|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge Progression in Art and Design** | | | | | |
| EYFS/REC | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| * To use and explore a variety of materials, tools and techniques | * to use a range of materials creatively to design and make products | * to use a range of materials creatively to design and make products | * Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas | * Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas | * Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas | * Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas |
| Differentiation notes | | | | | | |
| Design a self-portrait using different materials – choosing the best to suit your image. | Design a simple house using a range of materials.  Use images, patterns and shapes to represent the basic structure of houses | Design a more complex building- windmill- using a range of materials.  Use images, patterns and shapes to represent the more complex structure of a windmill | Children identify patterns and record through sketching  children experiment with using reflection, rotation and symmetry to create their own patterns  Children evaluate their own and others’ sketch work to identify development areas | Children sketch copies of an existing artwork  Children comment on stylistic features of existing artwork | Children study artefacts to gather ideas through sketching about style, patterns and colours  children generate and sketch ideas for a model | Children record, through sketching, common and key features of a genre of art |
| * To experiment with colour design, texture, form and function | * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | * Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to improve their mastery of art and design techniques, including drawing and painting [for example, pencil, charcoal, paint] | * Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | * Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | * Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |
| Differentiation notes | | | | | | |
| Look at different colours in simple art work – which do they like and why?  Use feel of materials to explore texture of items they want to present  (e.g. bubble wrap for scales of a fish) | investigate how to make different marks using sketching pencils  use observation to create a self portrait  understand how artists use colour to portray emotions and moods and use themselves  Use clay to create self-portraits | Consider patterns and colours in art  Use other materials (leading on from clay) to create sculpture/useful items  use paint to create a layered background  study and add artistic features to make subject look more elaborate | Further consider patterns in art  explain what a pattern is and how it is made  children experiment with stencilling techniques with a range of tools  children use a variety of techniques to colour in their pattern | Further consider patterns in art  children describe the colours and patterns  children copy and create their own detailed patterns  children create repeating patterns  children use a range of materials to create printed art | Further consider patterns in art  children choose colours carefully  children study artefacts to gather ideas about style, patterns and colour  children follow a design to make a model using a variety of materials and techniques appropriately | Further consider patterns in art  children identify textures, lines and shapes in different natural patterns  children choose different artist mediums to suit a purpose and analyse their effectiveness |
| * Explore an artist and their work | * Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | * Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | * Pupils should be taught about great artists, architects and designers in history. | * Pupils should be taught about great artists, architects and designers in history. | * Pupils should be taught about great artists, architects and designers in history. | * Pupils should be taught about great artists, architects and designers in history. |
| Differentiation notes | | | | | | |
| Designers week |  |  | Children will study the architecture of the Egyptians including key figures in the creation of the pyramids | Children will study the architecture of Tudor houses and how these have changed over time  Children will study Mayan pyramids, with the knowledge of future developments in Egyptian pyramids | Children will study the style and form of L.S.Lowry | Children will study key designers in Ancient Greece |