

Art DISCIPLINARY knowledge progression overview



Sholing Junior School
Achieving Together

Disciplinary knowledge enables our artists to embed their substantive knowledge by thinking critically, asking perceptive questions, and building their understanding over time. Within our Art curriculum at Sholing Junior School, pupils develop the ability to observe closely, refine control and technique, make purposeful choices when selecting and using tools and media, and evaluate in Art.

At Sholing Junior School our children learn how to:

Disciplinary knowledge

Lower KS2 (Yr3 and Yr4)

Upper KS2 (Yr5 and Yr6)

Make observations



*Discuss artwork and what they like/don't like about a piece of artwork, explaining their viewpoints.

*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 awareness of composition and space.

*To observe, describe and analyse works of an artist using formal elements using appropriate artistic vocabulary.

*To express and justify a personal opinion about an artist's work, making reference to techniques, style and individual preference.

Select and use



* Confidently choose and use of a range of materials, colours and tools, selecting and using these appropriately with growing independence to create an effect.


*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.

* Experiment with materials to create a desired effect.

<p>Develop and control</p> 	<p>Draw</p> <ul style="list-style-type: none"> *To draw objects with some accuracy, showing focus on proportion. *To observe closely and record detail from first-hand sources, improving precision over time. *To experiment with ways of showing movement through line and mark-making. 	<ul style="list-style-type: none"> *To draw objects with increasing precision, demonstrating a secure understanding of proportion and scale. *To observe with sustained focus, accurately recording fine detail from first-hand and secondary sources. *To confidently manipulate line and mark-making, using a range of techniques to convey movement and form.
	<p>Paint</p> <ul style="list-style-type: none"> *To develop control when using paint, applying it with increasing accuracy using a range of brushes and tools. *To explore and combine primary colours to create secondary colours with growing confidence. *To begin using tints and shades to colours. *To explore different paint mediums (e.g. watercolour, poster paint) and describe how they appear and behave on the page. 	<ul style="list-style-type: none"> *To demonstrate refined control in paint application, selecting appropriate techniques to achieve intended effects. *To confidently mix a wide range of colours, including precise use of primary and secondary colours to match tones. *To use tints, tones and shades effectively to create depth, contrast and more realistic outcomes. *To evaluate and purposefully select different paint mediums, understanding how their properties impact the final piece.
	<p>Sculpt</p> <ul style="list-style-type: none"> *To develop control when shaping, joining and layering materials such as polymer clay and paper mâché, using hands and simple tools. *To explore basic sculpting techniques (rolling, pinching and layering) to create form. *To refine control by smoothing, shaping and adding detail to create more purposeful outcomes. 	<ul style="list-style-type: none"> *To understand how to build structure and stability in 3D work using simple armatures. *To demonstrate increased precision and control when manipulating materials such as wire and clay. *To apply more advanced techniques (e.g. carving, scoring, joining and reinforcing) to create secure and detailed structures. *To understand and apply knowledge of form, balance and proportion when constructing sculptures.

	<p>Print</p>	<ul style="list-style-type: none"> *To develop control in printing techniques, using tools and materials to create clear and repeated patterns. *To use space effectively, considering placement and composition to create a balanced design. *To repeat patterns with increasing accuracy to create a desired visual effect. *To explore simple colour use in printing, applying ink or paint evenly for consistent outcomes. 	<ul style="list-style-type: none"> *To demonstrate refined control when printing on a larger scale, adapting techniques for bigger compositions. *To apply printing techniques inspired by artists, using repeated and varied printing for effect *To confidently layer multiple colours to create depth, contrast and more complex designs. *To select and combine techniques independently, evaluating and refining prints to achieve a specific artistic intention.
	<p>Collage</p>	<ul style="list-style-type: none"> *Cut, tear, secure with glue, to represent an idea. *Use a range of materials to create work in a sustained way over several sessions. 	<ul style="list-style-type: none"> * Make printing papers to use in a collage. * Develop a sustained collage using a range of colours, informed by artist study and refined over several sessions.
<p>Reflect and evaluate</p> 	<ul style="list-style-type: none"> * 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. * Discuss the formal elements of art in my evaluation/reflections. *Evaluate their work and recognise it will have strengths and weaknesses 	<ul style="list-style-type: none"> * Evaluate their work and recognise it will have strengths and weaknesses *Evaluate and make improvements to their work. *Use technical language proficiently. 	

