

Whole School Progression of Skills & Knowledge Year A

'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	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways,</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p>	<p>Understand watercolour is a media which uses water and pigment. Exploring Watercolour</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Exploring Watercolour</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. Exploring Watercolour</p> <p>Paint without a fixed image of what you are painting in mind. Exploring Watercolour</p> <p>Respond to your painting, and try to "imagine" an image within. Exploring Watercolour</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Exploring Watercolour</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds Flora & Fauna</p> <p>Understand we can create our own papers with which to collage. Making Birds Flora & Fauna</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Collage with painted papers exploring colour, shape and composition. Flora & Fauna</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of "Design through Making" Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>	<p>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.</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.</p> <p>All Pathways for Year 1</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>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.</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.</p> <p>All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p>
<p>experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna</p>	<p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours Exploring Watercolour Flora & Fauna</p> <p>Practice observational drawing Flora & Fauna Making Birds</p> <p>Explore mark making Flora & Fauna Exploring Watercolour Making Birds</p>				

<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw</p>			<p>artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art</p>		<p>Some children may feel able to share their response about classmates work.</p> <p>All Pathways for Year 1</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</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 2</p>
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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	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Understand that artists use</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Exploring Still Life</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>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.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</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 3</p>
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p>	<p>sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p>	<p>sculpture. Telling Stories</p>	<p>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.</p>
<p>Understand that animators make drawings that move.</p>	<p>Work in sketchbooks to:</p>	<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting,</p>	<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories</p>	<p>Understand artists often collaborate on projects, bringing different skills together.</p>
<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to</p>	<p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of 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. Gestural Drawing with Charcoal Telling Stories</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Telling Stories</p>	<p>surface, foreground and background. Exploring Still Life</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life</p>	<p>Make an armature to support the sculpture. Telling Stories</p>	<p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</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 4</p> <p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>

<p>dance). Gestural Drawing with Charcoal</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an according or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Practise drawing skills. Storytelling Through Drawing Exploring Still Life</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Still Life</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Exploring Still Life</p> <p>Brainstorm pattern, colour, line and shape. Exploring Still Life</p> <p>Brainstorm and explore ideas relating to performance art. Art of Display</p> <p>Reflect. Storytelling Through Drawing Art of Display 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>
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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	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D Activism</p> <p>Using the grid method to scale up an image. 2D to 2D</p>	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. Exploring Identity 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	<p>2D</p> <p>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?</p>	Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity	Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity 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	Activism		Identity	Understand that artists reinvent. Understand that	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
					Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").

<p>and scale up our work. 2D to 2D</p>	<p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p>	<p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>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 things for the future. Take a Seat Shadow Puppets</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>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p>	<p>Explore combinations and layering of media. Activism</p>	<p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</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>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p>	<p>Develop Mark Making Activism 2D to 2D Exploring Identity</p>	<p>Or create a zine using similar methods. Activism</p>			<p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
<p>Use collage to add tonal marks to the "flat image". 2D to 2D</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Activism 2D to 2D Exploring Identity Take a Seat</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>