

Art – Substantive Knowledge Progression Document

This document outlines the progression of art and design objectives, separated into the following areas:

<p>Painting:</p> <ul style="list-style-type: none"> - Knowing About Great Artists - Colour Theory - Refining Skills - Exploring and Creating - Composition 	<p>Drawing:</p> <ul style="list-style-type: none"> - Knowing About Great Artists - Refining Skills - Exploring and Creating - Composition 	<p>3D Form & Sculpture:</p> <ul style="list-style-type: none"> - Knowing About Great Artists - Refining Skills - Exploring and Creating 	<p>Key Vocabulary</p>
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	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Artists Studied	Giuseppe Archimboldo Wassily Kandinsky Lynne Flavel	Franz Marc Uber Iwerks and Walt Disney Daniel Agdad Henri Matisse Alberto Giacometti Beatrix Potter and Oliver Jeffers	Aric Jorn Oliver Pyle Leonardo da Vinci Hans Holbein Antonio Rossellino Quentin Blake	Donatello Rembrandt Don Gale Artists, Architects and Designers from the Roman Period Keith Haring Piet Mondrian Various Illustrators

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Painting: Knowing About Great Artists	The children will look at the work of Kandinsky to learn about colour and shape.			<ul style="list-style-type: none"> I can imitate the work of painters such as Franz Marc. (CyA:Su1) I can imitate the work of painters such as Henri Matisse. (CyB:Au1). I can imitate the paintings and illustrations of Beatrix Potter and Oliver Jeffers. (CyB:Su1) I know that there are different types of art, including illustration. (CyB:Su1) 	<ul style="list-style-type: none"> I can imitate the work of artists such as Hans Holbein. (CyB:Au1) I can imitate the work of artists such as Oliver Pyle. (CyA:Sp1) I know that there are different types of paint, including watercolour and acrylic. (CyB:Au1) 	<ul style="list-style-type: none"> I can imitate the artwork of Rembrandt. (CyA:Sp1) I know how Rembrandt portrayed icons in his work. (CyA:Sp1) I can compare and contrast the work of Keith Haring and Piet Mondrian. (CyB:Sp2) I know the difference between realism and abstraction. (CyA:Sp1) I can imitate an artist's use of colour, line and shape. (CyB:Sp2)
Painting: Colour Theory	<ul style="list-style-type: none"> I can explore different materials, using all my senses to investigate them. 	<ul style="list-style-type: none"> I can explore colour mixing. I can experiment with colour and texture. 	<ul style="list-style-type: none"> I can recognise and name colours. I can explore colours and how colours can be changed. I can mix paints to create new colours, following instructions. I can explore shades of colour and how to make different shades. I can choose a particular colour for a purpose. 	<ul style="list-style-type: none"> I know the names of primary and secondary colours. (CyA:Au1; CyB:Au1; CyB:Su1) I can create a colour wheel with primary and secondary colours. (CyA:Au1; CyB:Au1) I can choose the correct colours using watercolour paint. (CyB:Su1) 	<ul style="list-style-type: none"> I know how to mix tertiary colours. (CyB:Au1; CyA:Sp1) I can create a colour wheel to show tertiary colours. (CyB:Au1) I know how cool or warm colour palettes can affect the feel of an artwork. (CyA:Sp1) I can add white to make tints and black to make shades. (CyB:Au1) I can create a colour-wash background using watercolour paint. (CyA:Sp1) 	<ul style="list-style-type: none"> I can create a realistic colour palette using acrylic paint. (CyA:Sp1) I know what a complementary colour is. (CyB:Sp2) I know what a contrasting colour is. (CyB:Sp2) I know how colour choice can impact a piece of artwork. (CyB:Sp2)
Painting: Refining Skills	<ul style="list-style-type: none"> I can explore and experiment with an increasing range of media and movement through multisensory exploration and expression. I can start to make marks intentionally. 	<ul style="list-style-type: none"> I can create closed shapes with continuous lines. I can represent feelings, noises and movements through drawing. 	<ul style="list-style-type: none"> I can grip a pencil comfortably. I can explore making marks, creating lines and circles. I can give meaning to marks made. 	<ul style="list-style-type: none"> I can use a thin paintbrush with a level of accuracy. (CyB:Au1; CyB:Su1) I can work on a range of scales including large brushes on large paper. (CyA:Au1) 	<ul style="list-style-type: none"> I can choose the correct size of paintbrush for the area that I'm painting. (CyB:Su1; CyA:Sp1) 	<ul style="list-style-type: none"> I can use the correct painting tools to add detail. (CyA:Su2)

Painting: Exploring and Creating	<ul style="list-style-type: none"> I can explore paint, using fingers and other parts of my body as well as brushes and other tools. I can manipulate and play with different materials. 	<ul style="list-style-type: none"> I can make choices about which materials to use when creating. 	<ul style="list-style-type: none"> I can explore different paint types: watercolour, powder paint and ready-mix paint. 			
Painting: Composition			<ul style="list-style-type: none"> I can paint through inspiration, feeling, observation or imagination. I can create using my own ideas, and explain my choices. 	<ul style="list-style-type: none"> I can think about the position of my subject. (CyB:Su1;CyB:Sp2) 	<ul style="list-style-type: none"> I can plan the composition of my painting. (CyB:Su1;CyB:Sp1) I know what a horizon line is. (CyA:Sp2) I know what the foreground and background are. (CyA:Sp2) 	<ul style="list-style-type: none"> I know that the composition of a painting can affect the status given to the subject. (CyA:Sp1) I can make observations of realistic proportions when drawing a portrait. (CyA:Sp1) I can plan the composition of my painting, including making decisions about the focal point. (CyA:Sp1)
Drawing: Knowing About Great Artists	<p>The children will look at the work of Giuseppe Archimboldo to creatively explore self-portraits.</p>			<ul style="list-style-type: none"> I know that there are different types of art, including illustration. (CyA:Sp1;CyB:Su1) I can respond to ideas and starting points by looking at the work of Uber Iwerks and Walt Disney. (CyA:Sp1) I can imitate the work of illustrators such as Uber Iwerks and Walt Disney. (CyA:Sp1) I can imitate the paintings and illustrations of Beatrix Potter. (CyB:Su1) 	<ul style="list-style-type: none"> I can imitate the work of artists such as Leonardo da Vinci. (CyA:Su2) I can imitate the paintings and illustrations Quentin Blake. (CyB:Su1) 	<ul style="list-style-type: none"> I can represent movement through simple lines. (CyA:Su2) I can imitate the artwork of an illustrator of my choice. (CyB:Su1) I can imitate the gesture drawing of Don Gale. (CyA:Su2) I can compare and contrast realistic and abstract pieces of artwork that depict movement. (CyA:Su2)
Drawing: Refining Skills	<ul style="list-style-type: none"> I can develop manipulation and control using small motor skills. I can use a comfortable grip with good control when holding pens and pencils. I am beginning to show a preference for a dominant hand. I can gradually gain control of my whole body through continual practise of large movements. 	<ul style="list-style-type: none"> I show I can use a one-handed tool. I show a preference for a dominant hand. I am beginning to hold a pencil with a modified tripod grip to show control. I can create closed shapes with continuous lines. 	<ul style="list-style-type: none"> I can use pencils and other equipment comfortably. I can continue to develop my fine motor skills, developing an effective pencil grip. I am beginning to use a tripod grip to draw accurately. I can use a range of small tools. I can show accuracy when drawing. I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. I can use equipment safely with consideration to others. 	<ul style="list-style-type: none"> I can draw lightly with my pencil when sketching. (CyB:Su1) I can colour my own work neatly, following the lines. (CyA:Sp1) 	<ul style="list-style-type: none"> I know that different levels of pencil pressure will affect the outcome of my drawing. (CyA:Su2) I can use different sketching techniques. (CyA:Su2) I can sketch using fine-line pens. (CyB:Su1) I know the differences between hatching, cross-hatching, stippling and scumbling. (CyA:Su2) 	<ul style="list-style-type: none"> I know a range of sketching techniques including gesture drawing. (CyA:Su2)

Drawing: Exploring and Creating	<ul style="list-style-type: none"> I can explore different materials using all my senses to investigate them. I can manipulate and play with different materials. 	<ul style="list-style-type: none"> I can move safely with confidence and imagination, communicating ideas through movement. I can represent feelings, noises and movements through drawing. 	<ul style="list-style-type: none"> I can show different emotions in my drawing, for example: happiness and sadness. I can draw with increasing complexity and detail, such as representing a face with a circle, and including details. 	<ul style="list-style-type: none"> I know that I can use different media to draw, such as pencil, crayon or charcoal. (CyA:Sp1) 	<ul style="list-style-type: none"> I can experiment with sketching with different media, such as pencil and charcoal. (CyA:Su2) I can experiment with a range of fluid mark-making styles. (CyB:Su1) 	<ul style="list-style-type: none"> I can experiment with working on different scales to depict movement in art. (CyA:Su2)
Drawing: Composition				<ul style="list-style-type: none"> I can think about the position of my subject. (CyA:Sp1) 	<ul style="list-style-type: none"> I know what 'composition' means. 	<ul style="list-style-type: none"> I can make observations of realistic proportions when drawing a portrait. (CyA:Su2) I know how to show perspective in my drawings. (CyB:Su1) I know how to depict distance in my drawings. (CyB:Su1) I know the difference between the foreground, middle-ground and background. (CyB:Su1) I know how the rule of thirds is used when composing a piece of artwork. (CyB:Su1) I can represent perspective in my drawing through carefully planning the composition. (CyB:Su1)
3D Form & Sculpture: Knowing About Great Artists				<ul style="list-style-type: none"> I can imitate the work of artists such as Daniel Agdad. (CyA:Su2) I can imitate the work of artists such as Alberto Giacometti. (CyB:Sp2) I know that there are different types of art, including 3D form. (CyA:Su2;CyB:Sp1) I can evaluate my own and other's artwork. (CyA:Su2) 	<ul style="list-style-type: none"> I know that Viking designs often had symmetrical patterns. (CyA:Au1) I can imitate the work of artists such as Aric Jorn. (CyA:Au1) I can imitate the work of artists such as Antonio Rossellino. (CyB:Sp2) 	<ul style="list-style-type: none"> I can imitate the techniques used by the artist Donatello. (CyA:Au1) I know about great artists, architects and designers from the Roman period. (CyB:Au1)

3D Form & Sculpture: Refining Skills				<ul style="list-style-type: none"> I can roll clay to change its shape. (CyB:Sp2) I can join pieces of clay together. (CyB:Sp2) I can smooth clay with my fingers. (CyB:Sp2) I know how to use papier mâché. (CyA:Su2) 	<ul style="list-style-type: none"> I can carve into clay using a variety of tools. (CyA:Au1;CyB:Sp2) I can use the score and slip technique to join clay. (CyA:Au1;CyB:Sp2) I know how to use clay to create a 3D bust. (CyB:Sp2) 	<ul style="list-style-type: none"> I know that clay can be shaped and formed using rolling, carving, holes and hollows, gouging and score and slip. (CyA:Au1;CyB:Au1) I can choose and use suitable tools to carve and add shapes, texture and pattern. (CyA:Au1;CyB:Au1) I can use score and slip techniques to join handles. (CyA:Au1)
3D Form & Sculpture: Exploring and Creating				<ul style="list-style-type: none"> I can experiment with, construct and join materials. (CyA:Su2) 	<ul style="list-style-type: none"> I can plan a design with a symmetrical pattern. (CyA:Au1) 	<ul style="list-style-type: none"> I can plan which elements I will carve and which elements I will sculpt when creating an intricate design. (CyA:Au1;CyB:Au1) I can evaluate my final outcome. (CyA:Au1;CyB:Au1)
Vocabulary	paint brush colour	colour names line	mix grip line shape neat scribble print	primary secondary illustrate illustrator illustration 3d sculpture model position proportion	symmetrical carve score and slip sculpt tertiary colours tints shades colour palette horizon line foreground background hatching cross-hatching stippling scumbling pressure composition media / medium fluid mark making fine line	hollows gouging intricate subject realism abstraction focal point depict random lines fluid proportions architect complimentary contrasting impact perspective middle-ground rule of thirds composing