



## Progression of Knowledge and Skills in Art



	Year 3	Year 4	Year 5	Year 6
<b>Artist specific knowledge Autumn Term</b>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand why art is important to historians;</li> <li>- Understand the features of Ancient Egyptian tomb paintings, including the limited colour palette used &amp; how human figures were drawn;</li> <li>- Understand how and why hieroglyphs were painted and used by Egyptian tomb painters;</li> <li>- Know about the life and work of Samar Hassanein;</li> <li>- Understand the process and history of batik in art;</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the historical and cultural development of art forms, specifically petroglyphs/petroglyphs</li> <li>- Understand why art is important to historians;</li> <li>- Understand the difference between a petrograph and a petroglyph;</li> <li>- Understand the possible purpose of Stone Age petroglyphs/petroglyphs &amp; how they were created;</li> <li>- Understand the limitations/difficulties experienced by Stone Age artists due to position and texture of the surfaces that they used;</li> <li>- Understand that Stone Age people used a variety of implements to paint with/scratch their designs &amp; created their 'paint' using a variety of natural materials;</li> <li>- Understand why figures were simplistic in style and form.</li> <li>- Understand about the life and work of the artist Teyjah McAren, including her petrograph/petroglyph style;</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand who the artist Henry Moore was and what he was famous for;</li> <li>- Understand the style &amp; context of his 'Blitz/Shelter' artwork;</li> <li>- Understand that Henry Moore used wax resist as a method in this 'Blitz/Shelter' artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand who the artist Hannah Höch was and what she was famous for;</li> <li>- Understand the term surrealism in art.</li> </ul>
<b>Artist specific Spring Term</b>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand why art is important to historians;</li> <li>- Understand the features of Ancient Greek pottery pieces;</li> <li>- Understand why the Ancient Greek ceramicists decorated their pieces with stories and patterns;</li> <li>- Know about the life and work of Auguste Edouart;</li> <li>- Understand how silhouettes are created and used in art.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about the life and work of the artist Katsushika Hokusai;</li> <li>- Understand Hokusai's Ukiyo style</li> <li>- Understand the significance of Mount Fuji in Hokusai's work;</li> <li>- Understand how Hokusai influenced other artists.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand why art is important to historians;</li> <li>- Understand the purpose of the Anglo Saxon craftsmen pieces and their significance;</li> <li>- Understand the features of Anglo Saxon jewellery/brooch design;</li> <li>- Understand the importance of jewellery/brooches to the Anglo Saxons;</li> <li>- Know about the life and work of John Donald.</li> </ul>	<ul style="list-style-type: none"> <li>Understand who the artist Banksy is and what he is famous for;</li> <li>- Understand the style of his street/graffiti artwork;</li> <li>- Understand the context of Banksy's work;</li> <li>- Understand that street art can be used to improve an area.</li> </ul>
<b>Artist specific knowledge Summer Term</b>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Know about the life and work of Henri Rousseau;</li> <li>- Understand what is meant by naïve/primitive art.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand why art is important to historians;</li> <li>- Understand the historical and cultural development of art forms mosaics;</li> <li>- Understand about the life and work of the artist Sue Kershaw;</li> <li>- Understand Kershaw's contemporary mosaic style;</li> <li>- Understand the term 'tesserae.'</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand why art is important to historians;</li> <li>- Understand the purpose &amp; features of Ancient Mayan petroglyph art and the significance of such;</li> <li>- Understand the purpose &amp; features of Ancient Mayan masks;</li> <li>- Understand about the life and work of the artist Dan Fenelon;</li> <li>- Understand Fenlon's modern petroglyph style.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures;</li> <li>- Understand about the life and work of the artist L. S. Lowry;</li> <li>- Understand Lowry's naïve art style.</li> </ul>
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drawing</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the effect different grades of pencil &amp; other implements can achieve;</li> </ul> <p><b>Skills:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the term perspective;</li> <li>- Understand the effect different grades of pencil &amp; other implements can achieve;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the term perspective;</li> <li>- Understand that basic shapes can be used to map out a drawing;</li> <li>- Understand the use of pencil and pen to achieve areas of shade and tone in a drawing;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the terms perspective &amp; vanishing point;</li> <li>- Understand the use of pencil and pen to achieve areas of shade and tone in a drawing;</li> </ul>

	<ul style="list-style-type: none"> <li>- Control a pencil with increasing confidence;</li> <li>- Develop sketching technique to include increasing detail within work;</li> <li>- Experiment with different types of pencils to create lines of different composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form);</li> <li>- Create texture through creating surface patterns with pencils (focus on different textures);</li> <li>- Draw using a variety of tools and surfaces (crayon, pastel, chalk, etc);</li> <li>- Use initial sketches as a preparation for painting;</li> <li>- Experiment using shading to show light and shadow;</li> <li>- Label sketches;</li> <li>- Use mixed media in completed work;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Develop sketching technique to include increasing detail within work;</li> <li>- Use different hardness of pencils to show line, tone and texture;</li> <li>- Solidify infill shapes with coloured pencils and can produce a range of tones with each;</li> <li>- Draw using a variety of tools and surfaces (crayon, chalk, pastel, charcoal, pen);</li> <li>- Draw to the correct scale and proportion;</li> <li>- Label sketches to explain and add detail;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.);</li> <li>- Draw the layout of the face and figure;</li> <li>- Draw whole people including proportion and placement;</li> <li>- Experiment with shading techniques (light/dark – pencil);</li> <li>- Select the most suitable drawing materials for the type of drawing;</li> <li>- Explore and consider a variety of techniques to create effect. e.g. reflections, shadows;</li> <li>- Experiment drawing using a realist or impressionistic style;</li> <li>- Explore how lines create movement within a drawing;</li> <li>- Identify and draw the effect of light;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.);</li> <li>- Choose a style of drawing suitable for the work. e.g. realist or impressionistic;</li> <li>- Use a choice of techniques to depict movement perspective shadows and reflections;</li> <li>- Use first hand observations using different viewpoints, developing more abstract representations;</li> <li>- Confidently draw the effect of light on objects and people from different directions;</li> <li>- Confidently produce increasingly accurate drawings of people;</li> <li>- Accurately draw people – particularly faces;</li> <li>- Consider scale and proportion in compositions i.e. figures and faces, landscapes etc.</li> <li>- Use mixed media in completed work;</li> <li>- Express different feelings through drawing;</li> </ul>
<b>Painting</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know which primary colours make secondary colours;</li> <li>- Use a developed colour vocabulary;</li> <li>- Understand the process of traditional and paper batik;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know which primary colours make secondary colours and tertiary colours;</li> <li>- Use more specific colour language, eg. tint, tone, shade, hue;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a secure knowledge about primary &amp; secondary colours;</li> <li>- Use more specific colour language, eg. tint, tone, shade, hue;</li> <li>- Show an awareness of how paintings are created (composition);</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a secure knowledge about primary &amp; secondary, warm &amp; cold, complementary &amp; contrasting colours;</li> <li>- Show an awareness of how paintings are created (composition);</li> </ul>

	<ul style="list-style-type: none"> <li>- understand what Indian ink is and how it is used in the art world;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Mix secondary colours from primary colours;</li> <li>- Experiment with different effects &amp; textures including blocking in colour, washes, etc;</li> <li>- Work confidently on a range of scales eg. thin brush on small picture, etc;</li> <li>- Experiment with wax resist;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Mix secondary &amp; tertiary colours from primary colours;</li> <li>- Make &amp; match colours with increasing accuracy;</li> <li>- Choose paints &amp; implements appropriately;</li> <li>- Plan &amp; create different effects &amp; textures with paint according to what they need for the task;</li> <li>- Show increasing independence &amp; creativity with the painting process;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Mix secondary &amp; tertiary colours from primary colours;</li> <li>- Create shades &amp; tints using black &amp; white;</li> <li>- Work on preliminary studies to test media &amp; materials;</li> <li>- Create imaginative work from a variety of sources</li> <li>- Experiment with wax resist;</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Create shades &amp; tints using black &amp; white;</li> <li>- Choose appropriate paint, paper &amp; implements to adapt &amp; extend their work;</li> <li>- Carry out preliminary studies, test media &amp; materials &amp; mix appropriate colours;</li> <li>- Work from a variety of sources, including those researched independently;</li> </ul>
<b>3D</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand how to make papier mache and how it can be used;</li> <li>- Understand the term 'upcycling' in art;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Plan, design &amp; make models;</li> <li>- Use recycled, natural &amp; manmade materials to create sculpture;</li> <li>- Use a variety of materials;</li> <li>- Use papier mache as an effective means of sculpture;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Talk about their work understanding that it has been sculpted, modelled or constructed;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Make informed choices about the 3D technique chosen;</li> <li>- Show an understanding of shape, space &amp; form;</li> <li>- Plan, design, make &amp; adapt models;</li> <li>- Create a tile using a variety of tesserae;</li> <li>- Use a variety of materials;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the different qualities involved in modelling, sculpture &amp; construction;</li> <li>- Understand the embossing technique in metalwork;</li> <li>* Describe the different qualities involved in modelling, sculpture &amp; construction;</li> <li>Understand the joining techniques of scratch and slip when joining clay pieces;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Plan a sculpture through drawing &amp; other preparatory work;</li> <li>- Join clay adequately &amp; work reasonably independently ;</li> <li>- Construct a simple clay base for extending &amp; modelling other shapes;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Describe the different qualities involved in modelling, sculpture &amp; construction;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Develop skills in using clay including slabs, coils, slips, etc;</li> <li>- Create a sculpture &amp; constructions with increasing independence;</li> </ul>

			- Use embossing techniques to create a metal work brooch;	
<b>Collage</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the term collage;</li> <li>- Name the tools &amp; materials they have used;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Develop skills in cutting and gluing effectively;</li> <li>- Experiment with a range of media, eg. overlapping, layering, etc;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the term collage;</li> <li>- Name the tools &amp; materials they have used;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Combine skills more readily;</li> <li>- Choose collage as a means of extending work already achieved;</li> <li>- Refine &amp; alter ideas &amp; explain choices using an art vocabulary;</li> <li>- Collect visual information from a variety of sources, describing with vocabulary based on the visual &amp; tactile elements;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain the term collage;</li> <li>- Name the tools &amp; materials they have used;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Extend their work within a specified technique;</li> <li>- Use a range of media to create collage;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain the term collage;</li> <li>- Name the tools &amp; materials they have used;</li> <li>- Know the work of some famous collage artists;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of the potential of the uses of materials;</li> <li>- Use different techniques, colours &amp; textures, etc, when designing &amp; making pieces of work;</li> <li>- Be expressive &amp; analytical to adapt, extend &amp; justify their work;</li> </ul>
<b>Printing</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain a few techniques, including the use of poly-blocks &amp; resist printing;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Print using a simple poly-blocks;</li> <li>- Talk about the processes used to produce a simple print;</li> <li>- Explore pattern &amp; shape through research, creating designs for printing;</li> <li>- Resist printing including marbling;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain a few techniques, including the use of poly-blocks;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Research, create &amp; refine a print using a variety of techniques;</li> <li>- Select broadly the kinds of material to print with in order to get the effect they want;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain a few techniques, including the use of poly-blocks &amp; relief printing;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Choose the printing method appropriate to task;</li> <li>- Build up layers &amp; colours/textures;</li> <li>- Organise their work in terms of pattern, repetition, symmetry or random printing styles;</li> <li>- Choose inks &amp; overlay colours;</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain a few techniques, including the use of poly-blocks &amp; mono printing;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Describe varied techniques;</li> <li>- Be familiar with layering prints;</li> <li>- Be confident with printing on paper &amp; fabric;</li> <li>- Alter &amp; modify work;</li> <li>- Work relatively independently;</li> </ul>

<b>Photography</b>	<b>Knowledge:</b> - Become aware of photography as an art form;  <b>Skills:</b> - Collect photographs for a theme;	<b>Knowledge:</b> - Be aware that there are famous or specialist photographers;  <b>Skills:</b> - Develop an awareness of scale, perspective, movement & colour in photography;	<b>Knowledge:</b> - Develop an awareness of mood, emotions & feelings in photography;  <b>Skills:</b> - Alter images through collage, jigsaws, positive & negative shapes;	<b>Knowledge:</b> - Be aware of the use of lenses & their effects on images;  <b>Skills:</b> - Explore a variety of lenses; - Explore the effect of light & magnification; - Explore positive & negative effects;
<b>Breadth of study</b>	<b>Knowledge/Skills:</b> - Work on their own & collaboratively with others , on projects in 2 & 3 dimensions & on different scales; - Uses ICT in Art; - Investigate art, craft & design in the locality & in a variety of genres, styles & traditions;			
<b>Exploring ideas</b>	<b>Knowledge/Skills:</b> - Select & record from first hand observation, experience & imagination, & explore ideas for different purposes; - Question & make thoughtful observations about starting points & select ideas to use in their work; - Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures;			
<b>Evaluating</b>	<b>Knowledge/Skills:</b> - Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them; - Adapt their work according to their views & describe how they might develop it further; - Annotate work in sketchbooks;			