

Art and Design Knowledge Progression Framework

Disciplinary Knowledge

	F2	Year 1	Year 2	Year 3
Drawing	<ul style="list-style-type: none"> Express their own ideas using a range of drawing tools. Draw with increasing complexity and detail (eg: representing a face with a circle and including detail). 	<ul style="list-style-type: none"> Begin to explore the use of line to create different shapes and textures using a variety of media. Observe objects closely, identifying their lines, shapes and textures, to inform observational drawings. 	<ul style="list-style-type: none"> Investigate creating different tones by pressing harder and lighter with a pencil. Draw light and dark lines of different thickness. Draw from their own observations showing increasing accuracy. Appropriately select from a range of drawing tools including pencils, crayons, oil pastels, chalk or charcoal to achieve desired effects. 	<ul style="list-style-type: none"> Explore creating tones to show the light and dark areas of an object. Begin to apply drawing skills to more abstract forms.
Painting and Mixed Media	<ul style="list-style-type: none"> Express their own ideas using a range of painting and printing tools. Explore colours and how they can be changed by mixing them together. Use different ways to apply paint eg: with a paintbrush, hands, fingers, spatula 	<ul style="list-style-type: none"> Know the primary and secondary colours. Mix paint to create secondary colours. Appropriately select a brush size to create desired effects. Create different shades of the same colour. Begin to explore some simple printing techniques. 	<ul style="list-style-type: none"> Mix secondary colours together. Describe how to make colours lighter and darker. Create rubbings from a print or textured surface. Select from a variety of printing and painting tools to create desired effects. 	<ul style="list-style-type: none"> Further develop painting techniques through the creation of shape, texture and lines, using thick and thin brushes. Create textural effects, using thickened paint, dotting, scratching and splashing. Begin to understand how artistic techniques have developed over time eg: using natural pigments for paints.

Sculpture and 3D

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| <ul style="list-style-type: none">• Explore different materials freely, in order to develop my ideas about how to use them and what to make.• Begin to manipulate malleable materials eg: clay and playdough to create desired effects.• Create a simple sculpture with found natural materials. | <ul style="list-style-type: none">• Experiment with a range of techniques in manipulating paper eg: rolling, folding, curling and scrunching.• Explore different joining techniques.• Begin to evaluate our own sculptures. | <ul style="list-style-type: none">• Explore and select appropriate methods for joining clay.• Use different techniques eg: pinching and impressing to add decorative effects to clay sculptures.• Evaluate our sculptures against our design plans. | <ul style="list-style-type: none">• Join 2D shapes together to create 3D sculptures.• Evaluate how our sculptures can be changed or improved further.• Begin to explore adding colour and texture to our sculptures. |
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Substantive Knowledge

	Year 1	Year 2
Artists, Craft Makers and Designers	<ul style="list-style-type: none">• Bridget Riley<ul style="list-style-type: none">○ Creates optical illusions using lines○ Is inspired by the natural world• Clarice Cliff<ul style="list-style-type: none">○ Uses bright primary colours○ Uses concentric circles as a basis for their artwork• Samantha Stephenson<ul style="list-style-type: none">○ Uses metal to create her sculptures that show movement with curved shapes○ Uses bright colours to make her sculptures appear full of energy	<ul style="list-style-type: none">• Romare Bearden<ul style="list-style-type: none">○ Uses collage effects in their artwork○ Is inspired by daily life• Ranti Bam<ul style="list-style-type: none">○ Uses patterns and brightly coloured glazes○ Pots are often made by joining big, flat pieces of clay

Key Vocabulary

F2

circle – teacher to model
dots – teacher to model
drawing – to make a picture, design or pattern with a pen, pencil or other tool
line – teacher to model
mix – to put different things together so they become one
natural materials – materials that are produced by nature
painting – to make a picture, design or pattern using paint
pinch – to press between the finger and thumb (teacher to model)
roll – to move by turning over and over (teacher to model)
shape – the outer edge of an object
squash – to press or crush until flat (teacher to model)
squeeze – to press firmly together (teacher to model)
wavy – a line that curves one way then another

Year 1

In addition to F2...

broken line – a line made up by a series of dashes
concentric circles – circles which have the same centre point
crosshatch – a method of shading/drawing using many parallel overlapping lines (teacher to model)
diagonal line – a slanting line
evaluate – to reflect on whether a piece of artwork meets the original design plan or could have been improved
horizontal line – a line that runs from left to right across a page
join – to fasten 2 items together
primary colour – red, blue and yellow
rough – an object which has an uneven surface
sculpture – a 3D piece of artwork
secondary colour – green, orange, purple
shade – colour in using light and dark tones
silhouette – an outline of a person/object that is filled with a dark solid colour
smooth – an object which has an even surface free from bumps or dips
texture - a rod which enables a wheel to

vertical line – a line which runs up and down a page

Year 2

In addition to F2 and Y1...

blending – mixing enough so that you can no longer see separate parts

ceramic – objects made from baked clay

collage – what a product looks like

facial expression – the look on our face to communicate our feelings

glaze – to bake/cook an object to give it a shiny coating

illustrations – a drawing used to explain something or tell a story

impressing – indenting a design or texture into soft clay using a tool

score – scratch marks in clay to join two pieces together

scribbling – drawing with random lines and not lifting the pencil from the paper

sketch – a rough drawing of the outline of a shape/object

stippling – adding small dots to a drawing/painting (teacher to model)

tones – the shade of a colour