



# Bearwood Primary and Nursery School

## Art and Design Progression of Knowledge

LEARNING, ENJOYING,  
& SUCCEEDING  
TOGETHER!

*'Learning, Enjoying and Succeeding Together'*

Elements of art – line, colour, value / tone (light or dark), shape (2 dimensional), form (3D shape), space (area surrounding / filling artwork), texture (actual or implied).

Art and Design Context: National Curriculum		National Curriculum KS1:		National Curriculum KS2:			
<p>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.</p>		<p>*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 *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>*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  *about great artists, architects (within DT curriculum) and designers (within DT curriculum) in history.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing - Autumn term	<p>Know and demonstrate that a line is made by a dot which moves.</p> <p>Know and demonstrate that lines can be straight or wavy.</p> <p>Know that when a line meets up with where it started, it will make a shape.</p> <p>Know that</p>	<p>Observe objects and represent what is seen by starting a sketch book.</p> <p>Know and demonstrate how to use <b>pattern and line</b> including many types of line: straight, wavy, long, short, dotted, zig zag</p> <p>Know and demonstrate and</p>	<p>Observe objects and represent what is seen by showing more control over the mark made with a variety of media.</p> <p>Know and demonstrate how to use <b>line, shape and texture</b>. (Through hatching and cross hatching, blending to create dark and light lines.</p>	<p>Observe objects and represent what is seen by drawing for sustained periods of time.</p> <p><b>Know that tone and value show variation in lightness and darkness.</b> Know that the letters on a pencil tell us if the lead is hard or soft (B soft and H Hard) and that different</p>	<p><b>Know and demonstrate how to use pencils of different hardness to show tone and texture.</b> EG 2B and 4B tells me the pencil grade.</p> <p>Know and demonstrate how to use proportion (scaling up or down) through landscape or still life drawing. Demonstrate</p>	<p>Know and demonstrate how to use shading to show shadow and light. E.g. – remove media to create a highlight (e.g. by smudging or rubbing out)</p> <p>Know and demonstrate how to use <b>space</b>. Develop the use of perspective by using a single focal point and horizon.</p>	<p>Know and demonstrate an understanding of 1 point and 2 point perspective.</p> <p><b>Draw for a sustained period of time over a number of sessions working on one piece.</b></p> <p>Apply previous knowledge of the 7 elements to develop</p>

	<p>sometimes I can draw what I see but sometimes I can draw what I imagine.</p> <p>Draw on different surfaces with a variety of drawing tools.</p>	<p>understanding of Space – positive and negative by using the whole page.</p>	<p><b>Know that the way we hold drawing media changes the effects we create.</b></p> <p>Know and demonstrate an understanding of composition – using the whole page, e.g. horizon to separate land and sea.</p>	<p>types of pencil create dark and sharp lines more or less easily.</p> <p>Know and demonstrate how to use <b>value and tone</b> through shading.</p> <p>Use sketchbook to plan drawings and collect source material for future works.</p>	<p>relative size (objects which are smaller look further away).</p> <p>Work from a variety of sources including real life, photographs and digital images.</p> <p>Develop close observation skills by using a variety of view finders.</p>	<p>their own style and show conscious choice in decision making. EG – why we have a certain media or why we have use a particular shading technique.</p>	
<p>Painting – Spring term</p>	<p><b>Name colours including black, grey, and white.</b> Extend vocab with pink, burgundy, crimson etc.</p> <p>Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc.</p> <p>Experiment with different surfaces.</p> <p>Know that we can change the thickness of marks by changing the brush type.</p>	<p><b>Primary colours: red, yellow and blue.</b> <b>Secondary colours are orange, green and purple.</b></p> <p><b>Know and demonstrate which primary colours mix to make secondary colours.</b></p> <p>Use different types of paint e.g. – ready-made, watercolours</p>	<p>Hues of primary and secondary colours (without the addition of white, black or grey)</p> <p><b>Know and demonstrate how to <b>colour match</b> to real objects – e.g. colour swatches, pieces of fruit.</b></p> <p>Begin to create textured paint by adding sand, plaster etc.</p> <p>Choose an appropriate brush size to create effect / technique.</p> <p>Learn how to create</p>	<p>Tints: Adding white to any hue. All tints are paler than the original hue.</p> <p><b>Know and demonstrate that a paintbrush can be used in different ways to create different effects</b> e.g., a thin brush on a small picture.</p> <p>Know and demonstrate an understanding of Realism (since 14<sup>th</sup> C): Real life, landscape, still life, foreground,</p>	<p>Shades: Adding black to any hue. All shades are darker than the original hue.</p> <p>Know and demonstrate different ways of applying paint, including Pointillism which came out of Impressionism.</p> <p>Apply knowledge of proportion (from drawing unit) in painting.</p> <p>Know and demonstrate an understanding of Impressionism (19<sup>th</sup> C): To capture a feeling</p>	<p>Tones: adding grey to any hue. All tones are darker than the original hue.</p> <p>Know that colours can be warm or cool and that harmonious colours are those which are next to each other on the colour wheel.</p> <p>Explore colour to affect mood.</p> <p>Apply colour using different techniques, e.g. dotting, dropping and splashing.</p> <p>Know and</p>	<p><b>Work in a sustained and independent way to develop their own style of painting.</b></p> <p><b>Purposely control the types of marks made and experiment with different textures and effects.</b></p> <p>Mix colours, shades and tones with confidence building on prior knowledge and experimentation and justifying the reasons for their decisions.</p> <p>Know and demonstrate an</p>

			a colour wash.	middle ground, background, observation.	or experience rather than an accurate depiction	demonstrate an understanding of Expressionism ( 19 <sup>th</sup> – 20 <sup>th</sup> C): To express inner world of emotion rather than external reality.	understanding of Abstract (20 <sup>th</sup> C): Art that does not attempt to accurately represent reality but instead uses shapes, colours etc to create the effect.
Sculpture or Printing Summer term	<p>Sculpture</p> <p>Know and demonstrate that objects look different from different angles</p> <p><b>Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures.</b></p> <p>Know and demonstrate how to hold and safely use a pair of scissors.</p>	<p>Printing</p> <p>Print with a variety of objects e.g. sponge, vegetables and focus on pattern.</p> <p>Print with block colours.</p> <p>Create a design for a tile print using fingers and bubble wrap.</p>	<p>Sculpture</p> <p><b>Begin to think about layering different pieces of material to create an overall piece.</b></p> <p>Build on prior knowledge of drawing to experiment with line and card.</p> <p>Learn about the work and life of Charles McGee.</p> <p>Create a 3d sculpture based on the work of Charles McGee.</p>	<p>Sculpture</p> <p><b>Know how to create a sculpture using a wire armature.</b></p> <p>Create a sea creature sculpture using a wire armature and then cover with another material – e.g. tin foil.</p>	<p>Printing</p> <p>Know about the life and works of William Morris.</p> <p>Know what the Arts and Crafts Movement was and what the impact of the Industrial Revolution was.</p> <p>Know and demonstrate how to use collagraphy (collage of items glued to a printing block).</p> <p><b>Know and demonstrate the art of printing styles by adding string to a printing block.</b></p>	<p>Sculpture</p> <p><b>Know and demonstrate how to use joining techniques to make sure that the pieces you want to join stay together:</b></p> <ol style="list-style-type: none"> <li>1. Score (scratch) into both surfaces you are joining to using a clay tool or old toothbrush.</li> <li>2. Moisten the base you are joining to by applying a little water (or slip: a liquid mixture of clay and water).</li> <li>3. Merge by adding on the piece you are joining and pressing down gently.</li> <li>4. Seal the edges down.</li> </ol> <p>Know how to add detail to clay pieces using a variety of</p>	<p>Printing</p> <p><b>Know about the work of Andy Warhol.</b></p> <p><b>Know and demonstrate how to use mono-printing.</b></p> <p>Know and demonstrate how to colour mix using overlapping prints.</p>

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Possible artists / outcomes– study at least 1 artists per year. (at least 1 female per phase). Children to recognise, analyse and emulate the works of a variety of artists.	Drawing – Beatrix Potter Painting – Eric Carle Sculpture – Andy Goldsworthy	Drawing - Painting Henri Rousseau Printing –	Drawing – Benji Davies (Illustrator) Painting – Sculpture – Charles McGee	Drawing Painting – Japanese Art. Chiho Aoshima Sculpture – wire sea creature	Drawing – still life Paul Cezanne Painting –Georges Seurat – pointillism. Printing – string printing using collagraphy. William Morris	Drawing – Painting – Edvard Munch The Scream Sculpture – Fanny Byse	Drawing – Painting – Pollock and Kandinsky Printing – Andy Warhol
Critical Analysis Stem sentences to help children analyse their own and others’ works of art.	_____ is difficult  One thing I like about my finished design/artwork is....	I am inspired by.....  ..... is the same as/different to ..... because....  I have used ..... in the same/ a different way to ..... as....  ..... is not going the way I wanted it because.....  I like/don’t like the way I have used ..... because.....  I am going to ..... instead.	I am inspired by.....  I would like to try.....  A similarity/difference between.... and .... is.....  I like/don’t like the way I have used..... (artistic element) because.....  The way I have used ..... (artistic element) is similar/different to .....’s work because...  To make it better, I could .....	I am inspired by.....  I would like to try.....  When I was experimenting, I noticed..... so.....  I like/don’t like the way I have used..... (artistic element) because.....  The way I have used ..... (artistic element) is similar/different to .....’s work because...  To make it better, I could .....	I am inspired by.....  I would like to try.....  I have chosen to ..... because.....  When I was experimenting, I noticed..... so.....  To refine....., I could.....  To develop....., I could....  I think the way I have used ..... (artistic element) is/is not effective because...  The way I have used ..... (artistic element) reflects	The way I have used ..... (artistic element) reflects .....’s work because.....  I think the way I have used ..... (artistic element) is/is not effective because...  In my work, I used ..... in ..... (this way) because I noticed in .....’s work, ..... (what they did).  I have chosen to ..... because.....  When I was experimenting, I noticed..... so.....	The way I have used ..... (artistic element) reflects .....’s work because.....  I think the way I have used ..... (artistic element) is/is not effective because...  In my work, I used ..... in ..... (this way) because I noticed in .....’s work, ..... (what they did).  In .....’s work, I noticed that ..... which I would like to use by.....  Other artists I have been inspired by were....

					<p>.....'s work because.....</p> <p>..... was/wasn't effective because .....</p> <p>Next time, I could.....</p>	<p>In my work, I used ..... in .....this way) because I noticed in my experimentation that.....</p> <p>..... was/wasn't effective because .....</p> <p>My use of ..... makes the viewer.....</p> <p>Next time, I could.....</p>	<p>I have chosen to ..... because.....</p> <p>When I was experimenting, I noticed..... so.....</p> <p>In my work, I used ..... in .....this way) because I noticed in my experimentation that.....</p> <p>Next time, I could.....</p>
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**\*Sticky knowledge for each year group highlighted in bold**

**By the end of EYFS children will:**

- **Be able to name a wide range of colours**
- **Have experience of mark making with a variety of tools on a variety of surfaces.**
- **Be able to articulate what they like and don't like within their own art.**

**By the end of KS1 children will:**

- **Be able to demonstrate a foundation in colour theory by mixing primary colours to make secondary colours.**
- **Be able to articulate what they like and dislike within their own and others' art work.**
- **Be able to talk about an artist studied in KS1.**

**By the end of KS2 children will:**

- **Leave Bearwood being able to talk about at least 2 artists in detail**
- **Leave Bearwood having a strong understanding of colour theory**
- **Leave Bearwood with the ability to critically analyse works of art (their own and that of established artists) and have some ideas on how they could improve their own works.**