Art & Design – Progression of Knowledge

At Treleigh, we recognise that in art, a more valuable and relevant learning experience comes from the multiple domains that underpin art, which also reflect the wider traditions within art education. These include: Theoretical knowledge, Disciplinary knowledge and Practical knowledge (please also see Progression of learning document). It is these combined which allows our children to leave Treleigh with the skills and knowledge to know what it is to be a creative human.

Big Idea		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas (sketchbooks)	Disciplinary knowledge	Understand that a sketchbook is owned by a pupil for experimentation and exploration.	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them.	Continue to build understanding that sketchbooks are places for personal experimentation, building in more labels to explore materials and artwork. Understand that the way each persons' sketchbook looks is unique to them.	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Feel confident to present the sketchbook as a creative process.	Begin to make own stylistic choices in your sketchbook, translating own ideas.
		Use sketchbooks to: Test out printmaking ideas, develop experience of primary and secondary colours, make notes, practice observational drawing, explore mark making.	Work in sketchbooks to: Explore the qualities of different media., Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making, explore colour and colour mixing. Make visual notes about artists studied	Explore the qualities of charcoal. Make visual notes when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Brainstorm ideas and begin to experiment with different medias creatively.	Test and experiment with materials. Brainstorm pattern, colour, line and shape. Begin to make simple reflections on theirs and others work, including artists..	Explore ideas relating to thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Be able to articulate processes involved.	Experiment with different media and different marks to capture the energy of a piece of artwork.

Making Drawing	Receptive Knowledge	Understand drawing is a physical activity. Understand there is a relationship between drawings on paper (2d) and making (3d). Understand that we can transform 2d drawings into 3d objects.	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	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.	Understand artists can work with pattern for different reasons: Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.	Understand that there is often a close relationship between drawing and making. Understand that we can use pencil to present 2d drawings into 3d objects (for example, by using shadow). Use charcoal, graphite, pencil or pastel to create drawings with atmosphere.	Understand that there are technical processes we can use to help us see, draw and scale up our work, such as one-point perspective. Use the grid system to scale up the image.
	Productive knowledge	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Work with care and focus, enjoying making drawings which are unrushed.	Explore a combination of observational drawing, with experimental mark making, using graphite, soft pencil, and pen. Explore quality of line, texture and shape. Make drawings inspired by stimulus.	Develop mark making skills by deconstructing the work of artists. Use imaginative and observational drawing skills to make drawings of people, beginning to Consider the background, foreground and subject.	Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.	Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper and drawing techniques.	Combine drawing with making to create pictorial / 3 dimension art which explore qualities of your personality or respond to a theme or artist.

Making Painting	Receptive Knowledge	Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Know the primary colours.	Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life.	Understand that we can create imagery using natural pigments and light. Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting. Know and use contrasting colours.	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Understand that we can create depth and feeling by using warm and cool colours.	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. Understand that harmonious colours are colours next to each other.	Understand what complimentary colours create what feelings, applying it to their own artwork. Understand the different hues in order to create depth in landscapes.

	Productive knowledge	Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind Respond to your painting.	Explore colour mixing through gestural mark making. Experiment with using home made tools.	Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment.	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions.	Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Think about colour, composition and mark making. Think about light and dark, movement and energy	Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Apply sketching first to capture an initial response to a landscape, being applying paint or other materials.
Making Sculptor & 3D	Receptive Knowledge	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making".	Understand the role of a sculptor. Understand when we make sculpture by adding materials, it is called Construction	Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling. That clay and Modroc are soft materials which finally dry/set hard.	Understand that sculptors and other artists sometimes have responsibilities towards society. Know that paper can be constructed to create sculptures.	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand how to create 3D digital art on a computer Understand that artists and designers add colour, texture, meaning and richness to our life.

	Productive knowledge	Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief.	Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. Create an arrangement of objects or elements.	Use the Design through Making philosophy to construct with a variety of materials, creating a sculptor that has considered shape and form.	Use Modroc or air dry clay to create a simple model. Consider form, texture, character, structure when creating a 3D sculptor..	Construct with a variety of media, using tools. Think about scale, structure and intention. Reflect as part of the creating process so that you can understand how your intention relates to the reality of what you are creating.	To use materials in experimental ways, considering balance. Let your nature inform the choice of materials and shapes you use. Work collaboratively to create 3D forms.
Making Collage & Fabric	Receptive Knowledge	Know that collage is a created by sticking different materials onto a surface. Be able to identify materials such as fabric, plastic and paper.	Recognise that different materials have different textures. Be able to show a stitch and knot.	Recognise how materials can be overlapped and layered to create a collage. Be able to create a simple weave. Know that a running stitch is a basic way of joining fabrics together using thread.	Choose materials primarily for a desired purpose, recognising the textures and qualities of fabrics such as cotton and other materials such as crepe, paper and plastic. Understanding the process of deconstructing.	Create collage using both materials and digitally created images. Understand the process of construction. Recognise more than 1 style of stitching, both practically and visually.	Use different materials to form a desired end product or image. Recognise the benefits and disadvantages of cotton and other fabrics in relation to different purposes.

	Productive knowledge	Be able to start to show more than 1 different texture for a piece of collage.	Be able to apply different textures with careful consideration of surface texture.	Be guided by knowledge of different materials and fabrics combined to allow choices to be made.	Make independently informed choices about the joining of different fabrics, based on practicality.	See the choices made regarding materials and joining as part of a process, being able to analyse the advantages and disadvantages of the fabrics and materials used, to create an outcome.	Be able to justify decisions made, recognising the final desired outcome.
Artists Artistic Period	Theoretical Knowledge	Recognise stylistic features of, paintings/pictures of and key facts that influenced their artwork: - Sculptor: Marcia Purdie - Sketcher: Nanette Martin - Painter: Pablo Picasso Faith Ringgold Understand stylistic features, dates and reasons for artist movement/period: - Cubism		Recognise stylistic features of, paintings/pictures of and key facts that influenced their artwork: - Sculptor: Faith Bebbington - Sketcher: Beth Berriman - Painter: Claude Monet Vincent Van Gogh Sally Dennis (local) Understand stylistic features, dates and reasons for artist movement/period: - Impressionist/Post-Impressionist Movement		Recognise stylistic features of, paintings/pictures of and key facts that influenced their artwork: - Sculptors/sketchers: Gabriel Orozco Barbara Hepworth - Painter: Klimt Edvard Munch Understand stylistic features, dates and reasons for artist movement/period: - Art Nouveau Movement - Expressionism	

Evaluating Art	Disciplinary knowledge	Begin to: - Feel confident to express a preference in art. - Understand that ideas can come through hands-on exploration. - Recognise how there are many different styles of artwork, each created in a different way, with either one or a combination of materials. - Begin to build up a knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups. - Begin to make simple evaluations of yours and others work.	All previous and: - 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. - Feel safe enough to take creative risks and follow their intuition. - Share their journey and outcomes with others. - Feel celebrated and celebrate others. - Begin to make links between your viewings of artwork to similar styles, artists or artists movements. - Use increasingly more complex key language in your viewings of different artwork, beginning to share differing opinions and questions.	All previous and: - Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. - 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. - Offer constructive criticism to all artwork, including own, using key language and questions. - Present your work, reflecting verbally and visually through the artwork itself. - Talk about the intention. - Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.