use a range of pencils to create lines of different thickness in drawings. • Children need to know what batik is. • Children need to know that there are different types of pattern, in addition to repeating pattern. • Children will need to know how to reflect on their piece of art work comparing to an artist. • Know how to ask sensible questions about a piece of art. • Be able to evaluate their own art work, giving reasons and reflecting on how well it fulfills intentions.
Year Four	<p><u>Drawing and Painting Roman Panel Art & Kolam and Rangoli Patterns</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Know which sources can be used to research historical & contemporary art, including using computing. • Children will need to know how different artists developed their specific techniques. • Be able to reflect on art from different time periods, and from other cultures. • Understand the specifics of the genre they are working on. • Understand how to design before carrying out artwork, including using paint, and traditional ways of planning out work. • Know how to use line, tone, shape and colour to represent figures and forms. • Know how to mix paint to create secondary colours. • Know how to use paint to realise a design, and create a final art piece. • Know how to ask sensible questions about a piece of art. • Be able to evaluate their own art work, giving reasons and reflecting on how well it fulfills intentions. <p><u>Sculpture Clay work</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect,

	<p>revisit and review.</p> <ul style="list-style-type: none"> • Know which sources can be used to research historical art, including using computing. • Children will need to know how different artists developed their specific techniques. • Children will need to know how different media have different making and finishing properties and criteria. • Be able to reflect on art from different time periods, and from other cultures. • Know how to use different grades of pencils to shade and add darker and lighter tones. • Know how to use different colours of pencils to help plan their design. • Know how to handle clay without incorporating air. • Know how to use clay to make a pinch pot, and to add coils. • Know how to use slip to decorate a pot. • Know how to ask sensible questions about a piece of art. • Be able to evaluate their own art work, giving reasons and reflecting on how well it fulfills intentions.
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KNOWLEDGE PROGRESSION IN ART AT UPPER KEY STAGE TWO

National Curriculum	<ul style="list-style-type: none"> • To know about great artists in history. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing and painting.
Year Five	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Know which sources can be used to research contemporary and historical art, including using computing. • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Children will need to know how and why different artists/groups of artists developed their work, looking at culture, politics & personal circumstance, historical context – especially including graffiti art and Islamic art. • Understand what graffiti art and ceramic mosaic are and the materials, tools and techniques needed to create these. • Children will need to review and discuss the relationship between 'art' and 'craft', developing their understanding of how these have a status, and how that status can be determined & develop – by culture, class, time, etc. • Children will need to discuss how different art forms are perceived and how this can be affected by who is looking at the art, and how this can change over time, and/or through circumstances. • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Children will need to understand which grades of pencil will be appropriate to sketch, shade and to add texture and detail, and how to achieve using these to add darker and lighter tones, following on from Y3 teaching. • Understand what the foreground, middle ground and background of a landscape is.

	<ul style="list-style-type: none"> • Know how to use coloured pencils for design, applying the skills used with drawing pencils. • Know how to shade and tint paint to create darker and lighter tones. • Know how to experiment with shading to create mood and feeling, using both pencils and paint. • Know how to use mix and use paint to achieve planned design. • Know how to use and organise line, tone, shape and colour to represent figures and environments/settings. • Know how to proportion the face correctly to draw the features. • Understand that there are different mediums. • Know the variety of mediums that can be used, and have ideas on how to use them. <p><u>Screen Printing</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Know which sources can be used to research contemporary and historical art, including using computing. • Children will need to know how and why different artists/groups of artists developed their work, looking at culture, politics & personal circumstance, historical context – especially Pop Art, and the different techniques associated with it. • Children will need to appreciate and explore the artwork of an artist and then understand how to replicate artwork in their own style. • Know how to replicate the work of an artist. • Understand what Pop Art is and what needs to be included in the designs and finished art work. • Understand what screen printing is, and the materials, tools and techniques needed to create it. • How to interpret screen printing on paper.
Year Six	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review. • Understand what foreground, middle ground and background are. • Know which pencils are best to use for sketching, shading and adding detail and how to mix colours using pencils. • Understand how to use a range of paints effectively - including how to lighten and darker colour, how to glaze using acrylics and how to layer – to achieve a planned outcome. • Children will need to have knowledge of the life and work of great artists, comparing to other artists. • Understand the use of symbolism and absurdity in Surrealist Art. • Understand the development and meaning of Abstract Art. • Understand and discuss the impact of art movements on wider culture and design. • Children will need to review and discuss the relationship between 'art' and 'craft', developing their understanding of how these have a status, and how that status can be determined & develop – by culture, class, time, etc.

Sculpture

Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review.

- Children will need to have knowledge of the life and work of great artists, comparing to other artists.
- Children will need to know how and why different artists/groups of artists developed their work, looking at culture, politics & personal circumstance, historical context.
- Know how to use pencils to create lines of different thickness in drawings.
- Children need to understand what a sculpture is and how to create a 3D sculpture using wire, including form and shape.
- Children will need to understand the health and safety aspects of modelling with wire.
- Children will need to have knowledge of the life and work of great artists, comparing to other artists.
- Know how to analyse and discuss, explaining their views and listening to the views of others.

Revising all media

• Know how to use their sketchbooks for experimenting, recording, commenting and designing. Using it as a place to reflect, revisit and review.

- Children need to appreciate the life and work of an artist, developing understanding of their pieces of art.
- Understand how to use a range of pencils to sketch and shade, using light and dark tones and textures.
- Know how to apply simple textures & more complexed textures adding where appropriate.
- Know why chosen techniques have been used.
- Know and understand how to create different textures (hatching, contour hatching, cross hatching, random hatching, stippling, ink wash).
- Know how to use software to manipulate photographs.
- Understand how to use different mediums appropriately.
- Know how to analyse and discuss, explaining their views and listening to the views of others.