

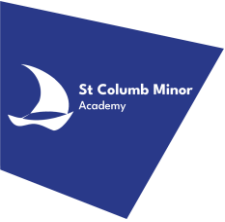
St Columb Minor Academy – ART Substantive knowledge progression EYFS/KS1/KS2							
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key vocab:	Composite: Artists						
<p>EYFS: Sculptor Artist Craft Designer</p> <p>YEAR 1: Pointilism</p> <p>YEAR 2: Experimentation Expressionism</p> <p>YEAR 3: Historical Cultural</p> <p>YEAR 4:</p> <p>YEAR 5:</p> <p>YEAR 6:</p>	<p>To explore British sculptor and artist Andy Goldsworthy and Russian artist Wassily Kandinsky</p> <p>Give simple opinions about the work of a chosen artist, craft maker or designer. Learn about what an Artists is. – what does this mean and how can we learn to be one?</p>	<p>To explore pointillism and the artist Henri Matisse and Pablo Picasso</p> <p>Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.</p>	<p>To explore experimentation and Expressionism and the Ugandan artist Theresa Musoke</p> <p>Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers.</p>	<p>To explore the artist and sculptor Victor Delphin and the Japanese wave artist Katsushika Hokusai'</p> <p>Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form. Look at Cave Art painting/line form drawings</p>	<p>To explore Aboriginal and Cornish artists including Barbara Hepworth</p> <p>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</p>	<p>To explore the American Pop artist James Rizzi, Roy Lichtenstein and Andy Warhol</p> <p>To explore Pablo Picasso and Foust line drawings.</p> <p>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to</p>	<p>To explore Anthony Gorley and Indian artist Raja Ravi Varma.</p> <p>To explore Cornish artist Dick Twinney.</p> <p>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture</p>

				link with Peru Nazca lines.		the culture and / or history of a specific nation.	and /or history of a specific nation.
Key vocab:	Composite: Colour						
EYFS: Light Dark Mixing	Use appropriate language to describe colours and media.	Discuss how colour can link to moods and feelings in art.	Begin to describe colours by objects Express links between colour and emotion.	Hot and cold colours. Make colour wheels.	Use colour to reflect the mood in their art. Develop colour mixing and matching; tint, tone and shade.	Consider hue, tint, tone, and shades To reflect mood in their artwork.	Show the use of colour for mood and atmosphere in their artwork.
YEAR 1:	Learn about colour mixing.	Mix colours using water colours and apply them in their painting to represent real life.	Make as many tones as possible of one colour as possible (using white).	Introduce different types of brushes.	Develop colour mixing and matching; tint, tone and shade.	Explore the use of texture in colour.	Explore the use of texture in colour
YEAR 2: Emotion Tone	Experimenting with colour.	Apply them in their painting to represent real life.	Make as many tones as possible of one colour as possible (using white).	Practice Techniques to apply colour using dotting, scratching, splashing.	Select and use suitable equipment for the task.	Explore the use of texture in colour.	Explore the use of texture in colour
YEAR 3: Colour Wheel Dotting Scratching Splashing	Lighten and darken colour.	Mixing of different colours linking to the Great Fire of London	Darken colours without using black.	Practice Techniques to apply colour using dotting, scratching, splashing.	Select and use suitable equipment for the task.	Select and use colour for specific purposes.	Select and use colours for specific purposes.
YEAR 4: Tint Shade Complimentary Contrasting		Mixing of different colours linking to the Great Fire of London	Darken colours without using black.	Practice Techniques to apply colour using dotting, scratching, splashing.	Use complimentary and contrasting colours for effect.	Select and use colour for specific purposes.	Select and use colours for specific purposes.
YEAR 5: Texture		Mixing of different colours linking to the Great Fire of London	Darken colours without using black.	Practice Techniques to apply colour using dotting, scratching, splashing.	Use complimentary and contrasting colours for effect.	Select and use colour for specific purposes.	Select and use colours for specific purposes.

<p>YEAR 6: Atmosphere</p>		<p>Find collections of colours.</p> <p>Use things in the environment to make a colour pattern.</p>					
<p>Key vocab:</p> <p>EYFS: Experiment</p> <p>YEAR 1: Construct Pinch Roll Join</p> <p>YEAR 2: Natural Man-made Expression Malleable Rigid</p> <p>YEAR 3: Adhesive</p>	Composite: Form						
	<p>Experimenting with form, creating different shapes and mark making.</p>	<p>Use materials to construct and make known objects for a purpose.</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins.</p>	<p>Awareness of natural and man-made forms.</p> <p>Expression of personal experiences and ideas.</p> <p>To shape and form from direct observation (malleable and rigid materials).</p>	<p>To plan and construct art in different forms.</p> <p>To shape, form, model and construct (malleable and rigid materials).</p> <p>To understand different adhesives and methods of construction.</p>	<p>Plan and develop our artwork.</p> <p>Experience surface patterns and textures.</p> <p>Discuss own work and work of other sculptors.</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>Plan and develop ideas.</p> <p>Shape, form, model and join.</p> <p>Use observation or Imagination to create artwork.</p> <p>Think about properties of media.</p> <p>Discuss and evaluate</p>	<p>Plan and develop ideas.</p> <p>Shape, form, model and join.</p> <p>Use observation or Imagination to create artwork.</p> <p>Think about properties of media.</p> <p>Discuss and evaluate</p>

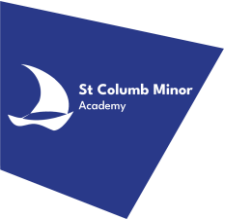


<p>YEAR 4: Surface pattern Texture Sculptor Interpret Analyse Construction</p> <p>YEAR 5: Observation Imagination Properties Evaluate</p> <p>YEAR 6:</p>			<p>To use decorative techniques.</p> <p>To replicate patterns and textures in a 3-D form.</p> <p>To explore own work and that of other Sculptors.</p>	<p>To consider the aesthetics of our structures.</p>		<p>own work and that of other sculptors.</p>	<p>own work and that of other sculptors.</p>
<p>Key Vocab:</p> <p>EYFS: Tools</p> <p>YEAR 1: Observation Represent Features</p> <p>YEAR 2: Accuracy Position Viewpoints Viewfinder Hatching Stippling</p>	Composite: Drawing and Tone						
	<p>Communicate through the arts. Safely use and explore a variety of graphic tools and techniques, such as fingers, hands, chalk, pens and pencils.</p>	<p>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations.</p> <p>Use lines to represent objects seen.</p>	<p>Make studies from observation with increasing accuracy, positioning marks and features with some care.</p> <p>Make line and shape drawings from observation.</p>	<p>Develop intricate patterns/marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other instruments to draw with.</p>	<p>Identify and draw the effect of light scale and proportion.</p> <p>Create accurate drawings of whole people including proportion and placement.</p>	<p>Understand the effect of light on objects and people from different directions.</p> <p>Interpret the texture of a surface produce increasingly accurate drawings of</p>	<p>Understand the effect of light on objects and people from different directions.</p> <p>Interpret the texture of a Surface.</p> <p>Produce increasingly</p>

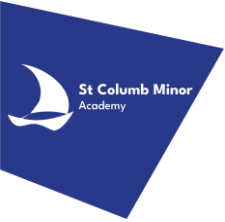


<p>Blending Crosshatch Parallel Blending Grade</p> <p>YEAR 3: Intricate pattern Media Instrument Tone Shadow Shading</p> <p>YEAR 4: Light Scale Proportion Placement Variation</p> <p>YEAR 5: Interpret Perspective Line Pattern Texture</p> <p>YEAR 6:</p>	<p>Experiment with design.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p>	<p>Accurately represent faces with the correct features in the correct relative position.</p> <p>Develop a range of tone using pencils with different thickness and by applying different pressures.</p>	<p>Draw from different viewpoints. Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame.</p> <p>Develop a range of tone with different drawing techniques, such as hatching, stippling, blending, crosshatch, parallel and blending to create light lines and dark lines.</p> <p>Understand tone through the use of different grades</p>	<p>Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil they use.</p> <p>Recap drawing techniques with a range of different tone.</p> <p>Begin to use shading and tone for shadow and light areas.</p>	<p>Work on a variety of Scales.</p> <p>Create computer generated drawings</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Further develop drawing a range of tones and lines using a pencil.</p>	<p>people and nature with concept of perspective.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use line, tone and texture to represent movement.</p>	<p>accurate drawings of people concept of perspective</p> <p>Develop their own style of drawing developing line, tone, pattern, and texture.</p>
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			of pencils (HB, 2B, 4B).				
Key Vocab:	Composite: Texture						
EYFS: Material Create Design	Using a variety of materials to collage.	Texture using clay- think about how Clay creates things.	Texture Overlapping and overlaying to create Effects.	Threads weaving Tie dying, batik	Use a wider variety of Stitches.	Use stories, music, poems as stimuli.	Develops experience in embellishing.
YEAR 1: Texture	Junk modelling, use of everyday materials to create and design own ideas.	Sort according to specific Qualities.	Use large eyed needles – running stitches. Start to explore other simple stitches.	Use smaller eyed needles and finer Simple appliqué work.	Observation and design of textural art experimenting with creating mood, feeling, movement.	Select and use materials embellish work	Applies knowledge of different techniques to express feelings.
YEAR 2: Overlapping Overlaying Effects		Collage	Collage	Collage	Compare different fabrics.	Fabric making artists using textiles.	Work collaboratively on a larger scale.
YEAR 3: Weaving Tie-dying Applique						Work collaboratively on a larger scale.	
YEAR 4: Observation Textural art							
YEAR 5: Embellish							
YEAR 6:							



	Composite: Pattern						
Key Vocab: EYFS: Rangoli Pattern Symmetry YEAR 1: YEAR 2: Regular pattern Irregular pattern Arranging Folding Overlapping Natural Man-made YEAR 3: Environment YEAR 4: Tessellation YEAR 5: Abstract Expression	Using Rangoli art method for understanding patterns and symmetry. Using symmetry in maths to show patterns. Revisiting and repetition is vital to embed the learning.	Pattern awareness and discussion of patterns. Create repeating patterns. Create symmetry.	Understand what is meant by pattern. Discuss regular and irregular patterns. Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Create natural and manmade patterns.	Identify pattern in the environment. Design patterns in your work. Use ICT to design patterns. Make patterns on a range of surfaces. Create symmetry in patterns.	Explore environmental and manmade patterns. Create tessellation with 2D patterns.	Explore environmental and manmade patterns. Create own abstract pattern to reflect personal experiences and expression. Create pattern for Purposes. Create pattern for Purposes.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for Purposes.



YEAR 6:							
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Art Chronology	(40,000 BC – 4000 BC)	Prehistoric Art	(1780 – 1850)	Romanticism	1916 – 1950)	Surrealism	1970 – present)	Post Modernism
	(4,000 BC – AD 400)	Ancient Art	(1848 – 1900)	Realism	(1940s – 1950s)	Abstract Expressionism		Feminist
	(500 – 1,400 AD)	Medieval Art	(1865 – 1885)	Impressionism	(1950s – 1960s)	Optical Art		Neo-Expressionism
	(1400 – 1600)	Renaissance	(1885 – 1910)	Post-Impressionism	(1950s – 1960s)	Pop Art		Street Art
	(1527 – 1540)	Mannerism	(1890 – 1910)	Art Nouveau	(1960s)	Art Povera		Pictures Generation
	(1600 – 1750)	Baroque	(1900 – 1935)	Fauvism	(1960s)	Minimalism		Appropriation
	(1699 – 1780)	Rococo	(1905 – 1920)	Expressionism	(1960s – 1970s)	Conceptual		Young British Artists (YBA)
	(1750 – 1850)	Neoclassicism	(1907 – 1914)	Cubism	(1960s – 1970s)			Digital Art