



"The study of art enables pupils to understand, appreciate, and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought" (Ofsted 2023).

Early Years Foundation Stage

Children begin their Art and Design learning journey at Burton Primary School in a fun, hands-on and developmentally appropriate way. Our Early Years Foundation Stage (EYFS) curriculum is designed to enable children to strengthen key skills and explore new techniques and ideas. The scheme closely links to the relevant outcomes, and the Early Learning Goals are taken from Development Matters and the EYFS Statutory Framework to ensure the highest quality of teaching. Our play-based curriculum ensures a child-led approach to Art and Design, with every lesson reflecting the ethos of 'process over outcome'. Lessons have flexible objectives, making them easily adaptable to any topic, and contain teacher prompts, guidance on assessment and key vocabulary. Teaching staff work and play alongside the children as they explore a range of media and grow in confidence as artists and craft-makers. Each unit mirrors the four key areas identified in the KS1 and KS2 curriculum to ensure learning progression right from Reception to year 6 and beyond. In addition, each unit provides opportunities for pupils to learn new skills, practise fine motor skills and develop their vocabulary with subject-specific language.

Key Stage 1 and 2

Our curriculum offers a holistic and sequenced teaching of the National Curriculum objectives, where each unit taught works towards the end of key stage attainment targets.

The Kapow scheme of work fulfils the statutory requirements in the National Curriculum (2014). The National Curriculum for Art and Design aims to ensure that all children:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design techniques.
- Know about great artists, craft-makers and designers, and understand the historical and cultural development of their art forms.

Art and Design Progression of Knowledge



From these aims, the Kapow scheme identified five strands which run throughout the curriculum:

- Generating ideas
- Using artbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

From these strands, the Kapow Art and Design scheme created sequential lessons organised into four core units (Key Stages 1 and 2) and five core units (EYFS with the addition of seasonal crafts) which run through every year group to allow children to build their skills and knowledge and apply them to a range of outcomes. The formal elements, a key part of the National Curriculum, is also woven throughout units, and key skills are revisited again and again with increasing complexity in a spiral curriculum model. In addition, children develop mastery in the process of making rather than the performative final outcome. Units in each year group are organised into four areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Each unit enables children to build skills and techniques towards exciting outcomes while offering opportunities for teachers to develop the learning for the needs of their children. Children use their artbooks (from year 1) to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

Our Spiral Curriculum Model

The organisation of lessons into units enables children to activate prior learning as they build on knowledge and skills gained in earlier units. Lesson planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development. This method builds a strong

Art and Design Progression of Knowledge



pedagogical foundation, which can be developed further as children progress through primary school. The concept of a 'spiral curriculum' is rooted in the work of cognitive psychologist Jerome Bruner, who was interested in developmental psychology and how children learn.

Using a spiral curriculum does not result in children learning the same concepts over and over again; rather, using what has already been taught to make connections between new concepts and previously learned material. Our curriculum ensures learning is:

- Cyclical: children revisit key concepts again and again.
- Increasing depth: each time learning is revisited, it is covered with greater depth.
- Prior knowledge: upon returning to each area, prior knowledge is utilised, so pupils can build on previous foundations, rather than starting again.

Our Progression of Skills and Knowledge documents identify the specific skills and knowledge that are taught within each unit and how these skills develop to ensure that attainment targets are securely met by the end of the Early Years Foundation Year and Key Stage 1 and 2. Creativity and independent outcomes are robustly embedded into units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being skill-specific and knowledge-rich, are unique to the children. Lessons are practical in nature and encourage experimental and exploratory learning with children using and taking ownership of their artbook (from year 1) to document their ideas.

Our Art and Design Progression of Knowledge identifies the different types of knowledge that are taught within each unit to ensure attainment targets are securely met by the end of the Early Years Foundation Year and Key Stage 1 and 2. The Ofsted research review series: Art and design (2023), states, "Pupils make progress in the art curriculum when they build practical, theoretical and disciplinary knowledge and learn the connections between them."

Types of knowledge in Art and Design, and how they link within and across the Kapow units of study

Substantive knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary

Art and Design Progression of Knowledge



In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

In the Kapow Primary curriculum, this knowledge largely links to our Making skills strand (including formal elements) as detailed above.

Children gain knowledge of the history of art through our knowledge of artists strand as detailed above. They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions: What is art?

Why do people make art?
How do people talk about art?

The evaluating and analysing strand covered this knowledge as detailed above.

The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use artbooks to develop their own artistic identity.

Progression of knowledge

Substantive knowledge: Practical Making skills strand (including formal elements)

Drawing unit

Drawing	EYFS: Reception	End of Key Stage 1	End of Lower Key 2	End of Upper Key 2
	• To know wax crayons, felt tip pens, chalk and pencil (including colouring pencil) make different types of marks when drawing a straight and wavy line. • To know texture is what something feels like.	<u>Year 1</u> • To know cross-hatch lines are drawing lines crossed over and close together. • To know a continuous line drawing is a drawing with one unbroken line. • To know that texture can be created from using different lines.	<u>Year 3</u> • To know shading is a drawing technique to create light and dark tones. • To know that tone is how light or dark something is. • To know that in order to create a lighter tone, the pencil pressure needs to be lighter.	<u>Year 5</u> • To know how to draw an image in different ways building on a previous knowledge of different techniques, e.g., continuous line, cross hatch or stippling, hatching, scribbling, stippling, blending and shading to create surface texture. • To know that futuristic drawing means an image looks like it is from the future. • To know how to develop drawn ideas for a print.

Art and Design Progression of Knowledge



- To know that shapes can overlap.

Year 2

- To know sketching is pressing the pencil down lightly.
- To know that texture can be created from making different drawn marks.
- To know that stippling is a form of drawn mark making to create surface texture and is created through quick up and down hand movements to make dash and dot marks.
- To know that drawn short lines is a form of mark making that creates the texture of fur/hair.
- To know scribbling is a form of drawn mark making created through a fast and irregular way of drawing to create texture.
- To know that different materials (sticks, toothbrushes, feathers and sponges) can be used as natural drawing tools to replicate texture.

- To know that in order to create a darker tone, the pencil pressure needs to be harder.

- To know texture can be created through rubbings.
- To know a frottage is the technique of taking a rubbing from a textured surfaces to form the basis of a drawn work of art.

Year 4

- To know that shading is a drawing technique that can make a drawing appear 3-dimensional.
- To know that pencils of different grades can produce different tones.
- To know that light and dark tones can be created through patterns.
- To know that proportion in drawing relates to the size of each part within a composition.

- To know how to combine the techniques of collagraphy and replicate a drawing to create a final mixed media futuristic composition.

Year 6

- To know Chiaroscuro is a drawing technique used to make something on a flat surface look more three-dimensional.
- To know Chiaroscuro means 'light and dark'.
- To know how to use drawn symbols to represent own self.
- To know how to make and use handmade drawing tools to mark-make and experiment with using feathers, sticks, pasta, pom-poms, cotton wool, pinecones and different paper types and to know the effects the different materials make.
- To know how to use charcoal to create chiaroscuro tonal technique effects (light and dark) using masking tape.
- To know Graffiti is used to describe drawn spray-painted words and images that appear on property without permission.

Art and Design Progression of Knowledge



		To know charcoal can make different types of line when drawing.		- To know that drawn Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message - To know drawn patterns and symbols can represent self.
Technical Vocabulary	bumpy, chalk , circle, colours , crayons, curved, drawing , felt tips , line, long, mark, paint, pattern, pencil , rough, rubbing, short, smooth, soft, straight, wavy & zig-zag, hard, long, short, wiggly, round and thin.	Year 1 Continuous line, cross-hatching, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture & vertical Year 2 charcoal, sketching, scribbling, lightly, expression, stippling, texture, light, dark, tone, pattern, illustration & illustrator shadow, blending, concertina, cross hatching, emoji, emotion, expression, frame, hatching, lines, mark-making, re-tell, storyboard, texture, Roald Dahl, Quentin Blake, thick and thin	Year 3 abstract, botanical, composition, light and dark, geometric, organic, scale, shading, pressure, texture, proportion & tone. Year 4 block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, monoprint printmaking, proportion, shading, grades, patterns, shadow, symmetry, tone, three-dimensional & wax-resist.	Year 5 collagraphy, collagraph decision, composition, mixed media, futuristic, imagery, print, propaganda, purpose, retrofuturism & technique. Year 6 chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, symbolic & tone, ancient civilisation, experimental, fresco, expressive, imagery, mark making, Maya, mural. Aesthetic, character traits, interpretation, modern art, reflective, represent, spirit companion, symbol, symbolic, dark, effect, form, light, shading, technique, audience, commissioned, graffiti, guerrilla art, impact, issue, street art, composition, convey, develop & drawing decisions

Substantive knowledge: Practical Making skills strand (including formal elements)

Painting and Mixed Media unit

<u>Painting and Mixed Media</u>	EYFS: Reception	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
		Year 1	Year 3 To know natural paints can be created using natural materials.	Year 5 To know a self-portrait is a portrait of the artist created by themselves.

Art and Design Progression of Knowledge



	- To know hands and items found in nature can be used as painting tools. - To know how to make marks using a paintbrush. - To know paint can be used to express ideas and feelings. - To know colours can be mixed together to alter the colour.	- To know that mixing primary colours together creates secondary colours. - To know it is important to clean a paintbrush fully to change colour. - To know that to print an object, a layer of paint/ink must cover the whole printing surface. - To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. - To know that mixing colours can be created by overlapping paint on artworks. - To know paint can be made lighter or darker (creating shades) by mixing with water or adding a lighter/darker colour. Year 2 - To know different amounts of paint and water can be used to mix hues (shades) of secondary colours. - To know texture can be created in paint through different painting tools.	- To know that identifying simple shapes within an image can support the copying of it. - To know that a positive print is the space taken up by the handprint. - To know that negative print is the empty space around and in between the handprint. - To know in prehistoric times (the Stone Age, Bronze Age and Iron Age) caves were used for artwork. Year 4 - To know a tint is a mixture of a colour with white to increase its lightness. - To know a shade is a mixture of a colour with black to increase its darkness. - To know mixing tints and shades of a colour creates a 3D effect when painting. - To know how to apply paint using stippling, dabbing and washing painting techniques. - To know a still life composition is arranging still objects.	- To know mixed media is a way of making art that uses more than one type of medium or technique. - To know a monoprint is one print. - To know an artist can reveal and express themselves and the historical era through their self-portrait. - To know how that combining materials and techniques creates particular effects. - To know different backgrounds, can represent different emotions or atmospheres though warm (yellow, orange and red) and cold (blue and green) colours. - To know that drawing lines can be created through words/text. - To know a photo can be the start of a mixed-media artwork. - To know that adapting an image can create a new one. Year 6 - To know that analysing an artwork means using different methods, e.g., describing, interpreting, relating, evaluating and responding to it. - To know that a final piece much be planned and developed.
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Art and Design Progression of Knowledge



		- To know a collage is created through arranging and overlapping pieces for contrast and effect. - To know collage materials can be shaped by cutting and tearing. - To know painted detail can enhance/improve a collage.		
Technical Vocabulary	create , cut, dab, design, painting tools , nature , dot, flick, glade, glossy, rip, shiny, slippery, smooth , splatter, stick , tear .	Year 1 blend, colour , mix , paintbrush , pattern, print, primary colour , secondary colour , shade, shape & texture. Year 2 primary colours , secondary colours , texture , collage , Romare Bearden , pattern, shade composition, clean, detail, mix, overlap, & surface.	Year 3 Natural paints , charcoal, drawing, medium, negative image, pigment, positive image, prehistoric , proportion, scale up & smudging Year 4 Tint , shade , lighter , darker , 3D (3 dimensional) effect , proportion , composition, dabbing, hue, proportion, shade, shadow, still life, stippling, dabbing, washing painting, abstract, detailed, figurative, landscape, muted, patterned, dabbing paint, paint wash, pointillism, stippling paint. Photorealism and still life.	Year 5 collage, monoprint , mixed-media , multi-media, warm and cold colours , photomontage & self-portrait Year 6 abstract , analyse , evaluate , describe , interpret , interpret medium, mixed-media, narrative, respond & tableau.

Substantive knowledge: Practical Making skills strand (including formal elements)

Sculpture and 3D unit

<u>Sculpture and 3D</u>	EYFS: Reception	End of Key Stage 1	End of lower Key Stage 2	End of Upper Key Stage 2
	To know clay and playdough is a soft material.	Year 1 To know that paper can rolled and folded by hand.	Year 3	Year 5 To know installation art is a type of 3D sculpture.

Art and Design Progression of Knowledge



	- To know clay and playdough can be manipulated by hand to change shape through bending, rolling and twisting. - To know modelling tools should be used safely. - To know that modelling tools cut and shape playdough and clay. - To know how to problem-solve and try out solutions when using modelling materials. - To know that planning ideas determines exactly what they would like to make.	- To know two-dimensional (2D) shapes mean flat, namely paper. - To know 3-dimensional (3D) shapes are shapes with three dimensions: length, width, and height. 3-D shapes are not flat. - To know shapes can be cut from paper and card. - To know paper can be cut and glued to make 3D structures. - To know how to create a variety of shapes in paper, for example, spirals and zig-zags. - To know different structures can be created using different materials, namely, newspaper rolls to create spider legs. Year 2 - To know hands can be used as tools to shape clay by rolling, smoothing and flattening it. - To know a pinch pot/thumb pot is made from pushing a thumb into a ball of clay to pinch the clay upwards to make an indent. - To know that clay can be joined together through the 'Score and Slip' method.	- To know card can be shaped through folding, twisting and rolling. - To know slots can be cut into card to join it together. - To know tabs can be cut into card to join it together. - To know that 2D shapes can form 3D structures. - To know how to join larger materials thinking about what gives 3D shapes stability. - To know negative space is the empty space inside or around an object. This can also be named white space. - To know positive space is the space taken up with an object. - To know that surface detail can be added to sculpture using colour or texture. - To know sculpture can be displayed for others to enjoy. Year 4 - To know sculptures can be created using different and varied materials, namely, soap, wire and recycled materials.	- To know installation art aims to transform (change/alter) a particular location (place) or space adding to the viewer experience. - To know installation art is usually large-scale. - To know installation art is created by an artist to communicate. - To know installation art can be fixed or temporary. - To know installation art can be interactive, namely, using light, sound and smell. - To know installation art can be created using everyday objects. - To know ordinary objects can be used to create an installation artwork through wrapping, colouring, covering and joining them. - To know how to try out ideas on a small scale to evaluate their effect. Year 6 - To know that an artists' life experiences/memories and self-concept can be translated into sculptural forms. - To know a relief sculpture is a method where sculpted pieces remain attached to a solid background of the same material.
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Art and Design Progression of Knowledge



		- To know 'scoring' means making the clay surface rougher. One method is to make hatchling lines in the clay using a tool. - To know 'Slipping' means clay is mixed with water to make glue. - To know patterns in clay can be created by pressing objects or tools into the clay.	- To know carving is safely using tools to shape something from a material. - To know wire should be cut using scissors away from your body, and the end of wire can be sharp. - To know sculpture is a 3D artwork which usually starts as a 2D sketch. - To know thin wire can be twisted and looped together to make a sculpture. - To know a neat line in wire is created by cutting and twisting the end onto the main piece. - To know light can be manipulated to create a shadow sculpture. - To know materials can be weaved and threaded to make something new. - To know there are different ways (orientations) to display a 3D piece for others to enjoy and appreciate.	- To know a relief sculpture can be created through layering 2D shapes to create a 3D form. - To know an artist decides whether their sculpture will be abstract or literal. - To know cardboard can be manipulated to create 3D forms through tearing, cutting, folding, bending and ripping it. - To know there are different locations to display artwork to improve a viewer's experience. - To know there are different ways to display artwork to improve viewer experience, namely, grouped with similar themed sculptures or stood alone.
Technical Vocabulary	Bend(ing), soft, clay, playdough, safely, rolling pin, chop, dough, flatten, join, pinch, plan, poke, pull(ing), push(ing), roll(ing), sculpture, slippery, smooth, squash, stick, stretch, twist(ing), cutter, pinch, slimy,	Year 1 cylinder, rolled, folded, shape, structure, scrunch, sculpture, spiral, two-dimensional, three-dimensional, zig-zag, paper, card, square, circle, triangle, Louise Bourgeois and spider Year 2	Year 3 2D shapes, 3D shapes, join, negative space, positive space, sculptor, slot, structure and tabs, twisting, rolling and fold(ing). Year 4 Carve, carving, sketch, wire, safely twist(ing), loop(ing), sculpture, scissors,	Year 5 Cai Guo-Xiang, concept, location (place), space, installation art, interactive & performance art, analyse, space, scale, viewer experience, transform, place, communicate, temporary, fixed, mixed media, lights, sounds, smell and everyday objects. Year 6

Art and Design Progression of Knowledge



	slippery, squash, sticky, twist and wet.	clay, score(ing) and slip (ping) method, pinch pot/thumb pot, surface, rolling, smoothing, cut, flatten, sculpture, 3-dimensional and flattening.	light, shape, orientation, recycled materials, light, shadow, display, weaving, metal, soap, recycled materials, threading, two-dimensional (2d), three-dimensional (3D) and recreating.	Life experiences, self-concept, memories, relief sculpture, translated, literal, abstract, self-express, stimuli, layering, viewer experience abstract, literal assemblage, composition and manipulate.
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Substantive knowledge: Practical Making skills strand (including formal elements)

Craft and Design unit

<u>Craft and Design</u>	EYFS: Reception	End of Key Stage 1	End of lower Key 2	End of Upper Key Stage 2
	- To know how to safely hold and use a pair of scissors, namely: thumbs pointing up, fingers down; elbows by your side and how to open and shut the blade. - To know to follow the lines when cutting. - To know that threading means putting small objects with a hole onto a thread/string. - To know there are different ways to cut: straight lines, wavy lines and zigzag lines. - To know there are different ways to join paper and card, and name two: glue, tape,	Year 1 - To know art can be created in different ways, and everyone can be an artist. - To know weaving usually happens on a loom. - To know weaving is crossing over paper, fabric or ribbon (up and under) to create an artwork. - To know wrapping is covering an object/shape to make it look different. - To know the weft is material to weave with. - To know a knot can join two materials together.	Year 3 - To know art can be used to tell a story or convey a message. - To know Ancient Egyptian art used repeated patterns shapes and colours. - To know the Ancient Egyptians created paper from the Papyrus plant which grew along the River Nile. - To know art can be used to find out about people and places. - To know the colours the Ancient Egyptians used were brown, yellow, blue and red.	Year 5 - To know architecture is the design and style of buildings. - To know a monoprint can be created by using printing ink rolled onto an acetate sheet or flat surface. - To know a monoprint is one print or copy. - To know when creating a monoprint using a line drawing, to press down firmly with a pencil over the lines being careful not to rest a hand as this will also print. - To know an architect is an artist that who designs buildings, and they are inspired by the world around them. - To know proportion is the relationship between parts, especially in their size.

Art and Design Progression of Knowledge



	split pin, fold, slot, tie, sew or flange. - To know it is easier to cut through paper than card. - To know paper can be folded, cut and curled. - To know tissue paper can be scrunched into a smaller shape. - To know colours can be chosen to create a simple repeated pattern. - To know that designing ideas on paper can be used to make an idea in 3D.	- To know a plait can join three threads together in a pattern. Year 2 To know some artists, make maps or work inspired (interested/excited) by maps in their artwork. To know a map can be to show (illustrate/represent) a journey. To know printmaking is an image drawn on a polystyrene tile and printed/copied onto another surface. - To know collaborative means working together to complete an artwork. - To know a relief map is a type of artwork where shapes stand out on a flat surface to make it look 3D. - To know that abstract art means not representing images of our everyday world. - To know cellophane can represent stained glass. - To know new colours can be created when overlapping cellophane.	- To know wet coffee or an old tea bag can be used to stain a page to make it look like papyrus paper. - To know a brown colour wash (brown paint with a lot of water added to it) can be used to stain a page to make it look like papyrus paper. - To know tearing different shades of brown paper and gluing it onto a page can make the page look like papyrus paper. - To know textured paper, namely, corrugated card strips can be glued to the page to look like papyrus paper. - To know artists experiment with ideas, techniques and materials before producing a final design. - To know a scroll is a long roll of paper or similar material with usually writing on it. - To know the Ancient Egyptian technique of creating papyrus paper was through layering and overlapping strips of the plants' stem.	- To know an architect draws buildings from different perspectives. - To know a type of view an architect may use is a perspective view which is a 3D drawing of a building. - To know another type of view an architect may use is a plan view which is a birds' eye view from above. - To know the last type of view an architect may use is a front elevation which is a 2D front and back drawing of a building. - To know how to draw an idea in the style of an architect that is annotated to explain key features and purposes and possible materials. - To know that a monument is designed in honour to remind people of particular event or person. - To know a monument is a legacy that will last to remember a person or event for future generations. - To know a monument design may not have literal meaning, Designs can be abstract and symbols, shapes and meaning may not be obvious to everyone. Year 6 To know a photomontage is created by cutting out elements from a selection of photographic images to combine and rearrange into a new composition.
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Art and Design Progression of Knowledge



		- To know not to press the pencil down too hard when drawing a design onto a polystyrene tile as it could cut the tile. - To know a printing roller is needed to apply ink to the tile. - To know the printing ink is ready when it makes a sticky sound when it is rolled out. - To know printing ink needs to cover the whole tile. - To know when the print needed to be smoothed down and evening rolled over using a printing roller. - To know 2D prints can be stood up to create 3D artworks. - To know it is important as an artist to think about how their work will be displayed.	- To know a zine is a mini book made from folding a single sheet of paper. - To know a zine can be used for artists to be creative to publish their ideas. Year 4 - To know a mood board is a visual collection of ideas which aim to convey a theme/idea. - To know a mood board can be used for inspiration for a design project. - To know Batik is a textile technique originated from Indonesia to develop a pattern. - To know designs in art can be used for a range of purposes, namely in printing on fabric in industry, namely on clothes, furniture and curtains. - To know an observational drawing is drawing what you see in front of you as realistically and true to life as possible. - To know observational drawing can be used to develop a pattern for design.	- To know photography is a digital art form using electronic devices and computers. - To know macro photography is very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool. - To know photos can be manipulated using photo editing tools. - To know a composition is the way that people or things are arranged in a painting or photograph. - To know monochrome/monochromatic is using only black, white, and grey, or using only one colour. - To know saturation is the intensity or strength of a colour. - To know design choices, need to be planned, and set up to create an interesting composition which is suitable for a specific purpose. - To know a cityscape is a view or image of a city. - To know photorealism is a painting or drawing style which closely resembles a photograph.
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Art and Design Progression of Knowledge



			• To know pascals can create bold colours that can be blended and smoothed to create texture. • To know a pencil can be used to create lines in pascal which can create texture. • To know Batik traditionally used hot wax to create patterns on fabric. • To know glue can be used as an alternative batik technique to create patterns on fabric. • To know a craftsperson is someone who makes things primarily by hand, having learned their skills over time. • To know craftsmanship means having expert knowledge and technical ability to produce work to a high standard. • To know a repeating pattern tile can be created through cut and torn paper shapes.	
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Art and Design Progression of Knowledge



Technical Vocabulary	Safely, scissors, cutting, lines, straight lines, wavy lines and zigzag lines, blade, follow, threading, thread/string, hole, bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, pattern, colours, thread, carefully, scrunch, slot, snip, string, tape, tie and wrap.	Year 1 Art, artist everyone, wrap(ping), different, loom, thread, up and over, weaving, artist craft, cut, knot, measure, plait, measure weave, warp, weft and wool. Year 2 Maps, inspired (interested/excited), illustrate (represent), journey, collaborative, printmaking, polystyrene/printing tile, copied, printed, abstract, relief map, composition, felt, fibre, ink, printing roller, colour, rolled, squeezed, cellophane, overlapping, pencil, printing ink, 2D, 3D, smoothed and stained glass, oppositive directions, layered, gallery, curator, design brief, composition, separating and loosening.	Year 3 Ancient Egypt, people, places, story, convey a message, colour(s), repeated, patterns, shapes, paper, Papyrus Plant, River Nile, brown, yellow, blue, red, composition, Egyptian, imagery, coffee, tea bags, stain, scroll, technique. zine, tearing, gluing, experiment, techniques, final design, scroll, layering, overlapping, stem and publish. Year 4 Mood board, visual collection, ideas, convey, theme/idea, inspiration, design project, batik, originated, Indonesia, observational, repeated pattern, shape, purposes, fabric, industry, observational, drawing, realistically, pascals, smoothed, bold, blended, texture, pencil, batik, technique, hot wax, alternative, glue, craftsperson and craftsmanship.	Year 5 Architecture, architect, artist, design buildings, inspired, proportion is the relationship, monoprint, perspectives. 3D, plan view which is a birds' eye view, front elevation, 2D, front, back drawing of annotated, key features, purposes, materials, monument, honour, legacy, future generations, literal meaning, abstract and symbols and shapes. Year 6 Photomontage, photographic images, combine, rearrange, composition, digital art, electronic devices, computers, macro photography, manipulated, photo editing tools, monochrome/monochromatic, black, white, and grey, colour, saturation, strength, intensity, design choices, purposes, cityscape and photorealism.
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Substantive knowledge: Practical Making skills strand (including formal elements)

<u>Pupils should know:</u>	EYFS: Reception	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Colour	- To know the names of the colours: red, yellow, blue, black, brown, grey, white, orange and purple (<i>Painting and Mixed Media unit</i>) - To know colours can be mixed together to alter the colour.	Year 1 - To know the primary colours are red, yellow and blue. - To know that that the primary colours can be mixed to make secondary colours: Red + yellow = orange	Year 3 - To know using light and dark colours next to each other creates contrast. - To know paint colours can be mixed using natural substances, and	Year 5 To know artists, use colour to create an atmosphere or to represent feelings in an artwork, for example, by using warm (red, orange and yellow or cool colours (blue and green). <i>(Painting and Mixed Media unit)</i> Year 6

Art and Design Progression of Knowledge



		Yellow + blue = green Blue + red = purple (Painting and mixed media unit) Year 2 - To know different amounts of paint and water can be used to mix hues of secondary colours. - To know colours can be mixed to 'match' real life objects or to create things from your imagination. - To know colour can be used to show how it feels to be in a particular place, for example, the seaside. (Painting and Mixed Media unit)	that prehistoric peoples used these paints. (Painting and Mixed Media unit) Year 4 - To know adding black to a colour creates a shade. (Painting and Mixed Media unit) - To know adding white to a colour creates a tint. (Painting and Mixed Media unit)	- To know that a 'monochromatic' artwork uses tints and shades of just one colour (Craft and Design unit) - Colours can be symbolic and have meanings that vary according to your culture or background, for example, red for danger or for celebration. (Painting and Mixed Media unit)
Form	To know modelling materials (playdough and clay) can be shaped using hands or tools. (Sculpture and 3D unit)	Year 1 - Form is three-dimensional (3D) art and called sculpture. - To know paper can change from 2D to 3D by folding, rolling and scrunching it. (Sculpture and 3D unit) Year 2 - To know a clay surface can be decorated by pressing into it or by joining pieces on to create a 3D effect.	Year 3 - To know 3D forms are either organic (natural) or geometric (mathematical shapes, like a cube). - To know organic forms can be abstract. (Sculpture and 3D unit) Year 4 - To know simple 3-D forms can be made by creating layers, by folding and rolling materials. (Sculpture and 3D unit)	Year 5 - The size and scale of 3D art work changes the effect of the piece. - To know an art installation is often a room or environment in which the viewer 'experiences' the art all around them. (Sculpture and 3D unit) Year 6 - The surface textures created by different materials can help suggest form in two-dimensional art work. (Sculpture and 3D unit)

Art and Design Progression of Knowledge



		To know that pieces of clay can be joined using the 'scratch and slip' technique. (Sculpture and 3D unit)		
Shape	To know the names of 2D shapes: circle, rectangles including a square and a triangle. (Sculpture and 3D unit)	Year 1 - To confidently draw the 2D shapes: rectangles (including squares), circles and triangles. To know the names of 3D shapes: cuboids (including cubes), pyramids and spheres and identify in some artworks. - To know paper can be shaped by cutting and folding it. (Sculpture and 3D unit) Year 2 - To know collage materials can be shaped to represent shapes in an image. (Painting and mixed media: Life in Colour) - To know patterns can be made using shapes. - To know shapes can be organic (natural) and irregular. - To know shapes can be geometric if they have	Year 3 - To know artists can focus on shapes when making abstract art. - To know negative shapes, show the space around and between objects. (Sculpture and 3D unit) Year 4 - To know how to use basic shapes to form more complex shapes and patterns (Craft and design unit)	Year 5 - To know Shapes can be used to place the key elements in a composition. (Craft and design unit) Year 6 - To know how an understanding of shape and space can support creating an effective composition. (Sculpture and 3D unit)

Art and Design Progression of Knowledge



		mostly straight lines and angles. (Sculpture and 3D unit)		
Line	To know lines can be created curved or straight and described orally in simple terms such as: 'wiggly,' 'straight' or 'round'. (Drawing unit)	Year 1 - To know wavy lines can represent movement in drawing. - To know drawing tools can be used in a variety of ways to create different lines, namely turning a wax crayon on its side or creating thick or thin lines with colouring pencils or pens. (Drawing unit) Year 2 - To know lines can be used to fill shapes, to make outlines and to add detail or pattern. (Drawing unit)	Year 3 To know how to use the same tool in different ways to create different types of lines, e.g. Using the side of a pencil so that the lead is flat to the paper. (Drawing unit) Year 4 To know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (Drawing unit)	Year 5 - To know lines can be used by artists to control what the viewer looks at within a composition, for example, by using diagonal lines to draw your eye into the centre of a drawing. (Drawing unit) Year 6 - To know how line is used beyond drawing and can be applied to other art forms. (Drawing unit)
Pattern	To know how to create simple patterns, namely, red yellow, red, yellow circles. (Craft and Design unit)	Year 1 - To know that a pattern is a design in which shapes, colours or lines are repeated. (Craft and Design unit) Year 2 - To know patterns can be used to add detail to an artwork. (Craft and Design unit) - To know drawing techniques such as, hatching, scribbling, stippling, and blending can make patterns.	Year 3 - To know pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). (Craft and Design unit) Year 4 - To know patterns can be irregular, and change in ways you wouldn't expect. (Craft and Design unit) - To know a starting point for a repeating pattern is called a motif, and a motif can be arranged in	Year 5 - To know artists, create pattern to add expressive detail to art works, for example, Chila Kumari Singh Burman using small everyday objects to add detail. (Painting and mixed media unit) Year 6 - To know pattern can be created in many different ways, for example, in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. (Sculpture and 3D unit)

Art and Design Progression of Knowledge



		To know surface rubbings can be used to add or make patterns. (Drawing unit)	different ways to make varied patterns.	
Texture	To know words to describe what something feels like (for example, bumpy, rough, etc). (Drawing unit)	Year 1 - To know that texture means 'what something feels like'. (Painting & mixed media: Colour Splash) - To know different drawing tools, can be used to make different marks. - To know different marks can be used to represent the textures of objects. (Drawing unit) Year 2 - To know drawing techniques such as, hatching, scribbling, stippling, and blending can create surface texture. (Drawing unit) - To know painting tools can create varied textures in paint.	Year 3 - To know texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. (Drawing unit) Year 4 - To know how to use texture more purposely to achieve a specific effect. (Drawing unit)	Year 5 - To know how to draw an image in different ways building on a previous knowledge of different techniques, e.g., continuous line, cross hatch or stippling, hatching, scribbling, stippling, blending and shading to create surface texture (Drawing unit repeated) Year 6 - To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. (Drawing unit)

Art and Design Progression of Knowledge



		- To know collage materials can be overlapped and overlaid to add texture. - To know collage materials can be chosen to represent real-life textures.		
Tone		Year 1 - To know there can be different shades of the same colour and identify colours as 'light' or 'dark.' (Drawing unit) Year 2 - To know that 'tone' in art means 'light and dark'. - To know tone can be added to a drawing by shading and filling a shape. - To know shading helps make drawn objects look more three dimensional. (Drawing unit)	Year 3 - To know shading can create different tones. - To know shading must be drawn in one direction leaving no gaps. - To know shading can include hatching, cross-hatching, scribbling and stippling. (Drawing unit) Year 4 - To know that pencils of different grades can produce different tones. - To know lighter tints (adding white) and darker shades (adding black) to a colour can create a 3D effect in artwork. (Drawing unit)	Year 5 - To know tone can show the foreground and background of artwork to create depth and distance. (Drawing unit) Year 6 - To know chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. (Drawing unit)

Substantive knowledge: Theoretical Knowledge of Artists

Art and Design Progression of Knowledge



Knowledge of Artists	EYFS: Reception	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Meanings	This aspect of the curriculum is child-led; adults' model and encourage discussion and individual responses to artists' works or their own artworks. (All units)	Year 1 - To know some artists are influenced by things happening around them, e.g., environment, historical, beliefs, etc. (Craft and Design unit - Cecilia Vicuña). Year 2 - To know some artists, create art to make people aware of good and bad things happening in the world around them. (Painting and mixed media unit - Romare Bearden).	Year 3 - To know art from the past can give us clues about what it was like to live at that time (Painting and Mixed media unit - Prehistoric painting). Year 4 - To know art can communicate powerful statements about right and wrong (Sculpture and 3D unit - Sokari Douglas Camp).	Year 5 - To know Ties Albers was influenced by the Space Race in his artwork (Drawing unit - Teis Albers, Cai Guo-Xiang). - To know artists 'borrow' ideas and imagery from other times and cultures to create new artworks. (Drawing unit - Retro futuristic images) - To know Cai Guo-Xiang creates art installations and wants the viewer to be part of the experience. - To know an artwork is interpreted will depend on the life experiences of the person looking at it. (Sculpture and 3D unit) - To know Friedensreich Hundertwasser is an architect famous for his use of colour and imagination (Craft and design: Architecture) Year 6 - To know Diego Rivera (a Maya artist) used symbols in his artwork to convey meaning. - To know Banksy uses Guerrilla art which is similar to graffiti as it is often produced without permission appearing unannounced in unusual places and can have a controversial message. (Drawing unit - Diego Rivera)

Art and Design Progression of Knowledge



				To know that sometimes, artists add extra meaning to what they create by working in places where they don't have permission to work. (Drawing unit - Graffiti and Guerrilla art)
Interpretations	This aspect of the curriculum is child-led; adults' model and encourage discussion and individual responses to artists' works	Year 1 - To know Clarice Cliff used bright colour circles in her circle tree painting. - To know sometimes artists, concentrate on how they are making something rather than what they make. (Painting and mixed media unit - Jasper Johns) - To know Louise Bourgeois made a spider sculpture. - To artists living in different places at different times can be inspired by similar ideas or stories. (Sculpture and 3D unit - Paper play, Tree of life concept and Nature). Year 2 - To know art can be figurative (derived from real objects) or abstract (art with unrecognisable objects) (Craft and Design unit: Emma Johnston).	Year 3 - To know the meanings, we take from art made in the past are influenced by our own ideas (Craft and Design unit - Prehistoric painting). Year 4 - To know designers can make beautiful things to try and improve people's everyday lives (Craft and Design unit -William Morris). - To know how and where art is displayed has an effect on how people interpret it. (Sculpture and 3D unit -Sokari Douglas Camp, Barbara Hepworth and Jaume Plensa).	Year 5 - To know Chila Kumari Singh Burman used self-portraits to represent important things about herself. (Painting and mixed media unit - Frida Kahlo, Vincent van Gogh, Rembrandt and Chila Kumari Singh Burman). - To know artists create works that make us question our beliefs. (Sculpture and 3D unit - Cai Guo-Xiang). - To know visual designs can represent big ideas like harmony with nature or peace (Craft and Design unit - Friedensreich Hundertwasser). Year 6 - To know artists, use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Painting and mixed media unit - Artist study: David Hockney, Richard Brackenbury, Paula Rego, John Singer Sargent or Lubaina Himid). - To know art can be a form of protest. (Drawing unit - Graffiti, Guerrilla art). - To know artists, find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.

Art and Design Progression of Knowledge



				(Drawing unit - Dan Fenelon). To know sometimes art creates difficult feelings when we look at it Painting and mixed media unit - Artist study: John Singer Sargent or Lubaina Himid).
Materials and processes	- To know artists, use modelling materials like clay to recreate things from real life (Sculpture and 3D unit -Clay animals) - To know artists, choose colours to draw or paint with. - To know artists, draw many different things and use different tools to draw with. (Drawing unit - Marvellous marks). - To know sometimes artists are inspired by the seasons (Seasonal crafts unit). - To know some art doesn't last long- it is temporary. - To know sometimes artists cut and stick photos to make new images. (Painting and mixed media unit - Paint my world).	Year 1 - To know artists can use everyday materials that have been thrown away to make art. (Craft and design unit - Cecilia Vicuña, Judith Scott). - To know artists, choose materials that suit what they want to make. (Sculpture and 3D unit - Louise Bourgeois). Year 2 - To know Quentin Blake is an illustrator and uses drawn lines to show how characters feel. (Drawing unit - Quentin Blake). - To know Romare Bearden created collaged using different materials. (Painting and mixed media unit - Romare Bearden). - To know artists can use the same material (felt) to make 2D or 3D artworks. (Craft and design unit (Maggie Scott).	Year 3 - To know Sir Anthony Caro was an English abstract sculpture who used scrap metal. (Sculpture and 3D unit - Anthony Caro). - To know artists, have different materials available to them depending on when they live in history. (Craft and Design unit - Prehistoric painting). - To know artists can make their own tools. (Craft and Design unit - Prehistoric painting). - To know artists experiment with different tools and materials to create texture. (Drawing unit - Max Ernst). - To know artists, make decisions about how their work will be displayed. (Sculpture and 3D unit - Ruth Asawa & Robert Morris). Year 4 - To know Paul Cezanne uses shades and tones in his artworks (Painting and Mixed Media.	Year 5 - To know artists can choose their medium to create a particular effect on the viewer. Drawing - I need Space - Teis Albers). - To know artists can combine materials; for example, digital imagery with paint or print. (Painting and mixed media unit - Chila Kumari Singh Burman & Teis Albers). - To know art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Sculpture and 3D unit - Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama & Olafur Eliasson). Year 6 - To know artists, use techniques, like chiaroscuro to create dramatic light and shade when drawing or painting. (Drawing unit - Vermeer, Da Vinci). - To know artists can use materials to respond to a feeling or idea in an abstract way. - To know artists, take risks to try out ideas; this can lead to new techniques being developed. (Painting and mixed media unit - Fiona Rae & Frank Bowling).

Art and Design Progression of Knowledge



		To know artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. (Craft and Design unit - Emma Johnson).	- To know artists can choose particular materials to communicate a message. (Sculpture and 3D unit - El Anatsui). - To know artists, choose what to include in a composition, considering both what looks good together and any message they want to communicate. (Painting and mixed media unit - Audrey Flack & Clara Peeters). - To know designers, collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - To know artists and designers sometimes choose techniques based on the time and money available to them. (Craft and Design unit - William Morris). - To know artists, use drawing to plan ideas for work in different media. (Sculpture and 3D unit - Mega materials).	- To know artists can make work by collecting and combining ready-made objects to create 'assemblage'. (Sculpture and 3D unit - Louise Nevelson & Joseph Cornell). - To know artforms are always evolving as materials and techniques change over time. (Craft and Design unit - Oscar Ukono & Michael Gaskell).
Themes	To know art can focus on different themes: nature, seasons, celebrations, sustainability and identity (Seasonal Crafts' unit)	Year 1 - To know art can focus on different themes: sustainability. (Craft and design unit - nature and Drawing unit - make your mark) Year 2 - To know art can focus different themes: identity.	Year 3 - To know art can focus different on themes: art can help people learn. (Drawing unit) Year 4 - To know art can focus different themes: sustainability, nature, right and wrong.	Year 5 - To know art can focus on different themes: identity sustainability; protecting the environment. (Painting and mixed media unit - portraits and Sculpture and 3D unit -Interactive installation). Year 6 - To know art can focus on different themes: symbolism.

Art and Design Progression of Knowledge



(Painting and mixed media unit -
Life in colour and stories - Tell a
story.

(Sculpture and 3D unit - nature; art is for
everyone)

(Drawing unit - Make my voice heard Painting and
mixed unit - Stories)

Disciplinary knowledge - Evaluating and analysing

<u>Evaluating and analysing</u>	EYFS: Reception	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
Pupils know				
What is art?	To know they can create artwork (All units).	Year 1 - To know art can be created by everyone, and anyone can be called an artist. (All units). - To know art is created in different ways. - To know an artist is someone who creates (Painting and mixed media - Colour splash. Craft and Design - Woven wonders & paper play) - To know craft is making something creative and useful. (Craft and Design unit - Woven wonders)	Year 3 - To know there are no rules about what art must be (Sculpture and 3D - Abstract shape and space) - To know artists, make art in more than one way. - To know art can be purely decorative or it can have a purpose. (Drawing unit - Growing Artists). Year 4 - To know artists make choices about what their art includes. (Painting and Mixed Media- Light and dark) - To know art can be displayed inside or outside. - To know art can be all different sizes. - To know art is interpreted differently depending on how it is displayed.	Year 5 - Art doesn't always last for a long time; it can be temporary. (Sculpture and 3D unit - Interactive installation) - To know that sometimes people disagree about whether something can be called 'art' (Craft and Design - architecture). Year 6 - To know art does not have to be a literal representation of something, it can be imagined and abstract and represent concepts, like memories and experiences (Sculpture and 3D unit - Making memories). - To know art can represent abstract concepts, like memories and experiences (Sculpture and 3D unit - Making memories). - To know art can be a digital art form, like photography (Craft and Design unit - Photo opportunity).

Art and Design Progression of Knowledge



			(Sculpture and 3D unit - Mega materials). To know artworks can fit more than one genre. (Painting and mixed media unit - Light and dark).	
Why do artists make art?		Year 2 - To know artists, make art about things that are important to them. - To know artists, make art for fun. (All units) - To know artists, make art to share their feelings. - To know artists, make art to explore an idea in different ways. Painting and mixed media unit - Life in colour, Sculpture and 3D unit - Clay houses & Craft and Design unit - Map it out) - To know artists can make art to decorate a space. (Craft and Design unit - Map it out). - To know artists, make art to help others understand something. (Drawing unit - Tell a story).	Year 3 - To know artists can make art to express their feelings, views or beliefs. (All units) - To know artists, make art to explore big ideas, like death or nature. (Drawing unit - Growing artists). - To know artists, use art to help explain or teach things. - To know artists, use art to tell stories and communicate. (Craft and Design unit - Prehistoric painting) - To know artists, make art for fun and to make the world a nicer place to be. (Sculpture and 3D unit - Abstract shape and space). Year 4 To know artists may create to explore right and wrong and to communicate their own beliefs.	Year 5 - To know artists, make art to express and portray emotion. (All units) - To know artists, make art to fit in with popular ideas or fashions. (Drawing unit - I need space). - To know artists, make art to encourage others to question their ideas or beliefs. (Sculpture and 3D unit -Interactive installation). - To know artists, make art to portray ideas about identity (Painting and mixed media unit - Portraits). Year 6 - To know that sometimes artists make art to express their views and opinions, which can be political or topical. (Painted and mixed media artist study) - Artists can create art to result in a reaction. (Drawing unit - Make my voice heard). - Artists can use art as a means to reflect on their unique characteristics (Sculpture and 3D unit - Making memories).

Art and Design Progression of Knowledge



		To know artists, use art to tell stories.	- To know art, craft and design affects the lives of people who see or use something that has been created. (Craft and Design unit - Fabric of nature). (Sculpture and 3D unit - Mega materials). - To know art can be created to make money; being an artist is a job for some people.	
How do people talk about art?	To know whether they like an artwork or not. (All units)	Year 1 & 2 To know whether they like an artwork or not and suggest possible reasons why. (All units)	Year 3 - To know people will have their own opinions about art, and that any possible disagreements should be respected (Sculpture and 3D unit - Abstract shape and space). - To know artwork can have several meanings for different people. (Craft and Design unit - Prehistoric painting) Year 4 - To know artists, evaluate what they make and talking about their art is one way to do this. (Drawing unit - Power prints and Craft and Design unit - Fabric of nature). - To know art is influenced by the time and place it was made, and this affects how people interpret it. (Sculpture and 3D unit)	Year 5 - To know talking sensitively and critically about plans for artwork, or evaluating finished work, can help improve what artists create. (All units) - To know people can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. (Drawing unit - I need space, Sculpture and 3D unit - Interactive installation and Craft and design unit - Architecture). - To know some artists become well-known or famous and people tend to talk more about their work because it is familiar. (Sculpture and 3D unit -Interactive installation) - To know comparing an artists' artworks can help people understand them better. (Painting and mixed media - Portraits & Sculpture and Sculpture and 3D unit - Interactive installation)

Art and Design Progression of Knowledge



			To know artists may hide messages or meanings in their work. (Painting and mixed media unit - Light and dark).	Year 6 - To know art can be analysed and interpreted in lots of ways and can be different for everyone. Any possible disagreements should be welcomed, respected and listened to. (All units) - To know art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. (Craft and design unit - Photo opportunity). - To know people can have varying ideas about the value of art. - To know everyone has a unique way of experiencing art. (Painting and mixed media unit - Artist study & Drawing unit - Make my voice heard)
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