



## ART AND DESIGN PROGRESSION: Disciplinary and Substantive knowledge

Generating Ideas					
	KS1	Year 3	Year 4	Year 5	Year 6
Exploring art/artists	To be taught 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. (NC statement)				
Experimenting		<p><b>Drawing</b> Create <b>patterns</b> and <b>textures</b> such as hatching, cross hatching, stippling and dappling with a variety of media</p> <p>Begin to show an awareness of objects having a <b>third dimension</b> and <b>perspective</b> in their drawings by using highlight and shading.</p> <p><b>Painting</b> Mix <b>primary colours</b> and <b>secondary colours</b> to achieve colour matching</p> <p>Experiment with increasing control over the types of marks made when painting</p>	<p><b>Drawing</b> Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop <b>tone</b>.</p> <p>Using a single <b>focal point</b> and <b>horizon</b> to develop further simple perspective.</p> <p>Drawings include features of the third dimension and perspective.</p> <p><b>Painting</b> Mix colour with increasing confidence building on previous knowledge.</p>	<p><b>Drawing</b> Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop close observation skills- possibly using viewfinders.</p> <p>Develop an awareness of <b>composition, scale</b> and <b>proportion</b> in their drawings.</p> <p>Work in a sustained and independent way to create a detailed drawing, developing a key element of their work: Line, tone, pattern, texture.</p>	<p><b>Drawing</b> Develop their own style using <b>tonal contrast</b> and <b>mixed media</b> drawing.</p> <p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion. <b>Painting</b> Mix colour, shades and tones with confidence building on</p>

		<p>Experiment with different effects and <b>textures</b> inc. blocking in colour, washes, thickened paint</p> <p>creating textural effects (adding PVA and/or sand, sawdust, flour etc.).</p> <p><b>Printing</b> Explore and develop mono-printing techniques (the process of making a print using 'mark making')</p> <p>Work into prints once they are dry with a range of media e.g. crayons, colour pens and pencils etc.</p> <p>Begin to understand what <b>positive</b> and <b>negative</b> spaces are.</p> <p><b>Textiles</b> Experiment with dying fabrics and/or threads one colour. Using natural dyes.</p> <p>Weave fabrics using a frame.</p> <p>Sew with straight stitches to create patterns and surface decorations.</p> <p>Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue.</p>	<p>Begin to explore <b>complimentary</b> colours.</p> <p>Add white or black to colour to <b>tint or shade</b> a colour for effective colour matching.</p> <p>Confidently control types of marks made when painting.</p> <p>Create different effects and textures with paint according to what they need for the task inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and /or sand).</p> <p><b>Collage</b> Selects resources for their collage based on the suitability of the <b>colour, shape, texture</b> and <b>pattern</b> suiting the purpose.</p> <p>Cut and tear materials with some accuracy.</p> <p>Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc.</p> <p>Sticks with increasing accuracy, exploring overlap, mosaic or overlay.</p> <p><b>Sculpture</b></p>	<p><b>Painting</b> Mix colour, <b>shades</b> and tones with increasing confidence.</p> <p>Begin to plan work to make effective use of space and work in a sustained and independent way.</p> <p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Begin to create <b>atmosphere</b> and <b>light effects (shadow and highlights)</b> through use of black and white as well as colour mixing.</p> <p><b>Printing</b></p> <p><b>Textiles</b> Explore wax resist on fabrics</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Apply decoration to meet a desired effect.</p> <p>Change or modify threads and fabrics to meet a desired effect by knotting, fraying, fringing, pulling threads, twisting or plaiting.</p>	<p>previous knowledge. Understanding which works well in their work and why.</p> <p>Plan work to make effective use of space and work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures.</p> <p>Confidently create atmosphere and light effects through use of colour mixing.</p> <p><b>Collage</b> Creates their own collage choosing, suiting, arranging and applying materials focusing on <b>colour, shape, texture</b> and <b>pattern</b>.</p> <p>Accurately cuts complex shapes.</p> <p>Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour.</p>
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			<p>Explore cutting, shaping and <b>impressing</b> patterns into clay/dough.</p> <p>Join pieces of clay using <b>scoring, blending</b> and <b>slip</b>.</p> <p>Explore different ways of finishing work: vanish, paint or shoe polish and varnish.</p> <p>Experience working in <b>relief</b> (remains attached to a solid e.g. clay tile is relief) and <b>freestanding</b> (finished on all sides e.g. clay thumb pot).</p> <p>Recognise sculptural forms in the environment.</p>		<p>Decides how to arrange the materials in order to create a desired effect and sticks with accuracy.</p> <p><b>Sculpture</b> Model and develop work through a combination of <b>pinch, slab</b>, and <b>coil</b>. As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip.</p> <p>Work around <b>armatures</b> (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes).</p> <p>Combine <b>medias</b> to create a sculpture (e.g. incorporate glass pebbles).</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose.</p> <p>Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work.</p>
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**Creating**

	<b>KS1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<p>Select appropriate resources to create effect (from a variety of media pencils, crayons, pastels, felt tips, charcoal, chalk, graphics packages)</p> <p>Can control the types of marks made with different media on a range of surfaces</p> <p>Can produce a range of expanding patterns using different techniques</p> <p>Can investigate tone by drawing light/dark lines, patterns and shapes</p>	<p>Create an observational drawing of a woolly mammoth that shows texture generated by hatching or cross-hatching. To use highlights and shading to create a 3D effect.</p>	<p>Create drawings in the style of David Hockney focusing on focal points and horizons using intricate patterns and textures from a different grades of pencil</p> <p>Create drawings of cityscapes inspired by famous architectures focusing on the patterns and textures and using shading and highlighting to give 3D effects.</p>	<p>Create a simple lone drawing of an astronaut focusing on different techniques to create texture</p> <p>Create a drawing of an animal using a variety of media while being aware of scale and proportion. Use various drawing techniques to create texture, tone, pattern and a 3d effect.</p>	<p>Create an observational drawing of facial features while developing own style of drawing through line, tone, pattern, texture. Focusing on drawing in proportion and to scale.</p> <p>Create intricate drawings of reptiles by replicating the other half of an image, focusing on tonal contrast, pattern and texture with mixed media.</p>
<b>Painting</b>	<p>Can control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</p> <p>Can mix primary and secondary colours to explore the colour wheel and spectrum.</p> <p>Can experiment with tints (adding white) and shades (adding black).</p>	<p>Can name primary colours and mix secondary and tertiary colours</p> <p>Can understand the effect of poster and watercolour paint and select which one to use for desired effect.</p>	<p>Can understand how to give paint texture by adding sand etc</p> <p>Can understand how to add tint and shade to colour using black and white paint.</p>	<p><b>Final outcome?</b></p>	<p>Use watercolour to mix various skin tones to create a portrait painting of an inspirational figure.</p>

Collage	<p>Can fold, crumple, tear and overlap materials</p> <p>Can select the most appropriate adhesive to use</p> <p>Can embellish a basic collage using a range of media</p>		<p>Create a collaged landscape inspired by David Hockney by applying a range of collage techniques such as crumpling, creasing, folding, pleating, scoring, tearing, fraying</p>		<p>Create a collage by arranging materials to create desired effect focusing on colour, shape, texture and pattern.</p>
Printing	<p>Can explore and create different patterns by choosing appropriate objects to create effect.</p> <p>Can explore pattern and shape by using techniques such as layering.</p> <p>Can carry out different printing techniques, including mono printing, block printing and resist printing.</p>	<p>Create a block print polystyrene tile of a floral design inspired by Georgia O'Keefe using black ink on to white and colourful backgrounds showing positive and negative space.</p>		<p>Create a multi coloured print inspired by Pop Art using a polystyrene tile.</p> <p>??</p>	
Sculpting	<p>Can manipulate materials (mostly clay) for a variety of purposes e.g. pots, models, textured relief.</p> <p>Can impress and apply simple decoration techniques; impressed, painted, applied.</p> <p>Can select the most appropriate tools and equipment and use them with increasing confidence.</p>		<p>Sculpt a building from clay, inspired by a chosen architect, by cutting, shaping, joining and impressing patterns. Finally, when dry, paint and glaze.</p>		<p>Create a dragon eye from clay with etched details by cutting, shaping and impressing patterns Join clay by scoring blending and slip. Adding a glass pebble for desired effect Finally, when dry, paint and glaze.</p>

Textiles	<p>Can tie knots and stitch with control.</p> <p>Can use stitching techniques and objects to embellish a piece of fabric.</p> <p>Can experience colouring fabric by printing or dipping.</p> <p>Can create and use dyes e.g. onion skins, tea, coffee, beetroot</p>	<p><i>Weave on to a weaving board using a variety of materials inspired by a sunset or sunrise with a felt silhouette of a stone age roundhouse or stone circle.</i></p>		<p><i>Create a seascape using a variety of materials. Adding embellishments such as beads, sequins or stitches.</i></p>	
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Evaluating				
KS1	Year 3	Year 4	Year 5	Year 6
	<p>During work children to verbally evaluate their work reflecting on what went well or not so well.</p>	<p>During work children to verbally evaluate their work as well as annotate sketchbook reflecting on what went well or not so well.</p>	<p>During work children to verbally evaluate their work as well as annotate sketch book reflecting on what went well or not so well</p> <p>Children to give peer feedback verbally by having a viewing session during or at the end of the lesson</p>	<p>During work children to verbally evaluate their work as well as annotate sketchbook reflecting on what went well or not so well, what media they have used and how they used it. Suggest if they would use this again. Be able to list media they would like to use again in other lessons.</p> <p>Children to give peer feedback verbally by having a viewing session during or at the end of the lesson</p>

