

Subject specific knowledge includes: art history, cultural capital, practical and material knowledge (different paper types, pencil types etc.), theories (e.g. colour theory, composition, perspective, surrealism, pointillism etc.) and application of skills learnt.

Substantive knowledge

Disciplinary knowledge

	Progression of skills and knowledge						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Vincent Van Gogh (Starry Night)	Vincent Van Gogh (Sunflowers)	Paul Cézanne	Leonardo Da Vinci	Georgia O’Keeffe	Oliver Jeffers	Henry Moore
D R A W I N G	- Explore making different marks with different resources and begin to compare lines and pastel smudges. - Explore where chalk and pencils come from. - Discuss marks and patterns created and begin to give reasons for their choices. - Draw from memory and observation. - Introduce dark and light pencils (e.g., 8B and HB).	- Introduce the pencils: HB, 4B and 8B. - Explore light and dark and lines of different thickness. - Begin to explore the use of line, shape, texture and colour. - Investigate tones - Draw light and dark lines. - Draw faces and limbs. - Know how to show in their work how people are feeling. - Use pastels and charcoals	- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal. - Add 2H to the range of pencils they use regularly. - Draw from own observations showing increasing accuracy. - Explore lines and blending using pencils, pastels, chalk and oil pastels. - Choose when to use dots or lines to show texture or patterns. - Study and analyse landscapes using artists’ vocabulary (backgrounds, foregrounds) - Identify backgrounds and foregrounds in a landscape.	- Use a wide range of drawing implements, including chalk pastels and inks. - Create tone and texture and different forms and shapes. - Use different grades of pencils to shade, show tone and textures. - Explore and experiment with graded pencils to show tone and texture and annotate findings in sketchbooks. - Develop charcoal skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge.	- Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. - Sketch a collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching. - Explore blending with pastels and know that using fingers helps blend colours. - Select which grade of pencil would be best to use on the chosen area to	- Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques. - Develop accuracy and expression in their drawings. - Carry out observational, from memory and imaginative drawing (mood, movement and feeling). - Know that chalk pastel can be easily blended – using fingers is most effective, but a brush can be used. - Use a range of mark-making techniques to show contrast and tone in drawings.	- Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently. - Show the effect of light from different directions on objects and people. - Use perspective in their work, using a single focal point and horizon. - Know how tone can add impact to a drawing. - Focus on a small area, such as the eyes or lips, and capture the different tones and shades. - Know how to show facial expressions in art. - understand that perspective can be

			• Study landscapes created by famous artists. • To use secondary source images to observe and draw a landscape. • To create objects in the foreground that appear larger than those in the background.	• Use drawing materials that are appropriate for different weathers – such as a stormy sea or a calm sky. • Draw from first-hand observation and secondary sources, e.g., pictures and artists' copies. • Explore hatching and cross-hatching to show tone and texture. • Identify areas of shadow and light and blend tones accurately to create soft gradients. • Draw on a range of different scales. • Use chalk pastels, charcoal, and chalk to create effect, depth, etc.	create line, tone and texture. • Explore how light and shadow are captured in the correct areas with light source knowledge. • Make small observational studies using viewfinders to focus on selected parts.	• Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture. • To refine techniques when using oil pastels and blend colours to create different tones and shades. • Apply drawing skills using ink pens (fineliners and chalk pens) and explore the different properties. • Draw from first-hand observation and source material. • Begin to use perspective and proportion. • Select an appropriate style for a piece of artwork.	achieved through darkening the paint/colour towards foreground.
	Henri Matisse	Georges Seurat	Mondrian & Kandinsky	Constable & Turner	David Hockney	Claude Monet	William Morris
P A I N T I N G	• Experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. • Name a range of different colours.	<u>PAINTING</u> • Explore primary and secondary colours. • Mix paint to create a secondary colour.	• Continue to use different brush sizes and types. • Know how to achieve tints by adding white.	• Experiment with different effects and textures, including blocking in colour, washes (in poster paint), etc.	<u>PAINTING</u> • Apply different effects and textures, including blocking in colour, washes, thickened paint and	• Explore wash and transparency, marks and strokes when painting. • Develop fine brush strokes	<u>PAINTING</u> • Choose appropriate paint, paper and implements to adapt and extend their work.

• Mix paint to match the colours they see. • Explore and refine colour mixing using poster paint. • Combine paint and collage. • Offer viewpoints of paintings.	• Represent primary and secondary colours on a colour wheel. • Identify and experiment with warm and cool colours. • Have an awareness of the variety of colours in the environment. • Start experimenting with different tones. • Use of different brush sizes and types. • Use different ways to apply paint (brush, hands, fingers, spatula). • Experiment with different textures (sand, sawdust, glue with paint). • Paint from observation. <u>PRINTING</u> • Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils, mesh, or plastic, to create a	• Know how to achieve tones by adding grey. • Know how to achieve shades by adding black. • Know how to mix secondary colours and name them. • Know how to mix paint to achieve brown. • Explore wash, strokes, layers, blending and splash techniques. • Use paint to create patterns, repetition, detail and sharp lines. • Create a final piece that applies two different painting effects.	• Create textural effects using thickened paint, dotting, scratching and splashing. • Master painting techniques through the creation of shapes, texture and lines, using thick and thin brushes. • Know how to create a background using a wash (with poster paint) • Know how to use a range of brushes to create different effects. • Know that detail and colour can be built using paint, but it must dry first. • Know that a variety of colours can be created from using a limited palette. • Explore creating hues using watercolour paints.	creating textural effects. • Mix and use tints, tones, hues and shades. • Use colour to reflect a mood. • Observe colours on hands and faces - mix a range of flesh colours. • Show facial expressions and body language in paintings. • Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals. • Mix and match colours to objects in natural or artificial forms. <u>PRINTING</u> • Print onto fabric using at least two colours (separately – e.g. alternate colours - or overlapping)	• Develop a colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours. • Introduce watercolour and spend time knowing how to create effects with watercolour. • Use watercolour paint to produce washes for backgrounds and then add detail.	• Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complementary and contrasting colours. • Experiment with the use of paint to create contemporary art ideas. <u>PRINTING</u> • Print onto fabric using up to four colours. • Develop their own style when working with a range of tools and materials. • Create printing blocks using the relief or impressed method. • Know that it is important to ensure that the lino is cleaned properly and ready for the next print. • Use lino cutters to cut through pen lines. • Know that more detail and mark-
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	repeating pattern - links to pointilism. • Make marks in print with various objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. • Create rubbings from a print or textured surface. • Know how to create a repeating pattern in print.		• Create a colour wheel that displays tertiary colours. • Explore complementary colour combinations. • Create a final piece that uses complementary colours. PRINTING • Lift an impression or print from a textured or incised surface using a stamp or block and water-based printing ink and prepared surfaces (monoprint using ink rather than oil pastels)	• Explore environmental and made patterns. • Create printing blocks using relief or impressed methods in more detail. • Research, create and refine a print using a variety of techniques. • Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work. • Create abstract patterns to reflect personal experiences and expression for a purpose • Add layers of colours as appropriate and then embellish. • Design a print and pattern linked to the works studied. • Create an accurate print design	making create a more effective print. • Know that batik is a wax-resist dyeing technique applied to cloth and is of Japanese origin.
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					following the given criteria.		
	Barbara Hepworth	Anthony Gormley	Josiah Wedgewood	Barbara Hepworth	Edvard Munch	Antoni Gaudí	Alexander Calder
S C U L P T U R E	• Use hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching. • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure. • Create models using recycled materials. • Work with other children to create a group piece of work.	• Manipulate malleable materials in a variety of ways, i.e. rolling, joining and kneading. • Use joining techniques of gluing, pins, staples and threading. • Work with others to create a group artwork using recycled materials. • Communicate reasons, thoughts, observations and feelings. • Create models using recycled materials.	• Join two pieces of clay by roughing both surfaces. • Make an object out of malleable material for a purpose, e.g., pot or tile. • Create clay a pot using thumbprint technique. • Add detail to clay surface using clay tools.	• Shape, form, model and construct malleable and rigid materials. • Join clay adequately. • Use a coiled method to create a clay sculpture. • Paper sculptures.	• Know how to sculpt malleable and mouldable materials with more accuracy. • Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture. • Explore paper techniques such as origami to create 3D models. • Use slip and score technique to join clay.	• Shape, form, model and construct from observation and imagination. • Use recycled, natural and made materials to sculpt. • Explore wire as a medium for sculptures. • Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining). • Explore the work of famous architects and designers and experiment with some of these styles.	• Create sculptures using clay, wire and other artificial and natural materials. • Apply skills using malleable materials, including slabs, coils, slips, etc. • Shape, form, model and join clay. • Use aluminium wire to create sculptures. • Shape, form, model and construct using wire. • Use tools safely. • Use a sketchbook to inform, plan and develop ideas, through drawing and other preparatory work (including form, shape, modelling, and joining).