

Art Progression



Intent: Kapow's art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Kapow is written by experts in the art field and designed to give pupils every opportunity to develop their ability, nurture their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. The Kapow scheme meets the needs of the National Curriculum end of key stage attainment targets and has been written to fully cover the National society for Education in Art and Design's progression competencies.

Implementation: The kapow scheme of work is designed with four strands that run throughout. These are: * Making Skills * Formal elements (line, shape, tone, texture, pattern, colour) * Knowledge of artists *Evaluating Through the scheme of work, these strands are revisited in every unit. In the *Art and design skills* and the *formal elements of art* units, pupils have the opportunity to learn and practise skills discretely. The knowledge and skills from these units are then applied throughout the other units in the scheme. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Impact: Kapow's curriculum is designed in such a way that the children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of the scheme is monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and each unit has a unit quiz and knowledge catcher which can be used at the start and / or end of the unit.

<p>Level expected at the end of EYFS</p> <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Key Stage One National Curriculum Expectations</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; <p>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.</p>	<p>Key Stage Two National Curriculum Expectations</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; <p>about great artists, architects and designers in history.</p> <p>The national curriculum for art and design aims to ensure that all pupils by the end of year 6:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
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Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Marvellous Marks - Kapow <u>Generating ideas:</u> Talk about their ideas and explore different ways to record them.</p> <p><u>Recording on paper:</u> Experiment with mark making in an exploratory way</p> <p><u>Making skills (including Formal elements)</u> Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground,</p>	<p>Make your mark – Kapow <u>Generating ideas:</u> Explore their own ideas using a range of media</p> <p><u>Sketchbooks:</u> Use sketchbooks to explore ideas in an open-ended way.</p> <p><u>Making skills (including Formal elements)</u> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools;</p>	<p>Tell a story – Kapow <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><u>Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><u>Making skills (including Formal elements)</u> Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture</p>	<p>Growing artists – Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><u>Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><u>Making skills (including Formal elements)</u> Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with</p>	<p>Power prints – Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><u>Sketchbooks:</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Making skills (including Formal elements)</u> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect.</p>	<p>I need space - Kapow <u>Generating ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><u>Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p><u>Making skills (including Formal elements)</u> To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in</p>	<p>Make my voice heard <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills (including Formal elements)</u> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay,</p>

	<p>bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings</p> <p><u>Knowledge of artists:</u> Enjoy looking at and talking about art.</p> <p><u>Evaluating and analysing</u> Talk about their artwork, stating what they feel they did well.</p>	<p>being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p><u>Knowledge of artists:</u> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><u>Evaluating and analysing</u> Describe and compare features of their own and other's art work.</p>	<p>through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p><u>Knowledge of artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><u>Evaluating and analysing</u> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form</p> <p><u>Knowledge of artists:</u> 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 creative work.</p> <p><u>Evaluating and analysing</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>layering media and incorporating digital drawing techniques.</p> <p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
Painting and mixed media	<p>Paint my world - Kapow <u>Generating ideas:</u> Explore different ways to use paint and a range of media according to their interests and ideas.</p> <p><u>Sketchbooks:</u> N/A</p> <p><u>Making skills (including Formal elements)</u> Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p><u>Knowledge of artists:</u> Enjoy looking at and talking about art.</p> <p><u>Evaluating and analysing</u> Talk about their artwork, stating what they feel they did well.</p>	<p>Colour splash – Kapow <u>Generating ideas:</u> Explore their own ideas using a range of media</p> <p><u>Sketchbooks:</u> Use sketchbooks to explore ideas in an open-ended way.</p> <p><u>Making skills (including Formal elements)</u> Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p><u>Knowledge of artists:</u> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><u>Evaluating and analysing</u> Describe and compare features of their own and other's art work</p>	<p>Beside the seaside - Kapow <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><u>Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><u>Making skills (including Formal elements)</u> Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p> <p><u>Knowledge of artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><u>Evaluating and analysing</u> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Prehistoric painting - Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><u>Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><u>Making skills (including Formal elements)</u> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Light and dark - Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><u>Sketchbooks:</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Making skills (including Formal elements)</u> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made</p> <p><u>Evaluating and analysing</u> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Portraits - Kapow <u>Generating ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><u>Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><u>Making skills (including Formal elements)</u> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.</p> <p><u>Knowledge of artists:</u> 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 creative work.</p> <p><u>Evaluating and analysing</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Artist study - Kapow <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills (including Formal elements)</u> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.</p> <p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing</u> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

<p>Sculpture and 3D</p>	<p>Creation station - Kapow <u>Generating ideas:</u> Explore and play with clay and playdough to make child-led creations.</p> <p><u>Sketchbooks:</u> N/A</p> <p><u>Making skills (including Formal elements)</u> Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p> <p><u>Knowledge of artists:</u> Enjoy looking at and talking about art.</p> <p><u>Evaluating and analysing</u> Talk about their artwork, stating what they feel they did well.</p>	<p>Paper play – Kapow <u>Generating ideas:</u> Explore their own ideas using a range of media.</p> <p><u>Sketchbooks:</u> Use sketchbooks to explore ideas in an open-ended way.</p> <p><u>Making skills (including Formal elements)</u> Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p><u>Knowledge of artists:</u> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><u>Evaluating and analysing</u> Describe and compare features of their own and other’s art work.</p>	<p>Clay houses - Kapow <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><u>Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><u>Making skills (including Formal elements)</u> Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p><u>Knowledge of artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><u>Evaluating and analysing</u> Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Abstract shape and space - Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><u>Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><u>Making skills (including Formal elements)</u> Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u> Confidently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Mega materials - Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><u>Sketchbooks:</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Making skills (including Formal elements)</u> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><u>Evaluating and analysing</u> Build a more complex vocabulary when discussing their own and others’ art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Interactive installation - Kapow <u>Generating ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><u>Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><u>Making skills (including Formal elements)</u> Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently</p> <p><u>Knowledge of artists:</u> 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 creative work.</p> <p><u>Evaluating and analysing</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Making memories - Kapow <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills (including Formal elements)</u> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.</p> <p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p><u>Evaluating and analysing</u> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
<p>Craft and design</p>	<p>Let’s get crafty – Kapow <u>Generating ideas:</u> Explore and play with a range of media to make child-led creations.</p> <p><u>Sketchbooks:</u> N/A</p> <p><u>Making skills (including Formal elements)</u> Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support and a focus on process over outcome.</p> <p><u>Knowledge of artists:</u> Enjoy looking at and talking about art.</p> <p><u>Evaluating and analysing</u> Talk about their artwork, stating what they feel they did well.</p>	<p>Embellishments - Kapow <u>Generating ideas:</u> Explore their own ideas using a range of media.</p> <p><u>Sketchbooks:</u> Use sketchbooks to explore ideas in an open-ended way.</p> <p><u>Making skills (including Formal elements)</u> Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration</p> <p><u>Knowledge of artists:</u> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>Map it out – Kapow <u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><u>Sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p><u>Making skills (including Formal elements)</u> Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p><u>Knowledge of artists:</u></p>	<p>Ancient Egyptian scrolls – Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><u>Sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><u>Making skills (including Formal elements)</u> Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary to describe and compare creative works. Use</p>	<p>Fabric of nature – Kapow <u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><u>Sketchbooks:</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p><u>Making skills (including Formal elements)</u> Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to</p>	<p>Architecture - Kapow <u>Generating ideas:</u> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><u>Sketchbooks:</u> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><u>Making skills (including Formal elements)</u> Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p><u>Knowledge of artists:</u> 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 creative work.</p>	<p>Photo opportunity – Kapow <u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills (including Formal elements)</u> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p> <p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> <p><u>Evaluating and analysing</u></p>

		<p><i>Evaluating and analysing</i> Describe and compare features of their own and other's art work.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><i>Evaluating and analysing</i> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>their own experiences to explain how art works may have been made.</p> <p><i>Evaluating and analysing</i> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work</p>	<p>explain how art works may have been made.</p> <p><i>Evaluating and analysing</i> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p><i>Evaluating and analysing</i> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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Progression of knowledge

KS1 - Formal elements

	Year 1	Year 2
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

	Year 1	Year 2
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms</p>

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
Texture	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>