



Scholes Junior and Infant School

Art Disciplinary Knowledge Progression

	Drawing and sketching Spirals- All about me (access art)	Paint, surface, texture, colour, collage Simple print making	Collaboration and community Project Flora and Fauna (Paint, surface, texture, colour focus)
Year 1	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Make a simple elastic band sketchbook. Personalise it. Use sketchbooks to: - Develop experience of primary and secondary colours - Practice observational drawing - Explore mark making Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates' work.	Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Use sketchbooks to: - Test out printmaking ideas. - Develop experience of primary and secondary colours. - Practice observational drawing. - Explore mark making. Use hands and feet to make simple prints, using primary colours. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Explore concepts like "repeat" "pattern" "sequencing". Collage with painted papers exploring colour, shape and composition. Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates' work.	Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Develop experience of primary and secondary colours Practice observational drawing Explore mark making Collage with painted papers exploring colour, shape and composition Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about classmates' work.
Year 2	Painting and Sketching Local Artist Landscapes Explore and Draw	Working in 3 dimensions Be an architect	Collaboration and community Exploring the world through monoprint (Paint, surface, texture, colour focus)
	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.	Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work in sketchbooks to: - Explore the qualities of different media. - Make visual notes about artists studied. Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building,	Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Work in sketchbooks to: - Explore the qualities of different media. - Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. - Make visual notes about artists studied.

	Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final collaged drawings (see column 5 “collage”) which explore composition. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Work in sketchbooks to: - Explore the qualities of different media. - Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. - Make visual notes about artists studied. 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. Collage with drawings to create invented forms. Combine with making if appropriate. Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Talk about intention. Share responses to classmates work, appreciating similarities and differences. 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	considering shape, form, colour, and perspective. Consider interior and exterior. Use Design through Making philosophy to playfully construct towards a loose brief Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Talk about intention. Share responses to classmates work, appreciating similarities and differences. 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	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Talk about intention. Share responses to classmates’ work, appreciating similarities and differences. 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
Year 3	Drawing and Sketching Gestural drawing with charcoal	Collaboration and community Music and art	Print, Colour, Collage Working with Shape and Colour
	Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal Work in sketchbooks to: - Explore the qualities of charcoal. - Make visual notes using a variety of media using the “Show Me What You See” technique when looking at	Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw Music & Art Make drawings inspired by sound. Work in sketchbooks to: - Explore the qualities of different media. - Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.	Work in sketchbooks to: - 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. Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.

	other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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	Make visual notes about artists studied. Collage with drawings to create invented forms. Combine with making if appropriate. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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.	Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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
Year 4	Paint, surface, texture, colour, collage Exploring still life (adapted unit)	Collaboration and community Using natural materials to make images	Working in 3 dimensions Sculpture, structure, inventiveness & determination
	Use sketchbooks to: - Practise drawing skills. - Make visual notes to record ideas and processes discovered through looking at other artists. - Test and experiment with materials. - Brainstorm pattern, colour, line and shape. - Reflect To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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.	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. To explore artists who use natural materials to make artwork, such as pigments and sunlight. To use foraged natural materials to create artwork which reflect the environment that the objects were found in. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and	Use sketchbooks to: - Practise drawing skills. - Make visual notes to record ideas and processes discovered through looking at other artists. - Test and experiment with materials. - Reflect Develop our construction skills, creative thinking and resilience skills by making sculpture 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. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

	Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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	focus. Some children may make films thinking about viewpoint, lighting & perspective	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
Year 5	Paint, surface, texture, colour, collage Mixed media- land and cityscapes	Collaborative and Community Year A - Exploring sculpture by making a mobile Year B - Shadow puppets	Working in 3 dimensions An Exploration of Pandora's Box (adapted unit)
	Use sketchbooks to: - Explore mark making. - Make visual notes to capture, consolidate and reflect upon the artists studied. - 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. Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").	<u>Year A and Year B</u> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	Add other substantive knowledge Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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.

	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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	<u>Year A</u> Explore the work of a sculptor/designer including shape, form, line, colour and balance to make mobiles (kinetic sculptures). Use my sketchbook to make visual notes to record and reflect and progress these notes into drawings in their own right. Use my sketchbook to research the types of elements I might make, linking to an appropriate topic or idea. Use the Design Through Making technique to create elements (shapes or forms) using colour, marks, etc, and see how these elements balance as a mobile. Handle materials and tools and I can persevere when I need to. Present and share my work, talk about it with my classmates, and listen to their responses to my work. Review own work and think about what might be done differently. Respond to the work made by classmates and share my thoughts. Take photographs of my work, thinking about focus, light and composition. <u>Year B</u> Use sketchbooks to: - Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets. - Make visual notes to capture, consolidate and reflect upon the artists studied. Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.	Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?
Year 6	Sketching Typography and maps Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps 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. Use sketchbooks to:	Paint, surface, texture, colour, collage Print and activism (adapted unit) Use sketchbooks to: - Practise seeing negative and positive shapes. - 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? - Explore colour: make colours, collect colours, experiment with how colours work together. - Explore combinations and layering of media. - Develop Mark Making - Make visual notes to capture, consolidate and reflect upon the artists studied.	Collaborative and Community Year A - Exploring sculpture by making a mobile Year B - Shadow puppets <u>Year A and Year B</u> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

	- Explore mark making. - Make visual notes to capture, consolidate and reflect upon the artists studied Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	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. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art or create a zine using similar methods. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. 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. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	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. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <u>Year A</u> Explore the work of a sculptor/designer including shape, form, line, colour and balance to make mobiles (kinetic sculptures). Use my sketchbook to make visual notes to record and reflect and progress these notes into drawings in their own right. Use my sketchbook to research the types of elements I might make, linking to an appropriate topic or idea. Use the Design Through Making technique to create elements (shapes or forms) using colour, marks, etc, and see how these elements balance as a mobile. Handle materials and tools and I can persevere when I need to. Present and share my work, talk about it with my classmates, and listen to their responses to my work. Review own work and think about what might be done differently. Respond to the work made by classmates and share my thoughts. Take photographs of my work, thinking about focus, light and composition. <u>Year B</u> Use sketchbooks to: - Develop Mark Making Activism 2D to 2D Exploring Identity Shadow Puppets. - Make visual notes to capture, consolidate and reflect upon the artists studied. Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.
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