

### Knowledge Progression in Art and Design

<b>Three and Four Year Olds</b>	<b>Physical</b>	<b>Expressive Arts and Design</b>
	<ul style="list-style-type: none"> <li>• Know the movements that correlate to making certain shapes, e.g. circle, when using mark making tools.</li> <li>• Know the names of key tools and resources, e.g. glue and scissors, and what they are used for.</li> <li>• Know the correct grip to use when holding scissors, pencils and other one-handed tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.</li> <li>• Know what they want to and could make, and which materials would work well.</li> <li>• Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas.</li> </ul>
<b>Reception</b>	<b>Physical</b>	<b>Expressive Arts and Design</b>
	<ul style="list-style-type: none"> <li>• Know techniques to help them move carefully and with control. Know the names of a range of tools.</li> <li>• Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure.</li> <li>• Know the safety rules when using certain tools, resources and equipment.</li> <li>• Know how to sit properly at a table or on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of different feelings.</li> <li>• Know that art and design can inspire feelings and emotions, and vice versa. Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.</li> <li>• Know that they can return to and build on their previous learning, and know who to ask for help when needed.</li> <li>• Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.</li> <li>• Know techniques for working collaboratively with adults and other</li> </ul>
<b>Early learning Goals</b>	<b>Physical</b>	<b>Expressive Arts and Design</b>
	<p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	<p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>• Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Know that they can share their creations, explaining the process they</li> </ul>

National Curriculum	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
Year 1	<p><b>Explore and Draw (with elements of 3D)</b></p> <ul style="list-style-type: none"> <li>• Know that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</li> <li>• Know that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</li> <li>• Know what a sketchbook is used for (experimentation and exploration).</li> <li>• Know how to use sketchbooks to record thoughts and idea, experiment with materials and develop ideas.</li> <li>• Know about the artist <a href="#">Andy Goldsworthy</a> and other artists who explore the world around them as inspiration</li> <li>• Describe what they feel about their work and the art of others</li> <li>• Recognise and describe key features of their own</li> <li>• and other’s work.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Know that watercolour is a media which uses water and pigment.</li> <li>• Know that we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</li> <li>• To know the names of the primary colours and begin to understand how colours mix to make secondary colours.</li> <li>• Respond visually to information using my sketchbook.</li> <li>• Explore the work of artists (<a href="#">Paul Klee</a> and <a href="#">Emma Burleigh</a>) who use watercolour and have shared my thoughts about their work.</li> <li>• Describe what they feel about their work and the art of others.</li> <li>• Recognise and describe key features of their own and other’s work.</li> </ul>	<p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Know that prints are made by transferring an image from one surface to another.</li> <li>• Know that relief prints are made when we print from raised images (plates).</li> <li>• Know how to use sketchbooks through teacher modelling to record thoughts and ideas, experiment with materials and develop ideas.</li> <li>• Know about artists, craftspeople and designers in the field of <b>printmaking</b>. Focus on the artists <a href="#">James Green</a> and <a href="#">Isla Middleton</a></li> <li>• Describe what they feel about their work and the art of others.</li> <li>• Recognise and describe key features of their own and other’s work.</li> </ul>

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Year 2	<p style="text-align: center;"><b>Expressive Painting</b></p> <ul style="list-style-type: none"> <li>• Know that some painters (contemporary and old masters) use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</li> <li>• Know that the properties of the paint that you use, and how you use it, will affect your mark making (e.g, techniques such as layering, impasto and sgraffito to give texture to a painting)</li> <li>• Know that primary colours can be mixed together to make secondary colours of different hues.</li> <li>• Know what it meant by the term ‘still life’.</li> <li>• Start to share my response to the work of other artists.</li> <li>• Use a sketchbook to fill full of colour and brush marks, inspired by other artists.</li> <li>• Use artist sources to develop their own original artwork.</li> <li>• To know about artists who produce expressive painting (contemporary – <a href="#">Marela Zacarias</a>, <a href="#">Charlie French</a>) and Old masters – (<a href="#">Van Gogh</a>, <a href="#">Cezanne</a>).</li> <li>• I can share my experiments and final piece with others and share what I liked and what went well.</li> <li>• I can enjoy the work of my classmates and I can</li> </ul>	<p style="text-align: center;"><b>Sculpture – Clay pots/models</b></p> <ul style="list-style-type: none"> <li>• Know that sculpture is the name given for artwork which exists in three dimensions.</li> <li>• Know that clay is pliable and can be molded, shaped and can be joined using the ‘scratch and slip’ technique.</li> <li>• Know that there is a relationship between drawings on paper (2d) and making (3d) and that we can transform 2d drawings into 3d objects.</li> <li>• Use sketchbooks to: Practice observational drawing and explore mark making</li> <li>• Use artist sources to develop their own original artwork.</li> <li>• Explore the work of artists who draw, <a href="#">Yellena James</a> and sculptors <a href="#">Ranti Bam</a> and <a href="#">Courtney Mattison</a>.</li> <li>• Reflect upon the artists’ work, and share responses verbally.</li> <li>• Present your own artwork (journey and any final outcome), reflect and share verbally.</li> </ul>	<p style="text-align: center;"><b>Printmaking - monoprinting</b></p> <ul style="list-style-type: none"> <li>• Know that monoprints are prints made by drawing through an inked surface, transferring the marks on to another sheet.</li> <li>• Know how to use sketchbooks effectively through further teacher modelling to record and develop thoughts, ideas and to experiment with materials</li> <li>• Use artist sources of natural world (photos from films) and drawing from observation to develop own original artwork.</li> <li>• Explore the work of artist <a href="#">Xgaoc’o Xare</a> who uses monoprintng technique</li> <li>• Compare own and others work (peers/study artist), identifying similarities and differences and what they like/would do differently next time.</li> </ul>

<b>1 National Curriculum</b>	<ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay] about great artists, architects and designers in history.</li> </ul>		
<b>Year 3</b>	<p style="text-align: center;"><b>Gestural Drawing with charcoal</b></p> <ul style="list-style-type: none"> <li>• Know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</li> <li>• Know that charcoal and earth pigment were our first drawing tools as humans.</li> <li>• Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</li> <li>• Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes etc</li> <li>• Create personal artwork using the artwork of others to stimulate them</li> <li>• Identify the properties of charcoal and artists who use it in their work (Artist study <a href="#">Laura McKendry</a> and <a href="#">Edgar Degas</a> and <a href="#">cave art</a>).</li> <li>• Shared my work with my classmates and talked about what I felt was successful and what I might like to try again.</li> <li>• Voice what I like about my classmates work and how it makes me feel</li> </ul>	<p style="text-align: center;"><b>Sculpture – 3D modelling</b></p> <ul style="list-style-type: none"> <li>• Know that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</li> <li>• Know that an armature is an interior framework which support a sculpture.</li> <li>• Develop mark making skills. And make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</li> <li>• Explore the work of makers <a href="#">Inbal Leitner</a>, <a href="#">Rosie Hurley</a> and illustrator <a href="#">Queintin Blake</a> who take inspiration from literature film, drama or music and animate their work.</li> <li>• Reflect and share how the way I made my sculpture helps capture feelings about the original character.</li> <li>• Enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>• Share my feedback about my classmate’s work.</li> </ul>	<p style="text-align: center;"><b>Collage and Printmaking</b></p> <ul style="list-style-type: none"> <li>• Know that we can combine collage with other disciplines such as drawing, printmaking and making.</li> <li>• Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes etc</li> <li>• Create personal artwork using the artwork of others to stimulate them.</li> <li>• Explore the work of artists <a href="#">Henri Matisse</a> and <a href="#">Romare Bearden</a> (collage) <a href="#">Henri Rousseau</a> as art stimulus</li> <li>• Explore an artwork through looking, talking and drawing and know how artists have used colour, pattern and shape and artist’s intention.</li> <li>• Reflect on their own work saying what they liked and what they would like to try again in order to make improvements.</li> </ul>

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Year 4	<p style="text-align: center;"><b>Explore Pattern</b></p> <ul style="list-style-type: none"> <li>Know that working with pattern uses many different concepts including repetition, sequencing, and symmetry.</li> <li>Know that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</li> <li>Use sketchbooks to explore how to make drawings inspired by “rules” and generate many different types of patterns.</li> <li>Know that artists can work with pattern for different reasons: Understand Surface Pattern Designers (<a href="#">Rachel Parker</a>) work to briefs to create patterns for products and Artists work with pattern to create paintings or other works.</li> <li>Explore the work of an artist who creates artwork inspired by pattern (<a href="#">Rachel Parker</a>, <a href="#">Andy Gilmore</a>).</li> <li>Present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.</li> </ul>	<p style="text-align: center;"><b>Sculpture, Inventiveness &amp; Determination</b></p> <ul style="list-style-type: none"> <li>Know that making sculpture can be challenging and requires a combination of skills, but that we can learn through practice.</li> <li>Know that we can take creative risks in our own work and that we can explore materials and ideas feeling free from criticism.</li> <li>Know that we can express our personality through the art we make.</li> <li>Use sketchbooks to practise drawing skills, Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials and explore pattern, colour, line and shape.</li> <li>Explore how artists (<a href="#">Ernst Haekel</a>, <a href="#">Hoang Tien Quyet</a>, <a href="#">John James Audubon</a>, <a href="#">Dusciana Bravura</a>) draw from the world around them to help us understand things about ourselves.</li> <li>Explore how artists take creative risks by manipulating and representing the materials around them</li> <li>Discuss the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> <li>Appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</li> </ul>	<p style="text-align: center;"><b>Painting – Still life</b></p> <ul style="list-style-type: none"> <li>Know that still life is the name given to the genre of painting (or making) a collection of objects/elements</li> <li>Know how to show different tones and textures with paint to capture 3D form</li> <li>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> <li>Express thoughts and feelings through the tactile creation of art.</li> <li>Know that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</li> <li>Explore the work of contemporary artists (<a href="#">Hilary Pecis</a>) and more traditional artists (<a href="#">Paul Cezanne</a>, <a href="#">Peter Claesz</a>) who work within the still life genre.</li> <li>Know how artists have used colour, pattern and shape and artist’s intention.</li> <li>Present and share artwork, and explain how sketchbook work has helped to build knowledge and skills towards final piece.</li> <li>Use their own and other’s opinion of work to identify areas of improvement.</li> </ul>

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Year 5	<p style="text-align: center;"><b>Typography and maps</b></p> <ul style="list-style-type: none"> <li>• Know that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions</li> <li>• Use sketchbooks for referencing, collecting and testing ideas, and reflecting.</li> <li>• Know how some artists and designers (<a href="#">Louise Fili</a>, <a href="#">Chris Kenny</a>, <a href="#">Paula Scher</a> and <a href="#">Grayson Perry</a>) use their typography and graphic skills to using symbols (personal and cultural) to map identity as well as geography.</li> <li>• Reflect upon what I think their maps mean, what I like about them, and what interests me.</li> <li>• Share my work with the class, reflect upon what was successful and give useful feedback on the work of my peers.</li> </ul>	<p style="text-align: center;"><b>Painting – land and city scapes</b></p> <ul style="list-style-type: none"> <li>• Understand that there is a tradition of artists working from land, sea or cityscapes.</li> <li>• Explore and experiment with mark making and different media.</li> <li>• Record visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>• Explore artists (<a href="#">Vanessa Gardiner</a>, <a href="#">Kittie Jones</a>, <a href="#">Saoirse Morgan</a>, <a href="#">Shoreditch Sketcher/Cathy Duggan</a>) who use a variety of media, often combining media (mixed media) in inventive ways to capture the energy and spirit of land or city scapes.</li> <li>• Explore how artists often work outside (plein air) so that all their senses can be used to inform their work and capture the spirit of the place.</li> <li>• Share my journey and discoveries with others and am able to reflect upon what I have learnt.</li> <li>• Appreciate and be inspired by the work of my classmates, and I can share my response to their work.</li> </ul>	<p style="text-align: center;"><b>Architecture - Dream big or small</b></p> <ul style="list-style-type: none"> <li>• Know about the role of an architect.</li> <li>• Know that we make sculpture by adding materials it is called Construction</li> <li>• Know how architecture influences our lives and how artists can change the world for the better.</li> <li>• Develop ideas through sketches and enhance knowledge, skill and technique in sketchbooks.</li> <li>• Design, create and invent for purposes.</li> <li>• Know about architects (<a href="#">Norman Foster</a>, <a href="#">Zaha Hadid</a>) - Study and explore different architecture.</li> <li>• Present and respond to my work, reflect and share with others in relation to how your intention relates to the reality of what you are building.</li> </ul>

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Year 6	<p style="text-align: center;"><b>2D drawing to 3D making</b></p> <ul style="list-style-type: none"> <li>Know that drawing and making have a close relationship.</li> <li>Know that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</li> <li>Know that there are technical processes we can use to help us see, draw and scale up our work</li> <li>Use sketchbooks to record and reflect, collecting the ideas and approaches I like which I see other artists use.</li> <li>Explore the artist <a href="#">Lubaina Himid</a> who use her drawing skills to make objects, and share responses to their work, thinking about their intention and outcome.</li> <li>Share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</li> <li>Appreciate the work of my classmates. I can listen to their intentions and share my response to their work</li> </ul>	<p style="text-align: center;"><b>Mixed media - Identity</b></p> <ul style="list-style-type: none"> <li>Know about portraiture and different mediums (sculpture, painting, drawing, photographs)</li> <li>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</li> <li>Know how materials can be layered and the effect this creates.</li> <li>Use sketchbooks to record, generate ideas, test, reflect and record. (as viewers we can use our visual literacy skills to learn more about both the artist and ourselves).</li> <li>Explore how artists (<a href="#">Njideka Akunyili Crosby</a>, <a href="#">Yinka Shonibare</a>, <a href="#">Thandiwe Muriu</a>, <a href="#">Mike Barrett</a>) explore their identity and their own experiences by creating layered and constructed images.</li> <li>Share my response to their work with my classmates.</li> <li>Share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</li> <li>Appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</li> </ul>	<p style="text-align: center;"><b>Mixed Media – activism</b></p> <ul style="list-style-type: none"> <li>Know how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</li> <li>Know how artists screen print</li> <li>Make personal investigations and record observations in sketchbooks.</li> <li>Record experiments with media and try out new techniques and processes in sketchbooks</li> <li>Develop personal, imaginative responses to a theme showing thoughts and feelings and expressing ideas about art through messages, graphics, text and images.</li> <li>Study and explore artwork made by designers <a href="#">Luba Lukova</a>, <a href="#">Faith Ringold</a> <a href="#">Kate Deciccio</a> and <a href="#">Shepard Fairey</a></li> <li>Know how different artists developed their specific techniques.</li> <li>Reflect and share personal work with classmates,</li> <li>articulating feelings about the journey and outcome</li> <li>Reflect upon the differences and similarities of their work (and experience) to artists and peers.</li> </ul>

