



Scholes Junior and Infant School

Art Substantive Knowledge Progression

	Drawing and sketching Spirals- All about me (access art)	Paint, surface, texture, <u>colour</u>, <u>collage</u> Simple print making	Collaboration and community Project Flora and fauna (Paint, surface, texture, colour focus)
Year 1	Understand drawing is a physical activity. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. 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.	Understand prints are made by transferring an image from one surface to another. Simple Printmaking Understand relief prints are made when we print from raised images (plates). Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. 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.	Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. 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.
Year 2	Painting and Sketching Local Artist Landscapes Explore and draw Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	Working in 3 dimensions Be an architect Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.	Collaboration and community Exploring the world through monoprint (Paint, surface, texture, colour focus) Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Understand that the way each persons' sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves.

	Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. 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. 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.	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. 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.	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. 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.
	Drawing and Sketching Gestural drawing with charcoal	Collaboration and community Music and art	Print, Colour, Collage Working with shape and colour
Year 3	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons’ sketchbook looks is unique to them. Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together.	Understand that primary colours can be mixed together to make secondary colours of different hues. To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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.	Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3 Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3 Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Understand that screen prints are made by forcing ink over a stencil. 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. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.

	Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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		Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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.
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
	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.	That we can use the world around us as “ingredients” with which to make art. That photographs are created when a light sensitive surface is exposed to light. That we can manipulate the world around us, transforming it into art. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. 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. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. 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. 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. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. 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

	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)
Year 5	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. Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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.	<u>Year A and B</u> Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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. <u>Year A</u> Know that a mobile is a kinetic sculpture which relies on balance and counter balance of materials. <u>Year B</u> 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.	Modelled sculptures are created when a soft or malleable material (such as clay) is built up and shaped to create a form. Sculpture is an art form made in three dimensions. Clay is a natural material made up of tiny particles of rock. I know that clay is a type of earth To know that slip means the addition of water to clay to make it easier to mould and join. To score clay, a potter scratches marks on the surface of the clay. Slip and score are a technique to join pieces of clay together. Pottery is the art of making containers, sculptures and other objects of clay.
Year 6	Sketching Typography and maps Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. 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. 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.	Paint, surface, texture, colour, collage Print and activism (adapted unit) 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. Activism Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. 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. 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.	Collaborative and Community Year A - Exploring sculpture by making a mobile Year B - Shadow puppets <u>Year A and B</u> Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. 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. 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. <u>Year A</u> Know that a mobile is a kinetic sculpture which relies on balance and counter balance of materials. <u>Year B</u> 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.

