

Hutton Rudby Primary School- Knowledge Progression for Art and Design

Please note that pupils will learn factual knowledge in Art and Design through the study of famous artists.

		<u>Making Skills</u> <u>Procedural Knowledge</u> "How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods"	<u>Generating Ideas</u> <u>Conceptual Knowledge</u> "The interrelationships among the basic elements within a larger structure that enable them to function together"	<u>Formal Elements Factual Knowledge</u> "The basic elements students must know to be acquainted with a discipline or solve problems in it"	<u>Evaluation</u> <u>Metacognitive Knowledge</u> "Evaluate and analyse own and others' work"
EYFS		Use simple tools to effect changes to materials. Use a pencil effectively. Small motor skills allow for a range of tools to be used confidently and competently. Develop colour mixing techniques.	Listen to other ideas. Begin to show accuracy and care when drawing.	Use the natural world to inspire their work. Use art and artists to inspire their work.	Think about and discuss what they want to make prior to making it. Share their creations, explaining the process they have used.
Year 1	Drawing	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark making. To explore mark making using a range of tools, being able to create a diverse and purposeful range of marks through experimentation and vocabulary.	Use sketchbooks to explore ideas in an open-ended way. Explore their own ideas using a range of media.	Know that a pattern is a design in which shapes colour or lines are repeated. Know that texture is what something feels like. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks. Know that tone in art means light and dark. Know that we can add tone to drawing by shading and filling a shape. Know the primary colours and red, yellow, and blue. Know that primary colours can be mixed to make secondary colour. Know that we can change paper from 2D to 3D by folding, rolling, and scrunching it. To know that 3D art is called sculpture. Know that paper can be shaped by cutting and folding. Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Describe similarities and differences between practices in art and design e.g. between painting and sculpture and link these to their own work. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Describe and compare features of their own and others work. Build more complex vocabulary when discussing their own and others art.
	Painting and mixed media	Experiment with paint, using a wide variety of tools (e.g. brushes, spongers, fingers) to apply paint. Play with combinations of materials to create simple collage effects. Select materials based on their properties e.g. shiny, soft.			
	Sculpture and 3D	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.			Evaluate their work more regularly and independently during the planning and making process.

Year 2	Drawing	<p>Further develop mark making with a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark making.</p> <p>Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/ dark lines, patterns and shapes.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try next.</p>	<p>Know that surface rubbings can be used to make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns.</p> <p>Know that patterns can be used to add detail to artwork.</p> <p>Know that collage materials can be chosen to represent real life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.</p> <p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p> <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to match real life objects or to create things from imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place e.g. the seaside.</p> <p>Know that composition means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the scratch and slip technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Know that collage materials can be arranged to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) or irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p>	<p>Talk about art they have seen using appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Explain their ideas and opinions about their own and others art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>
	Painting and mixed media	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint.</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage, based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p>			
	Sculpture and 3D	<p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>			

Year 3	Drawing	<p>Confidently use of a range of purposes for example recording things using drawing and annotations, planning and taking next steps in a making process. Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Develop drawing through further direct observation using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Use sketchbooks for a wider range of purposes and annotations, planning and taking next steps in a making process.</p>	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints</p> <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that negative shapes show the space around and between objects.</p> <p>To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>To know that 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.</p> <p>To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how art works may have been made.</p> <p>Confidently explain their ideas and opinions about their own and others work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>
	Painting and mixed media	<p>Select and use a variety of painting techniques including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task, e.g., choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways e.g. cy cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>			
	Sculpture and 3D	<p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold)</p> <p>Experiment with combining found objects and recyclable materials to create sculpture.</p>			

Year 4	Drawing	<p>Apply observational skills, showing greater awareness of composition and demonstrating the beginnings of individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve their understanding, develop ideas and plan for an outcome.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Build a more complex vocabulary when discussing their own and others art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>
	Painting and mixed media	<p>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms e.g. beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>			
	Sculpture and 3D	<p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to stimulus and begin to make choices and materials used to work in 3D.</p>			

Year 5	Drawing	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form</p>	<p>Develop ideas more independently from their own research.</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</p> <p>To know that the size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> <p>To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>To know how to create texture on different materials.</p> <p>To know that tone can help show the foreground and background in an artwork.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
	Painting and mixed media	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p>			
	Sculpture and 3D	<p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms eg.wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently</p>			

Year 6	Drawing	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>To know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p> <p>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</p> <p>To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know how line is used beyond drawing and can be applied to other art forms.</p> <p>To know how an understanding of shape and space can support creating effective composition.</p> <p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work</p> <p>To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
	Painting and mixed media	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists’ work.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p>			
	Sculpture and 3D	<p>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.</p>			