



# Clarendon Infant and Junior Schools

## Progression of Skills and Knowledge September 2022



Year 1	<div>Purple = Substantive Knowledge</div> <div>Green = Implicit Knowledge / Skills</div>					
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity.</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p><u>Explore lines</u> made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop <u>spiral drawings</u>.</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Make a <u>simple elastic band</u> sketchbook. Personalise it.</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas, develop experience of primary and secondary colours, make notes, practice observational drawing, explore mark making.</p>	<p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand relief prints are made when we print from raised images (plates).</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (<u>relief printing</u>) exploring how we ink up the plates and transfer the image.</p> <p><b>(Added session within Flora and Fauna)</b></p> <p>Additive &amp; Incised Printing</p>	<p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p>	<p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p> <p><u>Collage with painted papers</u> exploring colour, shape and composition.</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a <u>playful, exploratory</u> way, responding to a simple brief, using Design through Making philosophy.</p>	<p>Look at the work of draughtspeople, 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>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>Some children may feel able to share their response about classmates work.</p>

Year 2	<div> <div>Purple = Substantive Knowledge</div> <div>Green = Implicit Knowledge / Skills</div> </div>					
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph.</p> <p>Use <a href="#">drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making</a>, using graphite, soft pencil, handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition.</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.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. drawn to scale, working slowly, developing mark making. Explore colour and colour mixing. Make visual notes about artists studied.</p>		<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</p> <hr/> <p>Explore <a href="#">colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media</a>. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Option to use collage with painting to create a still life (see column 4 “painting”).</p> <p><a href="#">Collage with drawings to create invented forms</a>. Combine with making if appropriate.</p>	<p>Understand the role of an architect.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to <a href="#">make an architectural model</a> of a building, considering shape, form, colour, and perspective. Consider interior and exterior.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Transform <a href="#">found objects into sculpture</a>, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</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> <hr/> <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 &amp; perspective.</p>

Year 3	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Collage	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.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make <a href="#">charcoal drawings which explore Chiaroscuro</a> and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to <a href="#">explore making gestural drawings with charcoal using the whole body</a> (link to dance).</p> <p>Develop mark making skills by deconstructing the work of artists.</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.</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. 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. Develop mark making skills. Brainstorm animation ideas. Experiment with pigments created from the local environment.</p>	<p>Understand that screen prints are made by forcing ink over a stencil.</p> <p>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.</p> <hr/> <p>Use <a href="#">mono print or screen print over collaged work</a> to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>	<p>Understand that we can create imagery using natural pigments and light.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <hr/> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p><a href="#">Cut shapes from paper (free hand) and use as elements with which to collage</a>, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>An armature is an interior framework which support a sculpture.</p> <p>Understand that articulated drawings can be animated.</p> <hr/> <p>Use <a href="#">Modroc or air dry clay to model characters inspired by literature</a>. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of a draughtsperson who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and draughtspeople 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.</p> <hr/> <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 &amp; perspective.</p>

Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <hr/> <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.</p> <p><u>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format.</u> Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Brainstorm and explore ideas relating to performance art.</p> <p>Reflect.</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today.</p> <hr/> <p>To explore <u>colour (and colour mixing), line, shape, pattern and composition in creating a still life.</u> To consider lighting, surface, foreground and background.</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).</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork.</p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object.</p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>To understand that sometimes people themselves can be the object, as in performance art.</p> <p>To understand that make 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.</p> <hr/> <p>Explore how we can <u>re-see the objects around us and represent them as sculptures.</u> That we can use scale to re-examine our relationship to the things around us.</p> <p>To work in collaboration to <u>explore how we can present ourselves as art object,</u> using a plinth as a device to attract attention to us.</p> <p>To <u>construct sculptural self portraits</u> of ourselves on a plinth, using a variety of materials including fabric.</p> <p>Develop our <u>construction skills, creative thinking and resilience skills by making sculpture</u> 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.</p> <p>To <u>combine modelling with construction using mixed media and painting to create sculpture.</u></p>	<p>Understand that</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 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.</p> <hr/> <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 &amp; perspective.</p>

Year 5		<div>Purple = Substantive Knowledge</div> <div>Green = Implicit Knowledge / Skills</div>			
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography.</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <hr/> <p><a href="#">Create fonts inspired by objects/elements around you.</a></p> <p>Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p><a href="#">Combine drawing with making to create pictorial / 3 dimension maps</a> 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.</p>	<p>Use sketchbooks to:</p> <p>Explore mark making made through mono types.</p> <p>Brainstorm ideas generated when reading poetry or prose.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Explore ideas relating to set design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.</p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</p> <hr/>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <hr/> <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork.</p> <p><a href="#">Explore how you can you paint (possibly combined with drawing) to capture your response to a place.</a> Explore how the media you choose, combined with the marks you make and how you sue your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p>	<p>Understand that set designers can design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</p> <hr/> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p><a href="#">Use Design through Making and scale models to create a piece of architecture which would make the world a better place.</a></p> <p>Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</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>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> <hr/> <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 &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>

Year 6	Purple = Substantive Knowledge			Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <hr/> <p><a href="#">Explore using negative and positive space to “see”</a> and draw a simple element/object.</p> <p><a href="#">Use the grid system</a> to scale up the image above, transferring the image onto card.</p> <p><a href="#">Use collage to add tonal marks</a> to the “flat image”.</p>	<p>Use <a href="#">sketchbooks</a> to:</p> <p>Practise seeing negative and positive shapes.</p> <p>Using the grid method to scale up an image.</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> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p>	<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.</p> <hr/> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <hr/>	<p>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.</p> <hr/> <p>Explore <a href="#">how we can use layers</a> (physical or digital) to <a href="#">explore and build portraits of ourselves</a> which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>	<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <hr/> <p>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 things for the future.</p> <hr/> <p>Use a variety of materials to design (through making) and <a href="#">construct a scaled piece of furniture</a>. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>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.</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> <hr/> <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 &amp; perspective.</p>