

Features				
<ul style="list-style-type: none"> At key stage 1, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> Using materials Drawing Use colour, pattern, texture, line, shape, form and space A study of a range of artists 				
<ul style="list-style-type: none"> At key stage 2, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> Using sketch books Drawing, painting and sculpture Study of great artists 				
<ul style="list-style-type: none"> Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 				
<ul style="list-style-type: none"> These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 				
<ul style="list-style-type: none"> When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for art for their age group. 				
National Curriculum Subject Content				
Strand	Using Different Materials	Drawing	Use colour, pattern, texture, line, form,	Range of artists
Key Stage 1	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Class 1	Cycle A -Topic 1,2,3,4,5,6 Cycle B - Topic 1,2,3,4,5,6	Cycle A - Topic 1,2,3,4,5,6 Cycle B - Topic 1,2,3,4,5,6	Cycle A - Topic 1,2,3,4,5,6 Cycle B -Topic 1,2,3,4,5,6	Cycle A -Topic 5 Cycle B - Topic 1, 5, 6
Class 2	Cycle A - Topic 5 Cycle B Topic 1,2,3	Cycle A - Topic 1,2 Cycle B - Topic 1,2,4	Cycle A -Topic 1,2,4 Cycle B -Topic 1,3,4	Cycle A - Topic 1,2 Cycle B - Topic 1,3,4
Strand	Using Sketchbooks	Drawing, painting and sculpture		Study of great artists
Key Stage 2	<ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		<ul style="list-style-type: none"> Taught about great artists, architects and designers in history
Class 3	Cycle A - Topic 1,2,3,4,5 Cycle B - Topic 1,2,3,4,5	Cycle A - Topic 1,2,3,4,5 Cycle B - Topic 1,2,3,4,5		Cycle A - Topic 1,2,3,4,5 Cycle B -Topic 1,2,3,4,5

Class 4	Cycle A -Topic 1,2,3,4,5 Cycle B - Topic 1,2,3,4,5	Cycle A Topic 1,2,3,4,5 Cycle B Topic 1,2,3,4,5	Cycle A -Topic 1,2,3,4,5 Cycle B -Topic 1,2,3,4,5
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Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Using different materials	<ul style="list-style-type: none"> know how to cut, roll and coil materials know how to use IT to create a picture Use natural materials to create patterns and pictures (self portraits) Use a range of materials to create collages 	<ul style="list-style-type: none"> know how to create a printed piece of art by pressing, rolling, rubbing and stamping know how to make a clay pot know how to join two clay finger pots together know how to use different effects within an IT paint package 	Using Sketchbooks	<ul style="list-style-type: none"> know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others 	<ul style="list-style-type: none"> know how to integrate digital images into artwork. Use sketchbooks to help create facial expressions use sketchbooks to experiment with different texture use sketchbooks to create landscapes, scenes portraits, animals use photographs to help create reflections 	<ul style="list-style-type: none"> experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art (Frida Kahlo – self-portraits) know how to use images created, scanned and found; altering them where necessary to create art 	<ul style="list-style-type: none"> explain why different tools have been used to create art explain why chosen specific techniques have been used (Roy Lichtenstein) know how to use feedback to make amendments and improvement to art know how to use a range of e-resources to create art
Drawing	<ul style="list-style-type: none"> begin to know how to show how people feel in paintings and drawings. know how to use pencils to create lines of different thickness in drawings. 	<ul style="list-style-type: none"> choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	Drawing, painting and sculpture	<ul style="list-style-type: none"> know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures know how to create a background using a wash know how to use a range of brushes to create different effects in painting 	<ul style="list-style-type: none"> Use colour mixing and watercolours to create an industrial background Use collage materials to make houses and factories Use drawing in felt –tip to make match stalk men and match stalk cats and dogs Learn to draw a face shape which is in proportion, then add expressions, using shading Draw and shade a pencil portrait of a Viking Use colour mixing to paint seaside pictures and seascapes Make mixed media pictures of the aurora borealis (Northern Lights) using chalk, paint and crayon Look at camouflage and learn techniques to make patterns and shapes that camouflage 	<ul style="list-style-type: none"> know how to use shading to create mood and feeling (interpret weather through art and make links between the different colours and the representations they have) know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art (Mayan death mask using papier mache, WW2 propaganda posters) know how to create an accurate print design following given criteria. (Mayan patterns and mark making) 	<ul style="list-style-type: none"> know how to overprint to create different patterns (Mayan patterns and mark making) know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art know how to create scaled drawings
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> explore mixing paint to create secondary colours Know the names of the primary and secondary colours. know how to create a repeating pattern in print 	<ul style="list-style-type: none"> know how to mix paint to create all the secondary colours know how to create brown with paint know how to create tints with paint by adding white know how to create tones with paint by adding black 					

					<ul style="list-style-type: none"> •Learn how to mould and sculpt with clay 		
<p>Range of artists</p>	<ul style="list-style-type: none"> •describe what can be seen and give an opinion about the work of an artist •create a piece of art work in response to the work of a famous artist (Andy Goldsworthy, Van Gogh, Monet, Eric Carle) 	<ul style="list-style-type: none"> •suggest how artists have used colour, pattern and shape •know how to create a piece of art in response to the work of another artist (Joseph Wright of Derby, Van Gogh, Turner, Beatrix Potter, Lucy Arnold). •Visit Derby Museum and Art Gallery to look at the work of Joseph Wright. 	<p>Study of great artists</p>	<ul style="list-style-type: none"> • know how to identify the techniques used by different artists (Joseph Wright) • know how to compare the work of different artists •recognise when art is from different cultures • recognise when art is from different historical periods (Joseph Wright of Derby, Van Gogh, Turner, Beatrix Potter, Lucy Arnold). 	<ul style="list-style-type: none"> •experiment with the styles used by other artists. (Lowry) •explain some of the features of art from historical periods. (Hieroglyphics) •know how different artists developed their specific techniques (Study The Tiger by Henri Rousseau) •Learn about the famous UK artist L.S. Lowry •Visit the Lowry Gallery in Salford to gain first - hand experience of an artist’s work •Learn about Lowry’s portraits •Hieroglyphics and how these affected the interpretation of historical evidence •Roman mosaics •Different representations of Queen Boudicca in paintings, cartoons and statues. Which are the most historically accurate from the evidence that we have? 	<ul style="list-style-type: none"> •research the work of an artist and use their work to replicate a style (Keith Haring, Henri Matisse, Frida Kahlo, John Kelly, Roy Lichtenstein, Banksy) 	<ul style="list-style-type: none"> •explain the style of art used and how it has been influenced by a famous artist (Keith Haring – murals) • understand what a specific artist is trying to achieve in any given situation (Henri Matisse – use of colour) • understand why art can be very abstract and what message the artist is trying to convey (John Kelly)