

## Art Progression of Knowledge

	KNOWLEDGE	Outcomes
Year 3	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Know how to handle and use powder paints</li> <li>• Know what primary colours are</li> <li>• Know how to create secondary colours</li> <li>• Know what tint and shade is (light and dark) and how it can be used in paintings</li> <li>• Know what a collage is</li> <li>• Know who Kandinsky is and recognise his painting 'squares with concentric circles'</li> <li>• Know how to colour match using powder paint</li> </ul>	<p><b>Some children will</b></p> <ul style="list-style-type: none"> <li>Be able to use powder paints effectively</li> <li>Be able to accurately mix primary, secondary colours</li> <li>Be able to accurately colour mix</li> <li>Be able to create tints of a colour</li> <li>Be able to create shades of a colour</li> <li>Be able to recreate a work of art effectively</li> </ul> <p><b>Most children will</b></p> <ul style="list-style-type: none"> <li>Be able to use powder paints</li> <li>Be able to mix primary, secondary colours</li> <li>Be able to create tints of a colour</li> <li>Be able to create shades of a colour</li> <li>Be able to recreate a work of art</li> <li>Be able to colour match</li> </ul> <p><b>All children will</b></p> <ul style="list-style-type: none"> <li>Be able to use powder paints with adult support</li> <li>Begin to mix some primary, secondary colours with adult support</li> <li>Begin to paint some tints and shades of colours</li> <li>Be able to match some colours</li> </ul>
	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Know how we can learn about Roman life through pottery</li> <li>• Know how to make a pinch pot</li> <li>• Know how to make a clay coil pot</li> <li>• Know how to join clay</li> <li>• Know how to decorate a clay pot</li> <li>• Know how to evaluate their own work</li> </ul>	<p><b>Some children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a well-constructed, neat and stable coil or pinch pot, which has been decorated effectively</li> </ul> <p><b>Most children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a coil or pinch pot and coins which has been decorated</li> </ul> <p><b>All children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a pinch pot and decorate it simply</li> </ul>
	<p><b>Drawing/printing</b></p> <ul style="list-style-type: none"> <li>• Know who William Morris is and be able to identify common themes in his wallpaper designs</li> <li>• Know how to create a repeating pattern</li> <li>• Know how to prepare a polystyrene tile for printing</li> <li>• Know how to create a mono print</li> <li>• Know how to use a viewfinder</li> <li>• Know how to enlarge a piece of art</li> </ul>	<p><b>Some children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a nature inspired mono print that links to each other</li> <li>Be able to accurately enlarge a section of a William Morris design</li> </ul> <p><b>Most children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a nature inspired mono print</li> <li>Be able to enlarge a section of a William Morris design</li> </ul> <p><b>All children will</b></p> <ul style="list-style-type: none"> <li>Be able to produce a simple nature inspired mono print</li> <li>Begin to enlarge a section of a William Morris design</li> </ul>
Year 4	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Know what an environmental artist is</li> </ul>	<p><b>Some children will</b></p> <ul style="list-style-type: none"> <li>Be able to create a complex natural sculpture inspired by Andy Goldsworthy</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to recognise the work of artists Andy Goldsworthy and Richard Long</li> <li>• Know how to recognise natural sculptures</li> <li>• Know what a 'Maquette' is</li> <li>• Know how to plan and construct a natural sculpture</li> <li>• Know what a dream catcher is</li> </ul>	<p>To create a complex dreamcatcher using a variety of natural resources</p> <p><b>Most children will</b> Be able to create a natural sculpture inspired by Andy Goldsworthy</p> <p>Be able to create a dreamcatcher using a variety of natural resources</p> <p><b>All children will</b> Be able to create a simple natural sculpture inspired by Andy Goldsworthy</p> <p>Be able to create a simple dreamcatcher using natural resources</p>
	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Know what a primary colour is</li> <li>• Know how to create secondary colours</li> <li>• Know how to create tints and shades</li> <li>• Know how to handle and use watercolours</li> <li>• Know the names of some specific watercolour colours</li> <li>• Know how to create Tertiary colours</li> <li>• Know what harmonious colours are</li> <li>• Know how to create a wash</li> <li>• Know what an Art Gallery is and visit one</li> </ul>	<p><b>Some children will</b></p> <ul style="list-style-type: none"> <li>Be able to use watercolours effectively</li> <li>Be able to accurately mix Primary, Secondary colours and Tertiary colours</li> <li>Be able to accurately colour mix</li> <li>Be able to identify Harmonious colours on the colour wheel</li> <li>Be able to create an effective wash using harmonious colours</li> <li>Be able to paint a watercolour landscape</li> </ul> <p><b>Most children will</b></p> <ul style="list-style-type: none"> <li>Be able to use watercolours</li> <li>Be able to mix Primary, Secondary colours and Tertiary colours</li> <li>Be able to identify Harmonious colours on the colour wheel</li> <li>Be able to create a wash using harmonious colours</li> <li>Be able to paint a watercolour landscape</li> </ul> <p><b>All children will</b></p> <ul style="list-style-type: none"> <li>Be able to use watercolours with adult support</li> <li>Begin to mix some primary, secondary colours with adult support</li> <li>Begin to identify Harmonious colours on the colour wheel</li> <li>Be able to paint a simple watercolour landscape with support</li> </ul>
	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Know how to use a variety of pens in art effectively</li> <li>• Know how to create line, tone and texture</li> <li>• Know how to use crosshatching</li> <li>• Know how shading can be used to create a 3D effect</li> <li>• Know and understand how artists such as John Sell Cotman and Edward Artizonne draw</li> <li>• Know how 'Zentangle' patterns can be used in art</li> </ul>	<p><b>Some children will</b></p> <p>Be able to use a variety of pens to sketch the Victorian part of school using pattern, lines, texture and 3 dimensional shapes</p> <p><b>Most children will</b></p> <p>Be able to use a variety of pens to sketch the Victorian part of school using pattern, lines, texture</p> <p><b>All children will</b></p> <p>Be able to use a pen to sketch the Victorian part of school using pattern, lines</p>
<p><b>Year 5</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Know how to handle and use powder paint</li> </ul>	<p><b>Some children will</b></p>

	<ul style="list-style-type: none"> <li>• Know what primary and secondary colours are</li> <li>• Know how to colour mix</li> <li>• Know who the artist Van Gogh is and recognise some of his works of art</li> <li>• Know how to identify some of the techniques Van Gogh used</li> <li>• Know what hot and cold colours are</li> </ul>	<p>Be able to produce a painting that uses a variety of brushstrokes effectively in the style of Van Gogh Be able to identify and use hot and cold colours</p> <p><b>Most children will</b> Be able to produce a painting that uses at least 2 different brushstrokes Be able to identify and use hot and cold colours</p> <p><b>All children will</b> Be able to produce a painting using clear brushstrokes in the style of Van Gogh Be able to identify and use some hot and cold colours</p>
	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Know how to use line, tone, texture and crosshatching effectively</li> <li>• Identify use of line in works of art</li> <li>• Use different lines to complete a work of art.</li> <li>• Create tone using pencil and coloured pencils.</li> <li>• Draw the features of a face</li> <li>• Correctly position the features of a face</li> <li>• Draw in profile</li> </ul>	<p><b>Some children will</b> Be able to accurately draw a portrait using a variety of sketching pencils to include line, tone, shape and texture Be able to draw an accurate side profile sketch</p> <p><b>Most children will</b> Be able to draw, with increasing accuracy, a portrait using at least 2 pencils to include line, tone and shape Be able to draw a side profile sketch with correctly placed features</p> <p><b>All children will</b> Be able to draw a portrait using line, shape and some tone Be able to draw a side profile with features placed with increasing accuracy</p>
	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Know what an environmental artist is</li> <li>• Know how to recognise the work of artists Andy Goldsworthy and Richard Long</li> <li>• Know how to recognise natural sculptures</li> <li>• Know what a 'Maquette' is</li> <li>• Know how to plan and construct a natural sculpture</li> <li>• Know what a dream catcher is</li> </ul> <p><b>From Sept 2021</b></p> <ul style="list-style-type: none"> <li>• Know what a sculpture is and draw insects from different viewpoints Know how to observe</li> <li>• Know how to create a 3D shape using paper mache</li> <li>• Know how to attach extensions such as wings and legs to a paper mache model Know how to use acrylic paints</li> </ul>	<p><b>Some children will</b> Be able to create a complex natural sculpture inspired by Andy Goldsworthy To create a complex dreamcatcher using a variety of natural resources</p> <p><b>Most children will</b> Be able to create a natural sculpture inspired by Andy Goldsworthy Be able to create a dreamcatcher using a variety of natural resources</p> <p><b>All children will</b> Be able to create a simple natural sculpture inspired by Andy Goldsworthy</p> <p><b>From Sept 2021</b></p> <p><b>Some children will</b> Be able to produce a mini-beast sculpture with 2 body parts and effectively painted</p> <p><b>Most children will</b> Be able to produce a mini-beast sculpture with 1 body part and painted</p> <p><b>All children will</b> Be able to produce a simple shaped and painted minibeast Be able to create a simple dreamcatcher using natural resources</p>

<p><b>Year 6</b></p>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Know what perspective is</li> <li>• Know the vocabulary associated with perspective ie. Viewpoint, landscape, perspective, tone, texture, proportion, background, foreground.</li> <li>• Know how to draw using one point perspective</li> <li>• Know how to use line, tone and texture</li> <li>• Know how to annotate their own drawings</li> <li>• Know how to evaluate their own and others work</li> </ul>	<p><b>Some children will</b> Be able to create a realistic drawing of a landscape using a one point perspective to include colour, shape, tone, space and textures</p> <p><b>Most children will</b> Be able to create a drawing of a landscape using a one point perspective to include colour, tone and shape</p> <p><b>All children will</b> Begin to create a landscape drawing using one point perspective</p>
	<p><b>Pop Art</b></p> <ul style="list-style-type: none"> <li>• Know the key characteristics of Pop Art ie. Bright colours, flat imagery, images drawn from popular products, culture</li> <li>• Know and recognise the style of Andy Goldsworthy and Roy Lichtenstien</li> <li>• Know the vocabulary associated with Pop Art ie. Colour composition, line and shape</li> <li>• Know how to describe their own work of art</li> <li>• Know how to self assess their own work</li> </ul>	<p><b>Some children will</b> Be able to create a piece of work in the Pop Art style selecting appropriate colours and a composition with a clear message</p> <p><b>Most children will</b> Be able to create a piece of work in the Pop Art style with the aid of a template</p> <p><b>All children will</b> Be able to create a piece of work in the Pop Art style with the aid of a template and adult support</p>
	<p><b>Additional units – whole school</b></p> <ul style="list-style-type: none"> <li>• <b>Art Week</b></li> <li>• <b>History of Art Day</b> Artists covered (The year group these are taught in may vary according to how many classes are in each year group) Paul Klee Cave paintings Medieval illuminated letters Rousseau Monet Egyptian art Georgia O'keeffe Picasso Klimt</li> </ul>	<p><b>Some children will</b> Be able to confidently explain the style of art by a particular artist / period of time Be able to effectively recreate a piece of art in the style of a given artist / period of time</p> <p><b>Most children will</b> Be able to explain the style of art by a particular artist / period of time Be able to recreate a piece of art in the style of a given artist / period of time</p> <p><b>All children will</b> Be able to state what artist /period of time they are studying and a fact about it With support, begin to recreate a piece of art in the style of a given artist / period of time</p>