

Whole School Progression of Skills & Knowledge Year B

‘Let all that you do be done in Love’ Corinthians 1’

Years 1 & 2	Purple = Substantive Knowledge <i>(A specific, factual content for the subject, which must be connected into careful sequence)</i>	Green = Implicit Knowledge / Skills <i>(The knowledge gained from applying the information learned in that how-to guide in a real world situation)</i>		
Drawing	Sketchbooks	Printmaking	Making	Purpose/Visual Literacy/Articulation
Understand drawing is a physical activity. Spirals	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals	Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Explore Through Monoprint	Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project	Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.
Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals	Continue to build understanding that sketchbooks are places for personal experimentation.	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Explore Through Monoprint	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 1
Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals	Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 2	Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project	Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.
Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore Through Monoprint	Make a simple elastic band sketchbook. Personalise it. Spirals Use sketchbooks to: Develop experience of primary and secondary colours Spirals Practice observational drawing Spirals Explore mark making Spirals Explore the qualities of different media. Explore Through Monoprint Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore Through Monoprint			Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2
				Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Some children may feel able to share their response about classmates work. All Pathways for Year 1 Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Talk about intention.

	Make visual notes about artists studied Explore Through Monoprint			Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2
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Years 3, 4 & 5		Purple = Substantive Knowledge <i>(A specific, factual content for the subject, which must be connected into careful sequence)</i>			Green = Implicit Knowledge / Skills <i>(The knowledge gained from applying the information learned in that how-to guide in a real world situation)</i>	
Drawing	Sketchbooks	Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation	
Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3	Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Art of Display	To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.	
Understand that designers create fonts and work with Typography. Typography & Maps	Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3	Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour	Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.	Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. Art of Display	Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	
Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps	Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3	Use mono print or screen print over collaged work to make a creative response to an original artwork.	Explore positive and negative shapes, line, colour and composition. Working with Shape & Colour	To understand that sometimes people themselves can be the object, as in performance art. Art of Display	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3	
Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4	Consider use of layers to develop meaning. Working with Shape & Colour		To understand that making sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	
Draw over maps/existing marks to	Work in sketchbooks to:				Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4 Look at the work of designers, artists, animators, architects.	

<p>explore how you can make mark making more visually powerful. Typography & Maps</p>	<p>Make visual notes using a variety of</p>			<p>Sculpture & Structure Festival Feasts</p>	<p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>
<p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>	<p>media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. ! Working with Shape & Colour</p> <p>Develop mark making skills. Working with Shape & Colour</p> <p>Brainstorm animation ideas. Working with Shape & Colour</p> <p>Practise drawing skills. Sculpture & Structure</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists Sculpture & Structure</p> <p>Test and experiment with materials. Sculpture & Structure</p> <p>Reflect. Sculpture & Structure</p> <p>Explore mark making. Typography & Maps</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps</p>			<p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Sculpture & Structure</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 3</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p>

					<p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>
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Year 6		Purple = Substantive Knowledge <i>(A specific, factual content for the subject, which must be connected into careful sequence)</i>			Green = Implicit Knowledge / Skills <i>(The knowledge gained from applying the information learned in that how-to guide in a real world situation)</i>	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation	
Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D	Use sketchbooks to: Practise seeing negative and positive shapes. 2D to 2D Activism Using the grid method to scale up an image. 2D to 2D	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism	Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Take a Seat	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.	
Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D	Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism		Understand that artists and designers add colour, texture, meaning and richness to our life. Take a Seat	Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.	
Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D	Explore colour: make colours, collect colours, experiment with how	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about		Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6	
Explore using negative and positive space to					Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... it links to...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Talk about intention.	

<p>“see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>colours work together. Activism Brave Colour</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Take a Seat</p>	<p>what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p>		<p>things for the future. Take a Seat</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</p>	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>
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