



## Arnold View Primary School



### Art and Design Skills and Knowledge Progression Framework

#### Intent

At Arnold View Primary School it is our firm belief that to enhance and enrich all children's learning and provide them with a full and rounded education, we must remain committed to the arts curriculum. The teaching of art and design, dance, drama and music, have their own place as subjects but they are also planned cross circularly into all the aspects of the curriculum to ensure that the early goals and curriculum requirements are met. Our intent is that pupils:

- Will have an in-depth knowledge and understanding of a variety of skills and techniques artists use.
- Can articulate their own thinking, choices and learning journey.
- Can explore and use media and materials whilst being imaginative.
- View Art as a creative process by which they gain knowledge from experts, explore a range of new ideas and use a range of materials.
- Reflect on their work, evaluate and become critical thinkers of their own Art work and others.
- Are excited to learn how Art has shaped History, different cultures and the wider world.
- Develop skills and understanding that can be transferred not only through each year group but into all aspects of life.
- Use drawing painting and sculpture to develop and share their ideas, experience and imagination.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to enable children to learn more and remember more. The art skills are repeated across the various key stages therefore allowing pupils to firstly revise their prior learning, and then deepen these skills by adding further disciplinary knowledge appropriate for their age. Art projects are aimed to compliment and deepen their understanding of their wider curriculum learning.

Our skills and knowledge progression frameworks are separated into two strands: disciplinary knowledge and substantive knowledge. Disciplinary knowledge involves the skills needed in this subject area to gain knowledge to be an accomplished artist. Substantive knowledge is the specific, factual content – or 'Sticky Knowledge' – that we expect our children to acquire during their time at Arnold View.

#### Art and SEND

For pupils with SEND, adaptations may be made in art which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in art by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.

## Skills and Knowledge Progression Framework

### Disciplinary Knowledge – What skills do I need to do to be a successful Artist?

	EYFS	KS1		LKS2		UKS2		KS3
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Painting	<p><b>F1:</b></p> <ul style="list-style-type: none"> <li>I can explore colour and colour-mixing.</li> </ul> <p><b>F2:</b></p> <ul style="list-style-type: none"> <li>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Use different ways to apply paint (brush, hands, fingers, spatula)</li> <li>Know primary colours</li> <li>Mix paint to create a secondary colour</li> <li>Use of different brush sizes and types</li> <li>Experiment with different textures (sand, sand sawdust, glue with paint)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use different brush sizes and types</li> <li>Know how to achieve tints by adding white</li> <li>Know how to achieve shades by adding black</li> <li>Know how to mix secondary colours and name them</li> <li>Use paint to create pattern and repetition and to add detail</li> </ul>	<ul style="list-style-type: none"> <li>Master painting techniques through the creation of shape, texture and lines, using thick and thin brushes</li> <li>Experiment with different effects and textures, including blocking in colour, washes, etc.</li> <li>Create textural effects, using thickened paint, dotting, scratching and splashing</li> <li>Know how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li>Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects</li> <li>Mix and use tints, tones, hue and shades</li> <li>Use colour to reflect mood</li> <li>Introduce water colour and spend time knowing how to create effects with water colour</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use paint to create emotion in art                             <ul style="list-style-type: none"> <li>Explore wash and transparency, marks and strokes when painting</li> </ul> </li> <li>Develop colour palette through combinations to enhance mood, etc.</li> <li>Experiment further with tint, tone, shade, hue, complementary and contrasting colours to create desired effects</li> </ul>	<ul style="list-style-type: none"> <li>Know when using a wash, perspective can be achieved through darkening the paint towards to foreground</li> <li>Choose appropriate paint, paper and implements to create desired effects</li> <li>Mix and match colours to create atmosphere and emotion</li> <li>Be able to identify and work complementary and contrasting colours</li> </ul>	<p><b>'Sunflowers' and 'Red Canna'</b></p> <p>Colour mixing methods with a range of materials, techniques and processes. Colour symbolism and connotations.</p>
Drawing	<p><b>F1:</b></p> <ul style="list-style-type: none"> <li>I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.                             <ul style="list-style-type: none"> <li>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</li> </ul> </li> </ul> <p><b>F2:</b></p> <ul style="list-style-type: none"> <li>I can explore colour and how colours can be changed.</li> <li>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.                             <ul style="list-style-type: none"> <li>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigate creating different tones by pressing harder and lighter with a pencil</li> <li>Introduce the pencils: HB, 4B and 8B to explore light and dark tones</li> <li>Draw light and dark lines of different thickness</li> <li>Begin to explore the use of line to create different shapes and texture</li> </ul>	<ul style="list-style-type: none"> <li>Add 2H to the range of pencils they use regularly (HB, 4B and 8B)</li> <li>Draw from their own observations showing increasing accuracy</li> <li>Experiment drawing with a variety of media; pencils, crayons, oil pastels, chalk or charcoal</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use a wide range of drawing implements, now possibly including chalk pastels and inks</li> <li>Experiment with the full range of pencil grades (4H-H and 6B-B) to create light and dark tones.</li> <li>Create tone and texture using different shapes, pattern and colour</li> </ul>	<ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil</li> <li>Sketch collection of observational and imagined drawings and ideas using line, tone, texture and pattern</li> <li>To create shading using different skills such as hatching and cross hatching</li> </ul>	<ul style="list-style-type: none"> <li>Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques to create a desired effect</li> <li>Developing accuracy and in their drawings through use of proportion</li> <li>Carry out observational drawing and from memory and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently</li> <li>Show effect of light on objects and people from different directions</li> <li>Use perspective in their work, using a single focal point and horizon movement</li> </ul>	<p><b>'Blackberry' and 'The Bee'</b></p> <p>Drawing methods, mark making and tonal values with a range of techniques and processes.</p>

Printing		<ul style="list-style-type: none"> <li>•Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils or mesh or plastic to create repeating pattern</li> <li>•Make marks in print with a variety of objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc.</li> <li>•Create rubbings from a print or textured surface</li> <li>•Know how to create a repeating pattern in print</li> </ul>	<ul style="list-style-type: none"> <li>•Print with a range of hard and soft materials, e.g., corks, pen, barrels and sponge</li> <li>•Press, roll, rub and stamp to create prints</li> </ul>	<ul style="list-style-type: none"> <li>•Create printing blocks using a relief or impressed method</li> <li>•Lift an impression or print from a textured or incised surface, using a stamp or block and water-based printing ink and prepared surfaces</li> </ul>	<ul style="list-style-type: none"> <li>•Create printing blocks, using a relief or impressed methods in more detail</li> <li>•Research, create and refine a print, using a variety of techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Explore environmental and man-made patterns</li> <li>•Print onto fabric using at least four colours</li> <li>•Add layers of colours as is appropriate and then embellish it</li> <li>•Design a print and pattern linked to works studied</li> <li>•Create an accurate print design following a given criteria</li> </ul>	<ul style="list-style-type: none"> <li>•Master printing techniques and make appropriate and effective choices in their use of materials and techniques to reflect the mood and purpose of the work</li> <li>•Create printing blocks using relief or impressed method</li> </ul>	
3D Sculpture	<p><b>F1:</b></p> <ul style="list-style-type: none"> <li>• I can experiment with blocks, colours and marks</li> <li>• I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>• I can join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>•Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape</li> </ul>	<ul style="list-style-type: none"> <li>•Join two pieces of clay by roughing both surfaces</li> <li>•Make an object out of malleable material for a purpose, e.g., pot or tile</li> </ul>	<ul style="list-style-type: none"> <li>•Shape, form, model and construct malleable and rigid materials</li> <li>•Join clay adequately</li> <li>•Use a coiled method to create clay sculpture</li> <li>•Paper sculptures</li> </ul>	<ul style="list-style-type: none"> <li>•Know how to sculpt malleable and mouldable materials with more accuracy</li> <li>•Select and use a range of tools to add further details to their sculpture</li> </ul>	<ul style="list-style-type: none"> <li>•Shape, form, model and construct from observation and imagination</li> <li>•Use recycled, natural and made materials to sculpt</li> <li>•Plan a sculpture through drawing (exploded) and other preparatory work (include form, shape, modelling, joining)</li> </ul>	<ul style="list-style-type: none"> <li>•Apply skills from across KS2 using malleable materials including slabs, coils, slips, etc.</li> <li>•Shape, form, model and join clay</li> </ul>	Explore and investigate a range of materials, techniques and processes.
Using Sketchbooks		<ul style="list-style-type: none"> <li>•Use a sketchbook to gather and collect art work</li> </ul>	<ul style="list-style-type: none"> <li>•Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations</li> </ul>	<ul style="list-style-type: none"> <li>•Create a sketch collection in books to record their observations</li> <li>•Use sketchbooks to review and revisit ideas e.g., line, tone texture and shading</li> </ul>	<ul style="list-style-type: none"> <li>•Use journals to collect and record visual information, textiles, patterns from different sources</li> <li>•Annotate work in journals</li> </ul>	<ul style="list-style-type: none"> <li>•Collect ideas for preliminary studies trying out different media and materials</li> <li>•Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>•Develop ideas using different and mixed media using sketchbooks</li> <li>•Annotate work in a journal</li> <li>•Adapt and critically evaluate their work as their ideas develop</li> </ul>	<p>Use a range of techniques to record observations and explorations.</p> <p>Critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments.</p> <p>Develop and use creative, critical and technical language, using quality talk and speak like an artist.</p>

## Substantive Knowledge – Sticky Knowledge

	KS1	LKS2	UKS2	KS3
Autumn 1		<p><b>Gustav Klimt [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Gustav Klimt was a symbolist painter who came from Austria</li> <li>Symbolism is portraying the natural world not in a realistic way, but in a dreamlike way</li> <li>He liked to paint women, who were the subjects of most of his work</li> </ul>	<p><b>Donatello [Cycle A]</b></p> <ul style="list-style-type: none"> <li>Donatello was a renaissance sculptor from Italy</li> <li>Sculpture is the act of making 3D artwork which is chiselled, carved or cast</li> <li>He was a renaissance artist which means he used perspective to create realistic artwork that was true to life</li> <li>His sculptures were often of the human form</li> </ul>	<p>Artists: Alex Konahin Kate Malone Georgia O’Keefe Vincent Van Gogh</p> <p>Know about art, craft and design of different periods and cultures, understanding the development of work, the context of the artists, and the historical, political, spiritual, cultural, social, moral and environmental contexts that the work(s) were created.</p> <p>Know how artists are linked to the creative industries.</p>
Autumn 2	<p><b>Paul Klee [Cycle A]</b></p> <ul style="list-style-type: none"> <li>Paul Klee was an abstract artist who came from Switzerland</li> <li>Abstract art does not look realistic</li> <li>Paul Klee changed the colours, shapes and sizes of his subjects so they did not look like real life</li> </ul> <p><b>Michelle Reader [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Michelle Reader is a visual artist who comes from the UK and works in Nottingham</li> <li>She creates large sculptures made from recycled materials</li> <li>She is heavily inspired by nature and her sculptures are often animals. She likes the contrast of the natural world being created with man-made objects</li> </ul>	<p><b>Vincent Scarpace [Cycle A]</b></p> <ul style="list-style-type: none"> <li>Vincent Scarpace is an abstract painter who comes from the USA</li> <li>Abstract art does not look realistic</li> <li>He changes the colours, shapes and sizes of his subjects so they did not look like real life (e.g., using an enlarged eye).</li> <li>He uses dots, swirls, spirals and cross hatching to add detail to his work</li> <li>He uses bright, vibrant colours</li> </ul>	<p><b>Frida Kahlo [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Frida Kahlo was a painter who came from Mexico</li> <li>She painted many portraits and self-portraits as well as being inspired by nature</li> <li>She mixed elements of realism with fantasy</li> <li>Her work celebrated Mexican culture and heritage</li> </ul>	
Spring 1	<p><b>Amedeo Modigliani [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Amedeo Modigliani was a painter and sculptor who came from Italy</li> <li>He often painted surreal portraits which means small changes have been made so they are not completely realistic</li> <li>He elongated the faces, necks, and figures of the people in his work so they did not look realistic</li> <li>He was not appreciated in his lifetime but his work is now very valuable</li> </ul>	<p><b>Ancient Greek Pottery [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Pottery was used as vessels to store/transport liquids like wine/water or for storing perfumes</li> <li>They were decorated with the black-figure technique (the people were painted black) and the red-figure technique (the people were left the red colour of the clay)</li> <li>They were decorated with myths – stories about the adventures of superhuman beings such as gods and heroes</li> </ul>	<p><b>William Morris [Cycle A]</b></p> <ul style="list-style-type: none"> <li>William Morris was textile designer from the UK</li> <li>He used relief printing which is when the design is carved into a printing block, covered in paint (or ink) and then pressed onto the chosen surface</li> <li>His designs were heavily influenced by plants, flowers and animals</li> </ul> <p><b>Banksy [Cycle B]</b></p> <ul style="list-style-type: none"> <li>Banksy is a street artist from the UK whose actual identity remains unknown</li> <li>His art reflects his feelings about today’s world and often criticises the way things are</li> <li>He used spray paint and stencils to create his designs</li> <li>He paints onto public buildings so the world can see his designs and understand his messages</li> </ul>	
Spring 2	<p><b>Joan Miro [Cycle A]</b></p> <ul style="list-style-type: none"> <li>Joan Miro was a painter and sculptor from Barcelona, Spain</li> <li>He often painted surreal work that was inspired by dreams and creating fantasy scenes that were not realistic</li> <li>He tried to paint the world from a childlike perspective which influenced his choice of subjects</li> </ul>	<p><b>Leonardo Da Vinci [Cycle A]</b></p> <ul style="list-style-type: none"> <li>Leonardo Da Vinci was a painter, engineer, scientist, sculptor and architect who came from Italy</li> <li>He was a renaissance artist which means he used perspective to create realistic artwork that was true to life</li> <li>His art focused on careful observations of nature, architecture, mechanics and his hypothetical inventions.</li> </ul>		

Summer 1	<p><b><u>Yayoi Kusama [Cycle A]</u></b></p> <ul style="list-style-type: none"> <li>• Yayoi Kusama is a sculptor and installation artist from Japan <ul style="list-style-type: none"> <li>• She is a conceptual artist which means that the message or the emotion that her work gives the observer is more important than the physical art itself</li> <li>• She regularly uses bright, vibrant colours and polka dot patterns</li> </ul> </li> </ul>	<p><b><u>Egyptian Death Masks [Cycle A]</u></b></p> <ul style="list-style-type: none"> <li>• These were masks to look like the dead person to help their soul return to their body to rest</li> <li>• It also allowed the god of death (Anubis) to eventually lead them to the afterlife</li> <li>• Kings (and the rich) had masks made of gold or silver, poorer people had masks made of clay or wood</li> <li>• The mask also guarded the dead body from evil spirits</li> </ul>		
Summer 2	<p><b><u>Vincent Van Gogh [Cycle B]</u></b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh was an impressionist painter from the Netherlands <ul style="list-style-type: none"> <li>• Expressionism is art where the details have been changed to show the artist's inner feelings or ideas</li> <li>• He used bold, dramatic brush strokes which show emotion or movement.</li> </ul> </li> </ul>	<p><b><u>Julie Vernon [Cycle B]</u></b></p> <ul style="list-style-type: none"> <li>• Julie Vernon is a mosaic sculpture artist from the UK</li> <li>• Mosaics are artwork created from many little pieces of tile, glass or other materials to create one overall pattern/design <ul style="list-style-type: none"> <li>• She likes to work in an abstract style, creating patterns and movement in her work as she goes along</li> <li>• She is largely inspired by the colours and shapes in nature</li> </ul> </li> </ul>	<p><b><u>Claude Monet [Cycle A]</u></b></p> <ul style="list-style-type: none"> <li>• Claude Monet was an impressionist painter who came from France <ul style="list-style-type: none"> <li>• Impressionism was the practice of painting outdoors to capture the details of nature and landscapes</li> </ul> </li> <li>• Monet used pure, primary and complimentary colours <ul style="list-style-type: none"> <li>• He used very small brushstrokes on the canvas</li> </ul> </li> </ul> <p><b><u>Henri Rousseau [Cycle B]</u></b></p> <ul style="list-style-type: none"> <li>• Henri Rousseau was a post-impressionist painter who came from France <ul style="list-style-type: none"> <li>• Post-impressionism was a reaction against the impressionists' use of natural light and colour</li> <li>• He used piercing, unnatural colours and often did not use the correct proportions</li> <li>• He used very small, controlled brushstrokes which makes his subjects look outlined</li> </ul> </li> </ul>	