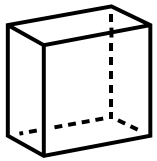


Art SUBSTANTIVE knowledge progression overview

Substantive knowledge is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Hollybrook we have arranged our art knowledge under 5 key concepts. The knowledge related to artists, drawing, painting and mixed media, sculpture and 3D art and the understanding of key art vocabulary.

At Hollybrook our children will know the following:

Key concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists 	• What an artist is	• How to use an artists work as inspiration for their own • How to make simple comparisons between their work and the work of an artist • To (begin) to use artistic vocabulary	• How to talk about similarities and differences of an artist's work and their own. • To use taught vocabulary to talk about the work of an artist.	• Use artistic vocabulary to describe an artists work • Begin to give personal opinions about an artist's work • How to make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc	• Give personal opinions about the artists work and explain your reasons • How to describe feelings and emotions conveyed by the artists work and explain why	• How to make studies of artist's work to learn the techniques & processes used • How to use some of what I have learned from artists' studies to produce original work	• Study an artist in depth learning techniques and processes used and use this knowledge to produce original work. • How the work of those studies was influential in both society and to other artists • That most pieces of artwork are inspired by many things: other artists. The world, science, travel etc
Artists studied		• Bridgit Riley • Jasper Johns • Clarice Cliff • Zaria Forman • Samantha Stephenson • Louise Bourgeois	• Quentin Blake • Van Gogh • Romare Bearden	• George Seurat • Bridget Riley • Anthony Caro	• Ed Ruscha • Alberto Giacometti • Fernando Botero • Henri Matisse • Henry Moore	• Rembrandt • Chila Kumari Singh Burman	• Leonardo Da Vinci Vincent Van Gogh Childe Hassam • Picasso • Hector Gonzales

Drawing 	• How pressing harder will make the pencil darker and pressing softly lighter • When a pencil needs sharpening • That different tools make different marks	• To name and recognise different types of line e.g. horizontal, vertical, diagonal, wavy, cross hatched, broken	• That different lines/effects can create texture e.g. shading, stippling, smudging, cross hatching • They can use different marks and lines to show expression on faces	• How to identify shapes in pictures • What tone is and how to create different tones when shading	• What proportion means when drawing • To use the space on the page for effect	• Make a collagraph plate and print • Develop drawn ideas for a print • What gestural and expressive marks are	• The effects different media makes • How to combine imagery into unique compositions
Painting and Mixed Media 	• The name of a range of colour • That that if they mix colours, they change colour • Different size paint brushes make different sized marks	• The name of the primary colours • The secondary colours with support of the adult e.g. purple, green and orange.	• That adding water, or lighter and darker colours, it changes the shade of the colour • That collage can be created using a range of materials, by cutting, scrunching tearing and overlapping	• How natural colours can be made using paint and natural resources • How to create different textures using different parts of a brush • How to add black or white to create tint and a shade	• How to apply paint using different techniques e.g. stippling, dabbing, washing • How to arrange objects to create a still life composition	• How to develop a drawing into a painting. • How to use a photograph as a starting point for a mixed-media artwork.	• How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas • How to Combine materials to create an effect.
Sculpture and 3D art 	• Begin to create a structure and explain what it is.	• Cut shapes from paper and card. • Roll and fold paper. • Make larger structures using newspaper rolls.	• How to cut shapes from paper and clay • How to make different surface marks in clay • How to join pieces of clay together to create a 3D sculpture	• To join larger pieces of materials, exploring what gives 3D shapes stability • To add surface detail to a sculpture using colour or texture.	• How to shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.	• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.	• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Translate a 2D image into a 3D form.

Colour Tone Shape Space Form Line Texture Pattern	• The names of the main colours of red, yellow, green, blue, purple, pink, brown, white and black • Names of common 2D shapes and • Know what a straight line is • How to make patterns using objects by printing, drawing or painting.	• The primary and secondary colours • Common 2D and 3D shapes in artwork • If something is 2D or 3D • How to create simple repeating patterns	• How to make lighter and darker tones. • The names of different lines • They can create texture using different objects and lines • To create patterns with more than two colours/shapes.	• How to create colours in different ways • How to draw the shapes they see in the pictures of artists • How to use a range of lines to create texture, shading and form.	• How to create different tones using a range of materials • How to experiment with pattern to create a specific effect	• What harmonious or analogous colours are (next to each other on the colour wheel). • That depth is created by varying tone • How to show texture using a range of mixed media • How to represent form with growing sophistication	• How to control the lines for skilful outcomes • Pattern can be used to apply decoration and embellishment • How to represent form with increased sophistication