

Art DISCIPLINARY knowledge progression overview

Disciplinary knowledge enables our artists to embed their substantive knowledge by thinking, questioning and building knowledge. In our Art curriculum at Hollybrook our children make observations, develop control, select and use tools, and media and evaluate in Art.

Our children learn how to…

Disciplinary knowledge	EYFS	KS1	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
 Make observations	• Make simple observations about what they can see when looking at pieces of art.	• Discuss artwork and what they like/don't like about a piece of artwork. • What can they see? • Begin to write labels around a piece of art. • Begin to notice how the formal elements of art effects.	• Develop observational skills to look closely at some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in artwork, demonstrating a great awareness of composition.	• Write a written detailed response to pieces of art and make comparisons, make observations on the formal elements of art.
 Select and Use	• With support, make choices about materials to use. • Explore using a variety of tools including; pencil, pastel, crayon, chalk, water colour and charcoal. •	• Make choices about which materials and techniques to use to create an effect. • Use a variety of tools including; pencil, pastel, crayon, chalk, water colour and charcoal. •	• Confidently choose and use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. •	• Decide what materials and tools to use based on experience and knowledge. • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Combine a wider range of media, eg photography and digital art effects. • Experiment with materials and create different backgrounds to draw onto

 Develop Control	Draw	• Draw simple shapes • Draw a continuous line	• Use drawing media with control to create recognisable shapes and marks. • Draw so my artwork resembles what I am drawing. • To use a range of lines in their drawings; horizontal, vertical, diagonal, wavy, cross hatched, broken • To use a range of strategies to create texture; shading, squiggling, cross-hatching, smudging, scribbling, stippling.	• Draw objects in proportion to each other. • How to control drawing media to create dark and light tones and tone with few gaps that are neat to the edges. • Use drawing tools to make a rubbing. • Make marks and lines to show a wide range of surfaces, textures and forms. • Identify and draw 2D and begin to draw 3D shapes.	• Draw the same image in different ways with different techniques • Combine techniques to make a final composition • Use gesture and expressive ways to make marks • Continue to experiment with new materials e.g. wax resist. • Use a range of media with increased confidence.
	Paint	• To explore colour mixing • Begin to select a suitable size paintbrush • Clean a paintbrush to change colours	• Combine primary colours to make secondary colours • Use sponge dabbing, scrunching paper and other objects to create a paint effect • Choose a suitable size paintbrush • Make a paint colour darker or lighter (creating hues) by adding more primary colour • Match colours seen around them • Create texture using painting tools • Paint neatly using a paintbrush with gentle strokes	• Use colour mixing to make natural colours • Use natural resources to create paint colours • Use black and white to add tints and shades to colours • Use tints and shades to create a 3D effect • Use different brush strokes with increasing control	• Create texture using a range of painting techniques • Combine paint with other materials for use for mixed media or changing the texture • Mix primary, secondary and tertiary colours. • Utilise different brush strokes to create an effect.
	Sculpt	• Make different shapes and models using playdough/clay • Create a junk model with support and say what section it is	• I can shape and join clay using the pinching and the scoring techniques • I can add or impress to create texture in clay. • Use tools to create texture and shape. • I can create 3D sculptures out of paper.	• Use different materials to combine media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Create smooth and textured surfaces.	• Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
	Print	• Explore a range of printing resources to make patterns including natural resources (leaves)	• Print using a range of equipment for a purpose e.g. string to make waves		• Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a of a drawing to recreate as a print. • Create a monoprint.
	Collage	• Begin to experiment with a range of tools and joins – e.g. cut, and glue material • Make collages with different media – e.g. fabric, plastic, tissue, magazines; using a template	• Cut, tear, join with glue, add marks and add colour to collages to represent an idea • Make textured paper to use in a collage		• Use a range of materials to create work in a sustained way over several sessions.

 Reflect and evaluate	• Talk about their piece of work and assign meaning to it	• Say what they like about their work • Say what they could do to make it better • Compare my work to the focus artist and explain similarities and differences • Explain similarities and differences using technical vocabulary e.g. line, shape, form, space	• Evaluate their work and recognise it will have strengths and weaknesses • Evaluate and make improvements to their work. • Discuss the formal elements of art in my evaluation/reflections	• Provide a reasoned evaluation of their own and other's work, which considers the impact, audience and purpose • Use technical language proficiently