

Grimsdyke School

Knowledge and Skill Progression Map

Subject: Art and Design

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<u>Drawing</u> - I know how to hold a pencil for mark making - I know about some different marks, lines or shapes I can create - Know that some patterns can repeat or may be different each time <u>Painting</u> - I know a range of colours and can name them - I know and can identify the 3 primary colours. - I know that plants can be squashed and ground to produce texture and colour with which to make art. - I know how hold and use a paintbrush - I know that mixing some of the primary colours together will create new colours. - I know what background means. <u>Collage/Textiles/Print making</u> - I know that prints can be made using objects of certain shapes. - I can use tools safely. - I know that different materials may feel and look different <u>Sculpture</u> - I know how some materials can change (e.g. Clay drying). - I know that I can use my hands or different tools to changes the shape or size of materials - I know that 3D means an object that is not flat.	<u>Drawing</u> - I can make marks on a variety of papers. - I can be expressive using marks, lines and curves. - Explore an object using senses and then making a drawing of the information we can remember. - Explore and develop mark making, patterns and drawing skills - Develop observation skills - Represent my own ideas, thoughts and feelings - Explore right and left hand drawing - Explore drawing and speed - Exploration of chalk or soft pastel working on white or black paper to explore colour mixing and mark making. - Explore light and dark and mark making - Begin to show accuracy and care when drawing. <u>Painting</u> - I can explore colour mixing of primary colours (poster paint). - I can hold and use a paintbrush effectively to make marks - Explore nature as a source of natural pigments. - Exploration of colour, how it makes us feel and how it feeds into other senses - Explore a range of skills including mono printing, drawing, colour mixing, painting, stencils, collage and scale. - Explore reactions of pigments on water - Explore different ways to use paint - Explore ideas about foreground and background	- Primary colours - Natural colours - Develop understanding of colour mixing on page - Hand eye coordination - Senses - Understand that drawing can involve their whole body (mind, feelings, hands or feet, eyes, ears to see or hear etc.) - Promotes conversations about place, night / day, dark / light - Individual, shared or group work - Use their art work to discuss their own ideas about story, narrative and dialogue (e.g. Puppets, drawings, painting etc.) - Experimentation and curiosity - Understand that that different medium and techniques have different outcomes

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		<u>Collage/Print making</u> • <i>I can use objects to make prints on paper.</i> • <i>Use hands and a variety of simple tools to make different prints</i> • <i>Create a feeling of “form” and texture on the page (feely drawings/art)</i> • <i>Explore printmaking as a tool for mark making</i> • <i>Explore ideas about “shape” and how we can make “shapes”</i> • <i>Create their own marks and patterns for printing (e.g. Shells, plasticine, fruit/veg)</i> • <i>Develops understanding of negative and positive prints</i> • <i>Use different materials to create a picture and explore sensory perception</i> • <i>Explore collage of different objects and materials</i> • <i>Develops drawing, cutting and collage skills</i> • <i>Combine mark making, painting, colour and collage.</i> <u>Sculpture</u> • <i>I can explore and manipulate materials to create and display an idea with support (clay, playdough, junk-modelling).</i> • <i>I can use a range of small tools including scissors, paint brushes and cutlery.</i> • <i>Develop hand eye coordination and dexterity skills</i> • <i>Develop fine motor skills through active and physical sessions</i> • <i>Explore different ways to create 3d art</i> • <i>Talk about own and others work recognising differences and strengths</i>	
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Year 1	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas - Know that a “sketchbook” is a place to record individual ideas and experimental art work - Know that ideas can come through hands-on exploration and experience - Know the work of some artists, craftspeople, architects and designers, and use their work as an inspiration for own ideas Making <u>Drawing</u> - I know how lines can be used to represent different shapes, sizes, proportions - I know what tone means. - I know how and why different materials can create different tones - I know how to create an observational drawing. <u>Painting</u> - I know what a pattern is and how to make one. - I know the names of the primary colours - I know what a secondary colour is and can name them - I know they types of marks that can be made with the range of paints (poster, watercolour, ink) <u>Printmaking</u> - I know how to use using plasticine, everyday materials or quick print foam to create simple prints. - I know how to create different textures in prints - I know how to use different tools to create different patterns, lines, shapes and textures	Generating ideas - Begin to feel confident to express a preference and explain why - Begin to build knowledge of what different materials and techniques can offer - Work at different scales, alone and in groups - Begin to use a “sketchbook” to record ideas. - Look at artwork made by artists, craftspeople, architects and designers. - Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing). - Develop questions to ask when looking at artwork and /or stimulus: e.g. Describe what you can see; describe what you like and explain why?; how does it make you feel?; what would you like to ask the artist? - Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome. Making <u>Drawing</u> - I can use lines to represent objects imagined or remembered. - Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. - Explore tone using different grades of pencil, pastel, charcoal or chalk. - Explore mark making to start to build mark-making vocabulary e.g. Drawing soft toys and drawing feathers	- Understand some of the activities which might take place in a sketchbook (e.g. Drawing, cutting/sticking, collecting). - Understand that ideas can be generated through doing as well as thinking - Understand that ideas can be expressed through art and come from different experiences - Begin to understand the concept of ‘exploration of ideas’. - Size - Proportion - Tone and shades - Secondary colours

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	<u>Sculpture</u> - I know the different between clay and Modroc and how they are different when they dry. - I know how to carve and pinch when working with materials such as clay and Modroc - Know the names of tools, techniques and formal elements - I know how to use basic tools for construction and deconstruction safely. - I know how paper can be folded or stuck down to create 3d work <u>Evaluating</u> - I know how to share thoughts, opinions and ideas respectfully in class.	- Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. - Become familiar with 2 or more drawing exercises repeated over time to build skill (e.g. Repeated patterns) <u>Painting and collage</u> - I can begin to control the types of marks made with the range of paints (poster, watercolour) - I can paint on different surfaces with a range of media. - Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. - Apply skills learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage - Enjoy discovering the interplay between different materials e.g. Wax and watercolor (wax resist art) <u>Print making</u> - Explore simple printmaking e.g. Using plasticine, everyday materials or quick print foam - Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. - Use rollers or the backs of spoon to create pressure to make a print. - Explore pattern, line, shape and texture. <u>Sculpture/3d</u> - Begin to use some tools to create and form shapes. - Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating	
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		<i>drawings or prints on paper which are then folded; through collage which becomes relief or by using 2d shapes which are cut out and constructed with.</i> • <i>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.</i> • <i>Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</i> <i>Evaluating</i> • <i>Enjoy listening to other people's views about artwork made by others.</i> • <i>Feel able to express and share an opinion about the artwork.</i> • <i>Share work to others in small groups, and listen to what they think about what you have made.</i> • <i>Talk to a peer or teacher about the artwork made and share what they have enjoyed during the process, and what they like about the end result.</i>	
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Year 2	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas - Know the purpose of a sketchbook and how to use it to develop ideas and experiments with designs. - Know the work of some artists, craftspeople, architects and designers, and use their work as an inspiration for own ideas Making <u>Sketchbooks</u> - I know how to make my own elastic band sketchbook <u>Drawing</u> - I know how to use various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal - I know different ways and techniques to use these materials to create different effects or outcomes. - I know the difference between primary and secondary source materials. - I know the difference between drawing from memory and imagination <u>Painting</u> - I know that using certain techniques, I can achieve effects like texturing, layering, pattern and lines - I know what the colour wheel shows and how I can use that to help me find contrasting colours. <u>Printmaking and Collage</u> - I know about some mono printing techniques	Generating ideas - Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. - Begin to feel a sense of ownership about the sketchbook. - Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes etc. - Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire them for their own ideas and artwork. - Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums. - Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. - Develop questions to ask when looking at artworks and /or stimulus: Describe what you can see/Describe what you like? Why?/How does it make you feel?/What would you like to ask the artist? - Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas. Making <u>Sketchbooks</u>	- Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums. - Understand that ideas can be generated through doing as well as thinking - Understand that ideas can be expressed through art - Understand the concept of experimenting with an open mind - Understand how to try out different activities and make both informed, and intuitive choices about what to do next - Understand how evaluating creative work during the process, as well as at the end, helps feed the process. - Pattern, - Line - Shape, form and space. - Texturing - Layering - Shade - Tone

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	• Know about the benefits of using carbon paper and how this may help with designing and developing ideas <u>3D, Architecture & Digital Media</u> • I know of natural and man-made forms • Know how to take pictures using simple cameras • Know how to take pictures from different angles to show the back, front or side view of an object or my work. Evaluating • Know the names of tools, techniques and formal elements • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes • Know about the materials, techniques and processes artists have used, using an appropriate vocabulary	• Make simple sketchbooks as a way to create ownership from offset (e.g. making elastic band sketchbooks) • Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. • Continue to familiarise with sketchbook / drawing exercises (i.e. practise, development and introduction of new skills and techniques) <u>Drawing</u> • Use drawing to record and discover ideas and experiences • Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. • use line and tone to represent objects. • control the range of lines and marks made when drawing and representing shapes. • Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape drawings • Use drawings as basis for collage <u>Painting</u> • Continue to mix colours experientially (i.e. encourage pupils to “try and see”) • Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project • Explore painting on different surfaces, such as fabric and different scales	
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		• Use new colour mixing knowledge and transfer it to other media, e.g. Soft pastel colour mixing in drawing project or plasticine pictures <u>Printmaking and Collage</u> • Explore simple mono printing techniques using carbon paper • Observational drawing skills and mark making skills explored through drawing, and colour mixing skills e.g. Monoprinting with oil pastel and carbon copy paper <u>3D, Architecture & Digital Media</u> • Explore how 2d pictures can become 3d and “design through making”. E.g. boats that float, masks or other ideas • Cut simple shapes from card and use them to construct architectural forms. • Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. • Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces (houses/buildings etc.) • I can shape and form from direct observation (malleable and rigid materials) Evaluating • Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the range of materials they use • Enjoy listening to other people’s views about artwork made by others.	
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		• <i>Feel able to express and share an opinion about artwork.</i> • <i>When looking at creative work express clear preferences and give some reasons</i> • <i>Share work to others in small groups, and listen to what they think about what you have made.</i> • <i>Take photos of work made so that a record can be kept, to be added to sketchbook or a digital folder/presentation to show development and progression of skill in my art work.</i> • <i>Think about how I would like to present my art work</i>	
Year 3	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas • <i>Know the difference between primary and secondary sources when undertaking research.</i> • <i>Know artwork made by artists, craftspeople, architects and designers and how their work is used as inspiration for other art work.</i> • <i>Know other types of art forms</i> Making <u>Drawing</u> • <i>I know different pencil strokes and pressure.</i> • <i>I know the different shades of pencil grade.</i> • <i>I know techniques to produce tones and textures.</i> • <i>I know how different patterns I can create within lines (e.g. dotted, dashes, starred)</i> • <i>I know what the term typography means</i> • <i>I know how to use different ideas to create my own range of typography.</i>	Generating ideas • <i>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual responses.</i> • <i>Work at own pace, following own exploration</i> • <i>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around challenges or difficulties.</i> • <i>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</i> • <i>Develop questions to ask when looking at artworks and /or stimulus: Describe what you see / What do you like/dislike? Why? / What is the artist saying to us in this artwork? / How does it make you feel? / How might it inspire you in making your own art?</i>	• <i>Tone to explore light and dark</i> • <i>Complimentary colours</i> • <i>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</i> • <i>Understand that there are art forms beyond the visual arts: literature, drama, music, film etc.</i> • <i>Understand artist’s intention</i> • <i>Understand what is meant by expression and character</i>

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	<u>Painting and collage</u> • I know what is meant by 'relief work' in art • I know what the colour wheel shows and how I can use that to help me find complimentary colours (know examples of art by some artists who use complimentary colours within artwork) <u>3D art and sculpture</u> • I know I know of different adhesives and methods of construction • I know how to strengthen a sculpture • I know how to shape, form, model and construct (malleable and rigid materials) • I know how to use different tools to create different effects in relief work on clay tiles <u>Digital and Animation</u> • I know how to take photographs • I know how to use a computer programme to create a simple stop motion film Evaluating • Know the names of tools, techniques and formal elements • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. • Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Know how to safely use some of the tools and techniques they have chosen to work with	• Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. • Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). • Use digital media to identify and research artists, craftspeople, architects and designers. • Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions Making <u>Drawing</u> • Practice observational drawing from first-hand experience, exploring careful looking, intention, seeing big shapes. • Practice observational drawing of figures • Practice quick sketching and showing different gestures, positions or actions. • Begin to develop skills in design typography (font design) • Explore how font type can change the way words are presented, and how we can take inspiration from many different sources to invent something new. • I can explore shading using a range of media, including light and dark. • I can use line, tone and shade to represent things seen, drawn or imagined. <u>Painting and Collage</u> • Make larger scale drawing from observation and imagination, e.g. musical instruments.	
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		• Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome • Explore painting on new surfaces using colour as decoration e.g. decorative clay tiles. • Demonstrate increasing control in my painting technique and experiment with different effects and textures including; blocking in colour, washes, thickened paint creating textural effects, complimentary colours • Select and use appropriate tools to achieve a desired effect. • Further experiment with mixing colour, shade and tone to create an image <u>3D art and sculpture</u> • Use paper and tape and as the basis to explore modelling before working with Modroc to make a sculpture • Make figurative drawings from life (linked to work on Roald Dahl and Quentin Blake) • Make and develop mini sculptures/drawings (e.g. of favourite characters inspired by literature and visual arts, 3D maps or other). • Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles • Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick) (e.g. Drawing and making flowers) <u>Digital and Animation</u>	
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		• <i>Building on mark-making and observational skills, make drawings of animals, people and vehicles</i> • <i>Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings, leavers/flaps on pictures, pop up books, animation flip books</i> • <i>Use digital media to make animations from the drawings that move (simple stop motion project in computing)</i> Evaluating • <i>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</i> • <i>Select and use appropriately a variety of materials and techniques in order to create their own work.</i> • <i>Feel able to express and share an opinion about different artwork.</i> • <i>Share work to others in small groups, and listen to what they think about what you have made.</i> • <i>Make suggestions about other people's work, using things you have seen or experienced yourself.</i> • <i>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</i> • <i>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</i> • <i>Take photographs and videos and use digital media as a way to re-see work</i>	
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Year 4	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas - Know how to use a sketchbook - Know how to record ideas and evaluation in a variety of ways - Know some artwork made by artists, craftspeople, architects and designers. - Know how to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. - Know how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. - Know how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). - Know how to use digital media to identify and research artists, craftspeople, architects and designers. - Know the difference between primary and secondary sources when undertaking research. - Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. - Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities - Know about the materials, techniques and processes they have used, using an appropriate vocabulary - Know how to safely use some of the tools and techniques they have chosen to work with	Generating ideas - Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential - Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects - Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting and making links between art. - Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork/ What do you like/dislike? Why?/ Which other senses can you bring to this artwork? / What is the artist saying to us in this artwork?/ How might it inspire you to make your own artwork?/ If you could take this art work home, where would you put it and why? - Take part in detailed discussion about art throughout topics so that brainstorming becomes part of the creative process. - Use digital media to identify and research artists, craftspeople, architects and designers. Making <u>Drawing & Printmaking</u> - Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.	- Understand artist's intention and reflect upon responses. - Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration - Understand the nature and qualities of different materials and processes - How context and intention can change the meaning of objects - Deconstructing something old and reconstructing elements into new items (transformations) - Understand how to reflect regularly upon their work, throughout the creative process - Perspective - Abstract drawing - Pop art - Light and dark - Landmarks, structures and architecture

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	Making <u>Drawing & Printmaking</u> - Know some clear links between a range of artists and their styles - Know about a range of different drawing materials which can be used in art - Know how different media can be layers or mixed to create different effects. <u>Painting/Collage/Sketchbooks</u> - Know about art form such as collage, painting and printmaking in mixed media projects - Know about the work of artist such as 'Penelope with the Suitors by Pintoricchio' - I can use knowledge of the pop artist Andy Warhol to influence my own work. <u>Sculpture</u> - I know about the work of famous sculptors and architects - Know what quick clay figurative sketches can show. - Know the properties of a variety of material variety of materials (wool, string, twigs, found objects, paper etc.) - Know how to create a standing sculpture - Know how to strengthen the different types of material (e.g. paper can be rolled, folded, layered etc.) <u>Design</u> - Know how paper and card can be manipulated build 3d forms - Know about different types of fabric and properties when using them in art and design (e.g. Looking at how jeans material is different to wool or cotton)	- Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout a range of projects. - Draw a familiar object from a range of viewpoints. - Experiment with line, tone and shade - Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities. - Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks and Sgraffito on Foam board <u>Painting/Collage/Sketchbooks</u> - Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). - Combine art forms such as collage, painting and printmaking in mixed media projects e.g. Screen-printing inspired by Matisse (Penelope with the Suitors by Pintoricchio) - Select appropriate materials for the anticipated purpose. - Use light and dark within painting and show understanding of complimentary colours. - Mix colour, shades and tones with increasing confidence. - Use acrylic paint to achieve a desired effect. <u>Sculpture</u>	
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	Evaluating - Know how work can be presented in various ways - Know the work of others (pupils and artists) to identify how to feed their own ideas and work - Know how to take photographs and videos and use digital media as a way to re-see work or evaluate	- Work with a modelling material (clay or plasticine) to create 'quick 3d clay figurative sketches' from life or imagination. Combine with developing visual literacy skills so that the 3d sketches introduces children to think about how we as humans might react to works of art, and how we can create quick clay sculptures which capture those reactions (explore how we read and communicate emotion an idea) - Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Looking at the "ordinary" and re-see its potential or ordinary things made 'miniature' or 'enlarged' - Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) Exploring how to bring different media together (man-made/natural), both technically and visually to build something. - Select materials appropriately to mould and manipulate materials and create standing sculptures (London landmarks). <u>Design</u> - Develop design through making skills and collaborative working skills through fashion design. E.g. Pin and paper fashion creations, Barbie and Ken transformation/ and - Explore paper and card manipulation skills to build 3d forms (e.g. Manipulating paper from 2D to 3D, Paperback figures which are collaged/relief Sculpture) - Exploration of fabric, deconstructing old clothes and reconstructing elements into new items. E.g. Clothing inspired by Psyche's Resilience by The Fitzy Peters (using modern materials) Evaluating	
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		• Enjoy listening to other people's views about artwork made by others. <i>Feel able to express and share an opinion about the artwork.</i> • Think about why the work was made, as well as how. • Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.	
Year 5	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas • Know about artwork made by artists, craftspeople, architects and designers. • Know how to look for and discuss artist's intention and reflect upon responses. • Know about a variety of types of source material and understand the differences. • Use knowledge of how materials and medium act, to help develop ideas. • Know how to use digital media to identify and research artists, craftspeople, architects and designers. • Know how to use camera phones (still and video) to help "see" and "collect" (digital sketchbook)	Generating ideas • Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. • Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. • Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links	• Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration • Art as a narrative platform • Understand how as an artist they should listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions • Tonal contrast • Pointillism • Surrealism

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Knowledge and Skill Progression Map

Subject: Art and Design

	• Know how to use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information <u>Architecture & Making</u> • Know about architecture of another time and / or culture (linked to Humanities or RE) • Know the difference between making “sculptures” and “models”. • Know about different techniques when working with clay and how tools can be used to create small details <u>Drawing, Making, Colour</u> • Know about some of the work of Joan Miró or other surrealist artists. • Know about automatic drawing as a surrealist technique • I can use prior knowledge of artists, their styles and topics/themes to create unique pieces of work (George Seurat, William Morris) • Know how to mix colours to create different colour, shade and hues <u>Design & Making</u> • I know the properties of different media in sculpting • Know about which materials which are suitable to paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts. • Know about some of the work of artists (historical or modern) who use different surfaces to create art. • Know about some artists who they are inspired by and how their ideas for different pieces fit into a larger context.	• Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork / What do you like/dislike? Why? / Which other senses might you bring to this artwork? How does it make you feel? / What is the artist saying to us in this artwork? / How might it inspire you to make your own artwork? / Who or what else might you look at to help feed your creativity? / Take part in detailed discussion which become part of the creative process. • Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). <u>Architecture & Making</u> • Explore architecture of another time and / or culture, and make individual work in response to what is seen. • Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making • Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Sculptures/architecture with Personality, • combine, experiment and innovate with materials and processes to make 3D forms (junk-modelling, Greek vases/pots). <u>Drawing, Making, Colour</u> • Practice some key drawing exercises and drawing techniques • Explore the relationship of line, form and colour. • Take inspiration from the work of Joan Miró, exploring automatic drawing as a surrealist technique,	
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Knowledge and Skill Progression Map

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	• Know the names of tools, techniques and formal elements • Know about the work of a range of artists, craftspeople, architects and designers from all cultures and times, for different purposes, including artists who are contemporary, female, and from various ethnicities • Know and talk about the materials, techniques and processes they have used, using an appropriate vocabulary. • Know about different artistic processes that can be used and how they help in achieving a high quality outcome • Know how to safely use some of the tools and techniques they have chosen to work with	and developing the marks made through collage and construction. • Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making a sculpture and drawing • confidently use a range of materials to produce consistent and deliberate line, tone and shade. • select appropriate media and techniques to achieve a specific outcome • mix and match colours to create atmosphere and light effects • mix colour, shades, hues and tones with confidence building on previous knowledge. • start to develop my own style using tonal contrast and by selecting mixed media. <u>Design & Making</u> • Explore relationship between sculpture and design through a sketchbook project which link to a curriculum area as its starting point and facilitates an open-ended sculptural exploration. • Combine and construct with a variety of materials, including modelling and paint • Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat drawings turned into sculptures or models • Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts, e.g. William Morris, Greek pottery and masks or other modern artist inspirations <u>Evaluating</u> • express and share an opinion about the artwork.	
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		- Ask questions about process, technique, idea or outcome. - Make suggestions about other people's work, using things personal experiences - Take photos of work made so that a record can be kept - Present work in retrospect, i.e. to class, assembly or parents. - Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. - Discuss problems which came up and how they were solved. Think about what you might try next time. - Take photographs and videos and use digital media as a way to re-see work	
Year 6	Knowledge (Know)	Skills (Do)	Concepts (Understand)
	Generating ideas - Know how to use their sketchbook to record their individual responses and ideas to different art forms. - Know that their sketchbook is a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. - Know how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). - Know how to use digital media to identify and research artists, craftspeople, architects and designers. - Know how to use camera phones (still and video) to help "see" and "collect" ideas and inspiration (digital sketchbook).	Generating ideas - Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links. - Look at a variety of types of source material and understand the differences. - Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork / What do you like/dislike? Why? / Which other senses might you bring to this artwork? How does it make you feel? / What is the artist saying to us in this artwork? / How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity?	- Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss and understand artist's intention and reflect upon your response. - Understand that sometimes artist may need to refine technical and craft skills to improve mastery of materials and techniques - Understand how to follow intuition and instinct during the making process, making intelligent and confident creative choices - Understand that an artist will need to select and effectively use relevant

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Knowledge and Skill Progression Map

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	<u>Drawing and Making</u> - Know about different artists and examples of still life art - Know how to create observational drawings of still life - Know how to create still life art using a variety of materials and media - Know about the style of cubism in art - Know what portraits are and how portraits have evolved through history (historical portraits to modern digital photographs) - Know about different artistic techniques for presenting portraits – based on real life examples or work of artists. - Know and identify a mixture of techniques and media to create an outcome, justifying my choices with artistic language around expression of emotion and artistic technique. - Know about drawing techniques when drawing in the style of Manga <u>Textiles</u> - Know different names of tools, material and equipment when sewing or working with fabric. - Know how to use a sewing machine and sewing equipment safely and effectively. - Know about the different purposes of pillows/cushions and know how to choose suitable materials - Know the pros and cons of selecting certain materials - Know different types of stitches and how to sew using them <u>Evaluating</u> - Know Take photographs and videos and use digital media as a way to re-see work	- Use growing knowledge of how materials and medium act, to help develop ideas. <u>Drawing and Making</u> - Continue to practise key drawing exercises - Revisit 'still life' art. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style (including with carbon paper for print making element) - Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring a range of portrait styles (including a range of styles and medium and materials e.g. such as collage, portrait clay tiles, abstract art, cubism, caricature, manga style etc.) - Develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots - Explore geometric design/pattern / structure, e.g. Wave bowls - work in a sustained and independent way to develop my own style of painting (this style may be through the development of: colour, tone and shade) <u>Drawing and Narrative</u> - Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design <u>Textiles</u> - Develop drawing and making skills and combine with knowledge of materials to create a design for a pillow - Use tools to cut intricate shapes and use fastenings, embellishments and different materials to create different parts, designs or layers on a pillow/cushion	processes in order to create successful and finished work - Art as an expression of emotion - Landscape painting - Impressionism - Abstract art - Still life art - cubist style
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Knowledge and Skill Progression Map

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	• <i>Know, describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</i> • <i>Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</i> • <i>Know about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</i> • <i>Know how to safely use some of the tools and techniques they have chosen to work with</i>	<u>Sculpture</u> • <i>I can independently select from a range of media and materials to plan, design and create a sculpture</i> • <i>Explore transformation of materials to produce an object inspired by an artist/designer</i> <u>Evaluating</u> • <i>Feel able to express and share an opinion about the artwork.</i> • <i>Ask questions about process, technique, idea or outcome.</i> • <i>Make suggestions about other people's work, using things you have seen or experienced yourself.</i> • <i>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression.</i> • <i>Use documenting artwork as an opportunity to discuss a preference for how to present work as an artist/maker/designer would like to.</i> • <i>Present work in retrospect, i.e. to class, assembly or parents.</i> • <i>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</i>	
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