

Art

By the end of Year 6 we want our pupils to:

- Express their **individuality** in a creative way.
- Have a **knowledge** of some famous and local artists and an **understanding** of their work.
- Know the fundamentals of art and express them in an interesting and **unique** way.
- Recognise and appreciate diversity in art.
- **Articulate themselves** and communicate artistically.
- Explore the world around them in a **creative** and **imaginative** way.

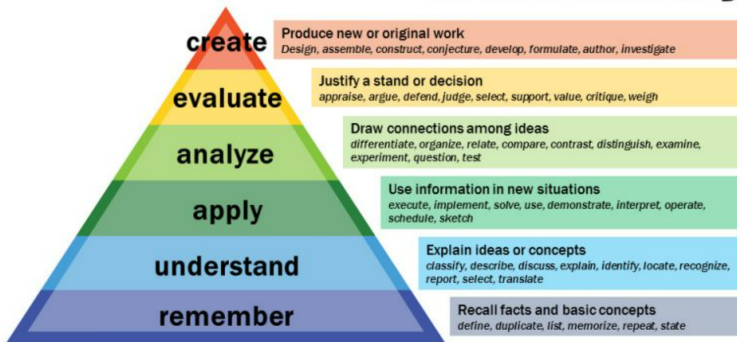
Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Bloom's Taxonomy



Kapow
Primary™

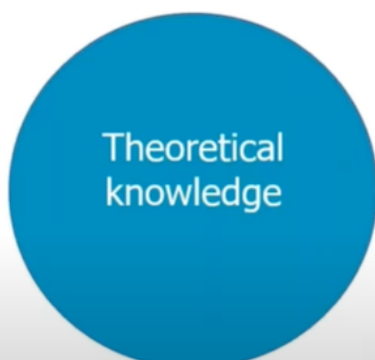
Which knowledge is most significant?



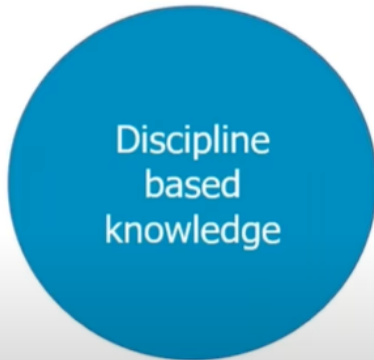
Ofsted



Practical
knowledge



Theoretical
knowledge



Discipline
based
knowledge

Substantive

Disciplinary

Kapow for KS1 and KS2: Curriculum coverage from Preschool to Year 6

Year group	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
EYFS	<p>Marvellous marks</p> <ul style="list-style-type: none"> - Mark making with wax crayons - Mark making with felt tips - Mark making with chalk - Observational pencil drawings - Drawing faces 	<p>Paint my world</p> <ul style="list-style-type: none"> - Finger painting - Outdoor painting - Painting to music - Collage and transient art - Landscape collage - Group art 	<p>Creation station</p> <ul style="list-style-type: none"> - Clay - Playdough - 3D landscape art - Designing animal sculptures - Creating animal sculptures - Painting animal sculptures 	<p>Let's get crafty</p> <ul style="list-style-type: none"> - Cutting skills - Threading skills - Joining materials - Paper snakes - Flower designs - Tissue paper flowers
Year 1	<p>Make your mark</p> <ul style="list-style-type: none"> - exploring line - making waves - experimenting with media - mark making - drawing from observation 	<p>Colour splash</p> <ul style="list-style-type: none"> - Making colours - Painting with colour - Printing with paint - Exploring colour mixing - Clarice Cliff plates 	<p>Paper play</p> <ul style="list-style-type: none"> - Tube towers - 3D drawings - Tree of life - Giant spider model pt 1 - Giant spider model pt 2 	
Year 2		<p>Life in colour</p> <ul style="list-style-type: none"> - Colour magic - Texture hunt - Making textures - Collage creation - Developing detail 	<p>Clay houses</p> <ul style="list-style-type: none"> - Exploring clay - Pinch pots - Applying skills in clay - Designing a tile - House tiles 	<p>Map it out</p> <ul style="list-style-type: none"> - Creative journey - Making felt - Abstract maps - Print possibilities - Gallery experience

<p>Year 3</p>	<p>Growing artists</p> <ul style="list-style-type: none"> - See like an artist - Shading - Texture pictures - Botanical drawing - Abstract flowers 		<p>Abstract shape and space</p> <ul style="list-style-type: none"> - Structural shapes - Constructing in 3D - Seeing space - Abstract sculpture - Surface decoration 	<p>Ancient Egyptian scrolls</p> <ul style="list-style-type: none"> - Exploring Ancient Egyptian art - Designing scrolls - Making paper - Scroll making - Making zines
<p>Year 4</p>	<p>Power prints</p> <ul style="list-style-type: none"> - 3D pencil drawings - Sense of proportion - Drawing with scissors - Wax resist - Power prints 	<p>Light and dark</p> <ul style="list-style-type: none"> - Tints and shades - Three dimensions - Painting techniques - Composition - Still life 		<p>Fabric of nature</p> <ul style="list-style-type: none"> - Inspired by the rainforest - One picture, four views - Creating patterns - Repeating patterns - Fabric design
<p>Year 5</p>	<p>I need space</p> <ul style="list-style-type: none"> - Space Imagery - Drawing decisions - Teis Albers - A vision of the future - Revisiting ideas 	<p>Portraits</p> <ul style="list-style-type: none"> - Poem portrait - Developing drawings - Self-portraits - Changing faces - Mixed-media portraits 	<p>Interactive installation</p> <ul style="list-style-type: none"> - What is installation art? - Space and scale - Everyday amazing - Creative concepts 	
<p>Year 6</p>	<p>Make my voice heard</p> <ul style="list-style-type: none"> - Experimenting mark making - Symbolic imagery - Chiaroscuro - Street art - Powerful imagery 		<p>Making memories</p> <ul style="list-style-type: none"> - Exploring self - Relief sculptures - Memory museum - Memory sculpture - Complete 	<p>Photo opportunity</p> <ul style="list-style-type: none"> - Photomontage - Macro photography - Digital art - Recreating paintings - Photorealistic self-portraits



Direct links to other curriculum areas within existing year group

SCIENCE

GEOGRAPHY

HISTORY

MUSIC

MATHS

DESIGN TECHNOLOGY

ENGLISH

COMPUTING

Progression of vocabulary

	<i>Explanation</i>	<i>Examples</i>	<i>Recommendation for teaching</i>
Tier 1	Everyday words encountered in everyday conversation	dog go happy drink phone play sad	These words do not necessarily need to be explicitly taught, especially in upper grades with native English speakers. <i>Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.</i>
Tier 2	Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across multiple topic and subject areas .	relative vary formulate specificity accumulate calibrate itemise falsely description hypothesis misfortune dignified faltered distinctly resolve	Teachers should explicitly teach these words , to ensure they can develop their students' understanding and expression of complex ideas. These words are useful for multiple purposes , and their use and understanding reflect and mature understanding of academic language. Students should learn to use Tier 2 words in multiple contexts and for multiple purposes.
Tier 3	Words that are relevant for specific subjects or content-areas . Words that have distinct meanings and purposes, relevant to a specialised topic or discourse.	lava carburettor legislature circumference aorta polyglot sonata isosceles	Students should learn these for the particular content-areas , but <u>should not be preferred over more useful Tier 2 words</u> . Students should learn to use Tier 3 words in the context of the specific subject matter where they are useful.

TIER 1	Curriculum area			
Year group	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Preschool	mark, colour.	cut, dot, stick		
EYFS	mark, colour	cut, dot, stick, rip, tear	bend, chop, cut, join, flatten, pull, push.	cut, join, string, tape, wrap, ben. tie, tape..
Y1	line, straight, dots,.	shape	loop, tube, curve	knot, plait, thread.
Y2	line, emoji	mix.	roll, shape, join, cut	shape
Y3	shape, line, tear, cut	positive	positive, negative	shape, colour, fold,
Y4	shadow	shadow,	join, shape	design
Y5	war, space, develop, decision	mixed, background	location, interactive	
Y6	symbol, audience	media	self, identity	image, frame

TIER 2	Curriculum area			
Year group	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Preschool	pattern, long/short, soft/hard,			
EYFS	straight, short, smooth, bumpy,thick, thin, soft, long, colour, circle, observe, feeling, hard, pattern	create, design, permanent, shiny, silky, slippery, glossy, glide, swirl, swish, temporary.	create, reflect, pinch, evaluate	crease, create, pattern, plan, sturdy.
Y1	vertical, horizontal, diagonal, wavy, observe, texture,shadow, 2d shape, 3d shape, narrative, continuous, circle, lightly, firmly.	space, thick, mix, pattern, shade, blend, texture.	imagine, overlap, spiral, concertina, zig zag, cylinder	weave.
Y2	thick, thin, texture, expression, illustration, illustrator, emotion, frame, retell.	overlap, surface, detail, texture	smooth, flatten, three dimensional	texture, pattern, design, evaluate
Y3	object, light, dark, grip, smooth, texture, surface, pressure, organic, arrangement, botanist, botanical, form, scale, magnified.	prehistoric, proportion, texture,	three dimensions, structure	egyptian, ancient, civilisation, Papyrus, material, layout, audience, inform, process, imagery, design, process, convey

Y4	gradient, three dimensional, proportion, symmetry, pattern, highlight, combine, collaborate, precision, parallel	shade, texture, formal, patterned, detailed, tint.	two dimensional, three dimensional, texture, template, secure	symmetrical, organic, pattern, rainforest, inspiration, repeating, texture.
Y5	space race, purpose, stimulus, process, technique, repetition, revisit, evaluate, futuristic, propaganda	transfer, multimedia, justify, research, evaluate, represent, atmosphere	features, evaluate, analyse, scale, special effects, three dimensional, atmosphere, influence, experience, culture, revolution, concept, interact	architecture, design, evaluate, proportion, perspective, organic, monument, legacy, elevation, interpret, crop, pressure, external, style, individuality, symbolism, literal, commemorate
Y6	character traits, symbolic, representative, interpretation, technique, Guerilla, commissioned, impact	compositions, evaluation, mixed media, technique, analyse, meaning, narrative, interpret, justify, inference, respond. convey, compose, thought provoking	expression, attribute, symbolic, literal, manipulate, relief, juxtaposition, embedded, tradition, representation, originality collection	composition, layout, photography, digital, saturation, emulate, editing, software, replacement, focus, recreate, pose, prop, grid, proportion

TIER 3	Curriculum area			
Year group	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Preschool	artist, draw			
EYFS	artist, mark making, medium, observational drawing, texture, rubbing, self portrait.	collage, landscape, splat, splatter, transient art.	clay, 3D art, sculpture, landscape,	flange.

Y1	cross hatch, optical art, printing, form, charcoal, pastel.	hue, kaleidoscope.	sculpture, artist, three dimensional, carving, mosaic.	artist, warp, weft, loom.
Y2	charcoal, stippling, hatching, cross hatching, scribbling, blending, sketch.	primary colour, secondary colour, collage.	ceramic, pinch pot, thumb pot, glaze, sculpture, sculptor, casting, negative space, impressing, in relief.	landmarks, abstract, composition, mosaic, stained glass, gallery, curator, design brief.
Y3	geometric, frottage, abstract, gestural, expressive	composition, charcoal, smudging, sketch, tone, pigment,	sculpture, abstract, positive space, negative space.	painting, composition, zine,
Y4	observational drawing, mixed media, wax resist, collage, printmaking, abstract, figurative, monoprint, block print, cross hatching	portrait, landscape, vivid, muted, figurative, dabbing paint, tipping paint, paint wash, pointillism	sculpture, abstract, figurative, carving, typography, welding, weaving, mesh, ceramics,.	imagery, colour palette, craftsperson, batik,
Y5	imagery, Retro - futurism, collagraph	self portrait, portrait, collage, Art medium, carbon paper, composition	Installation Art, Performance Art	Design intention, monoprint, observational drawing, abstract
Y6	Aesthetic, chiaroscuro, graffiti, mural, street art	tableau, abstract		photomontage, Dada, Cityscape, Macro, Monochrome, monochromatic, photorealism, photorealistic

Progression of Substantive Knowledge in Art from Preschool to Y6

	Drawing: Make Your Mark	Painting and Mixed Media	Sculpture and 3D	Craft and Design	Making Skills
EYFS EAD	<p>How to:</p> <ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. 	<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage 	<p>Know how to:</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 		<p><u>Pattern</u></p> <p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p> <p><u>Texture</u></p> <p>Simple terms to describe what something feels like (eg. bumpy).</p> <p><u>Tone</u></p> <p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>
Y1	<ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. 	<p>Know how to:</p> <ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 		<p><u>Pattern</u></p> <p>That a pattern is a design in which shapes, colours or lines are repeated.</p> <p><u>Texture</u></p> <p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p><u>Tone</u></p> <p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>
Y2		<p>Know how to:</p> <ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. 	<p>Know how to:</p> <ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay 	<p>How to:</p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres 	<p><u>Pattern</u></p> <p>Patterns can be used to add detail to an artwork</p> <p><u>Texture</u></p> <p>Collage materials can be chosen to represent real-life textures.</p>

		<ul style="list-style-type: none"> • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 	<p>and water.</p> <ul style="list-style-type: none"> • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay 	<p>stick together.</p> <ul style="list-style-type: none"> • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<p>Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p> <p><u>Tone</u></p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').</p>
Y3	<p>How to:</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 		<p>How to:</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. 	<ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. 	<p><u>Colour</u></p> <p>Using light and dark colours next to each other creates contrast.</p> <p><u>Form</u></p> <p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.</p> <p><u>Shape</u></p> <p>Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art</p> <p><u>Line</u></p> <p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p><u>Pattern</u></p> <p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to</p>

					<p>add or make patterns</p> <p><u>Texture</u></p> <p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured</p> <p><u>Tone</u></p> <p>That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>
Y4	<p>How to:</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<p>Know how to:</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 		<ul style="list-style-type: none"> • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to focus on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like 	<p><u>Colour</u></p> <p>Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p><u>Form</u></p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p><u>Shape</u></p> <p>How to use basic shapes to form more complex shapes and patterns.</p> <p><u>Line</u></p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p><u>Pattern</u></p> <p>Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating</p>

				<p>glue, in different ways depending on the desired effect.</p> <ul style="list-style-type: none"> • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. 	<p>pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p><u>Texture</u></p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><u>Tone</u></p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p>
Y5	<ul style="list-style-type: none"> • What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> • Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. 	<p>Know how to:</p> <ul style="list-style-type: none"> • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. <p>Take an interesting portrait photograph, exploring different angles.</p> <ul style="list-style-type: none"> • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas. 	<p>How to:</p> <ul style="list-style-type: none"> • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display. 	<p><u>Colour</u></p> <p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p><u>Form</u></p> <p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece</p> <p><u>Pattern</u></p> <p>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><u>Texture</u></p> <p>How to create texture on different materials.</p> <p><u>Tone</u></p> <p>Tone can help show the foreground and background in an artwork.</p>	

<p>Y6</p>	<ul style="list-style-type: none"> • Gestural and expressive ways to make marks. • Effects different materials make. <ul style="list-style-type: none"> • The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects 		<p>How to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. 	<ul style="list-style-type: none"> • How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. <ul style="list-style-type: none"> • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. <ul style="list-style-type: none"> • Use a grid method to copy a photograph into a drawing 	<p><u>Colour</u></p> <p>A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><u>Form</u></p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><u>Shape</u></p> <p>How an understanding of shape and space can support creating effective composition.</p> <p><u>Line</u></p> <p>How line is used beyond drawing and can be applied to other art forms.</p> <p><u>Pattern</u></p> <p>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> <p><u>Tone</u></p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
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Progression of Disciplinary Knowledge in Art from Preschool through to Year 6

Do children have opportunities to...

Year group	Drawing: Make your mark	Painting and Mixed Media	Sculpture and 3D	Craft and design
EYFS	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	
Year 1	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	
Year 2		<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>
Year 3	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to</p>		<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose</p>

	communicate form and proportion.		communicate form and proportion.	
Year 4	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>		<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>
Year 5	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line and form. .</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	
Year 6	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece.</p>		<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p>