

Synergy Schools

Theoretical, disciplinary and sketchbooks progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Theoretical knowledge</u></p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>Enjoy looking at and talking about art</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils learn about the work of artists.</p> <p>Pupils know that some artists make art for different purposes.</p> <p>Pupils know that artists can come from all around the world.</p> <p>Pupils can describe what they can see and like in artists work</p> <p>Pupils can begin to discuss similarities and differences between artwork or artists</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils know about the materials and techniques the artist has used to create their work.</p> <p>Pupils know that where an artist lives can affect what they create</p> <p>Pupils can describe similarities and differences between artwork or artists.</p> <p>Pupils can create a piece of work in response to another artist's work</p> <p>Pupils will know that art has been created throughout history and worldwide.</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils understand how artists choose materials based on their properties to achieve certain effects</p> <p>Pupils can begin to identify and discuss the processes the artist has used</p> <p>Pupils will begin to explore how art can connect with emotions.</p> <p>Pupils will know about different artists and their influences e.g. where they live</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils can discuss more confidently the processes the artist has used.</p> <p>Pupils know artists make choices about what, how and where they create art and can fit more than one genre.</p> <p>Pupils know that art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Pupils will learn that artists can choose materials to communicate a message.</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils learn more about historical / social context that influences artists work.</p> <p>Pupils can independently features (e.g. identify different brushwork) used</p> <p>Know that artists are influenced by what is going on around them, for example culture, politics and technology.</p> <p>Pupils will 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</p>	<p><u>Theoretical knowledge</u></p> <p>Pupils are able to describe how the cultural and historical context may have influenced an artists creative work.</p> <p>Pupils can recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces</p> <p>Pupils will discuss how artists create work with the intent to create an impact on the viewer.</p>

					creative work.	
<p><u>Disciplinary knowledge</u></p> <p>Pupils can respond in a range of ways to experience</p> <p>Pupils can talk about their artwork, stating what they feel they did well.</p> <p>Pupils can say if they like artwork or not and begin to form opinions by explaining why.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will consider some of the reasons people create art, begin to describe art with appropriate vocabulary,</p> <p>Pupils will begin to talk about artwork and say what they feel</p> <p>Pupils can describe what they can see and like in the work of another artist.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will begin to talk about how they could improve their own work.</p> <p>Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</p> <p>Pupils can talk about how art is made.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will begin to carry out a problem-solving process and make changes to improve their work.</p> <p>Pupils will discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Pupils will use vocabulary when discussing their own art.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will more confidently use vocabulary when discussing their own and others' art.</p> <p>Pupils can evaluate their work more regularly and independently during the planning and making process.</p> <p>Pupils can discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will describe the style of artworks with appropriate vocabulary.</p> <p>Pupils will confidently evaluate their own work and the work of others.</p> <p>Pupils will begin to use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><u>Disciplinary knowledge</u></p> <p>Pupils will understand that art can be practiced and improved upon.</p> <p>Pupils will evaluate their own work and the work of others by which takes account of context and intention.</p> <p>Pupils can consider why an artist chooses to use art in this way.</p> <p>Pupils will independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

<u>Sketchbooks</u>	<u>Sketchbooks</u>	<u>Sketchbooks</u>	<u>Sketchbooks</u>	<u>Sketchbooks</u>	<u>Sketchbooks</u>	<u>Sketchbooks</u>
Experiment in an exploratory way.	Pupils will use sketchbooks to begin exploring ideas.	Pupils will experiment in sketchbooks using drawing to record their ideas.	Pupils will use sketchbooks to plan their artwork using drawing and help make decisions about what to try out next.	Pupils will use sketchbooks for a wider range of purposes. For example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Pupils will confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Pupils will use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.