



St Nicholas Church of England First School

Progression of Essential Substantive Knowledge and Learning Language

Art and Design

(Disciplinary knowledge related to this subject are mapped out on a separate document to support the distinguishment between what we need children to know and what we expect children to do to gain new knowledge and what they do with that new knowledge. Our disciplinary knowledge is designed and centred around this subject as a discipline, where children acquire and apply these as if they were the subject expert; it is progressive and deepens in complexity, as children move through units of learning and throughout each key stage with the expectation that it can be applied across a range of key areas within this subject)

Progression of Essential Substantive Knowledge and Learning Language Year 1 Art and Design

	Unit 1	Unit 2	Unit 3
Learning Focus	How can I picture my family and important people? Portraits, Colour , Collage , Photography , Observational sketching , Clay/mixed media	In what different ways can I picture places? Carved relief works, Buck Brothers, Printing	How can I picture London? Silhouette, hot/cold tones, shade and contrast.
Connected Prior Learning	- How Can I Draw Me? (EY unit) - Mark making in EY's- pencil, inks, chalk, pastels, computer software	- After close observation, draw pictures of the world around them including plants and animals - Provide opportunities for children to note and record the weather.	- Experiments with a range of media, tools, materials, through multi sensory exploration and expression - Enjoys and responds to playing with colour in a variety of ways, for example mixing and combining colour. - Understands the landscape of London.
New Essential, Sticky Knowledge	- Portraits show different people from different times and places. - That by looking closely we can know more about the person and may have questions. - Mark making is key to drawing and art. - You can use lots of different media to make marks and create different effects from the same media. - Observe face anatomy - Look carefully at photos of different facial features and identify the lines. - Portraits to portray ideas?	- Buck Bros were famous for their printworks and engraving - The Buck Bros work depicted many ancient monasteries and castles. - Relief printing can be created by cutting away from a block to leave a shape elevated. - You can create a relief printing block with different materials. - Mono printing can make a print by applying pressure onto ink and create lines.	- Name Primary colours - Name Secondary colours - Primary colours can be mixed to make secondary colours. - Skylines are not one colour block, but rather comprised of shades that blend. - Colours can be lightened by mixing white or darkened by adding small amounts of black. - Recognise and draw out the key elements of the London skyline - Understand which tones are hot and which are cold

			• Colours can create mood, emotion and atmosphere. • Art can be a useful source of historical evidence, but isn't always reliable/true • Know how to use ideas from other artists in my own work • Able to experiment with different line sizes and thicknesses.
Learning Language Development	• Portrait • Shape • Size • Position • Skin tone	• Landscapes • Horizon • Shapes and pattern • Printing/ engraving • Relief • Carve	• Hot/cold colours • Mixing colour wheel • Light and dark • Thick/thin paint and brushes • Collage • Overlapping/tessellation • Silhouette • Tints • Shades • Saturation • Colour wheel

Progression of Essential Substantive Knowledge and Learning Language Year 2 Art and Design

	Unit 1	Unit 2	Unit 3
Learning Focus	What is Colour?	Who was the Lone Singer?	In what different ways can I picture a place?
Connected Prior Learning	- Children know about hot and cold tones from Year 1 Summer. - Children have experience of mixing paint. - Children know that red, blue and yellow are the primary colours. - Children know that the sky is not one continuous block of colour	- Children will have learnt about their local area and famous people within local history. - Children will have had experience of modelling with clay in EYFS - Many children (although not all) will have visited Wightwick Manor as a local place of interest.	- Children have learnt about other famous artists and sculptors that they can bring to this unit. - Children have a good understanding of colour and tones.
New Essential, Sticky Knowledge	- Red, blue and yellow are the primary colours. - Mix two primary colours to make secondary colours. - Different shades of a colour can be created by mixing different amounts of primary colours. - Joseph turner was a famous artist. - Emotion/feelings are evoked through the use of colour. - Collage techniques	- Charles Wheeler who was from Codsall sculpted the Lone Singer which is sited in Codsall village. - Charles Wheeler was a Sir. knighted for his contributions to Art. - The Lone Singer was installed in Codsall village in 1975. - Charles Wheeler is buried at St Nicholas church. - Clay is a natural material found in the ground. - Humans have used clay for thousands of years to make things. - William Morris created patterns using nature as inspiration - William Morris's designs were symmetrical. - Clay can be moulded and shaped using different techniques.	- Yayoi Kusama was born in Japan and is known as the Princess of Polka Dots. - She creates in lots of different media – painting, sculptures, performances, installations etc - Yayoi's work contains vibrant colours and lots of dots. - Yayoi looks very closely and intensely at images. - Different marks can be made with different tools e.g stippling, dots, printing etc - Other artists have used dots and this style is called pointillism. - IT can be used to create Art.
Learning Language Development	Primary colours Secondary colours Mix Palette	Sculpture Sculptor Charles Wheeler Bronze	Reflect Foreground Background Line

		Stone Tools Chisel Point chisel Malleable William Morris Terracotta Bone Porcelain Firing Shaped Moulded Rolling Pinching Pulling Squeezing Smoothing Marking Scoring	Pattern Frame Image Viewfinder Shade Representation Dot Stipple Twist Pattern Repeat Pointillism
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Progression of Essential Substantive Knowledge and Learning Language Year 3 Art and Design

	Unit 1	Unit 2	Unit 3
Learning Focus	Why does proportion matter?	Can we put landscapes into perspective?	Are hieroglyphics a form of graffiti?
Connected Prior Learning	- Children have experience of creating portraits and putting body parts on the face in the correct space. - Children know that natural materials can be used to create Art and convey meaning and have been used for thousands of years.	- Children have looked at seascapes and cityscapes as part of their prior learning. - Children understand how colour, tone and shade can support how we represent a place.	- Children have learnt about Stone Age civilisations recording using simple tools and carvings. - Children will have some experience from PSHCE in engaging in topical debates. - Children know about colour and have some experience of making comments about Art.
New Essential, Sticky Knowledge	- What charcoal is. - Different sketching techniques. - Effective tonal drawing. - What proportion means and why it is important in art. - Proportion of features of what I am going to draw. - Make changes to the proportion, where appropriate. - Line and shape appropriately to form realistic animal (body) parts. - Who Picasso is and what style of art he created. - Picasso's use of line and shape.	- Who David Hockney was - Texture can be created through drawing different patterns - Know what hatching, cross hatching, random hatching, and stippling techniques are	- Analogous and complementary colours - Use a colour wheel to find complementary and analogous colours - Colour theory. - Warm, cool, complementary and neutral colours. - Form an opinion about art.

Learning Language Development	• Observation • Proportion • Charcoal • Tone • Tonal drawing • Portrait • Light and shade • Sketching techniques (outline, smudging, erasing, detail, dark tone) • Realistic • Line • Shape • Picasso • Cubism • Guernica • Sculptures	• Perspective • Artist • Landscape • Style • Technology • Pop art • Sketch • depth • Texture • Hatching • Contour-hatching • Cross hatching • Random hatching • Stippling • Shading • Sketch • depth • Perspective • Tinting • Cross-hatching • Blending	• Warm colours • Neutral colours • Complementary colours • Cool colours • Graffiti • Analogous colours • Opposite • Colour wheel • Blend
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Progression of Essential Substantive Knowledge and Learning Language Year 4 Art and Design

	Unit 1	Unit 2	Unit 3
Learning Focus	Who was Lubaina Himid and what can we learn from her work?	How can we represent peace in Art?	How can Art interact with nature?
Connected Prior Learning	Y3 Unit 1 – Art and Design	- Year 4 Unit 2 – History - Year 3 Art Unit 2 – Graffiti - Year 2 Unit 2 - Art	- Year 4 Unit 2 – Art (Ono's outdoor environment inspiration) - Year 2 Unit 2 – Clay modelling
New Essential, Sticky Knowledge	- Himid was part of the Black Arts Movement in the 1980s. - This movement included different Black British artists trying to create opportunities and encourage other Black artists to show their work. - Lubaina Himid made history at age 63, when she became the first black woman and the oldest artist to win the Turner Prize in 2017. - Some pieces of art aim to address injustice in society. - Artwork makes use of the different elements of art to convey a message. - Texture helps part of artwork stand out. - Colour is used to create contrast and boldness. - Mood boards are a way for artists to experiment with and evaluate their intended - Shape, colour and texture can convey emotion and feeling.	- Big feelings and ideas can be represented by art. - Ono was inspired by her experiences of WW2 in Japan. - Ono is a well-known artists for representing peace and harmony through different means. - Ono uses the outdoor environment to share her ideas and messages. - The same feeling and idea can be represented in a different way by different artists. - Picasso's 'Dove of Peace' was used as a special symbol at a special meeting to bring together after WW2. - Picasso aimed to bring people together to discuss conversation to resolve differences and disarm. - Artists can have a similar aim in their artwork but use different techniques.	- Goldsworthy is a contemporary artist. - He is an environmentalist - He uses natural materials to encourage us to think about the world around us and how nature is art. - His artwork reminds us of our connection to nature. - A stimulus is something which interests an artist or designer and gives them new ideas. - A stimulus is anything that interests you and gives you ideas for your art project. - Goldsworthy photographs changes over time to his artwork. - Changes from nature can alter the impact of artwork. - Gormley and Goldsworthy have similar approaches:

	• Texture adds effect and emotion to a piece of artwork • Artists constantly evaluate their artwork in progress and adapt their use of the elements based on the aims of their artwork. • Originality is important as it reflects the individual artist.	• Artists have their own unique ideas for symbolising and making meaning.	Outdoor environment, 3-dimensional, and sculpture. • They differ in their approach through their use of material. Goldsworthy uses natural materials, whereas Gormley uses concrete, iron and clay. • Goldsworthy uses the environment as a setting and stimulus and to create his artwork, whereas Gormley uses the environment as mainly just the setting. • Clay is a malleable material – it can be extended or shaped • There are different techniques to model clay
Learning Language Development	Black Arts Movement Inequality Racial Prejudice Injustice Message Communicate Elements Visual Effect Arrangement Positioning Evaluate Message Original	Represent Feeling Idea Yoko Ono Outdoor Environment Installation Pablo Picasso Resolve Disarm Banksy Graffiti	3-Dimensional Sculpture Natural Materials Stimulus Natural environment Inspiration Symmetrical Asymmetrical Natural materials Change Impact Effect Concrete Iron Clay Sculpture

			Clay Modelling Malleable
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