

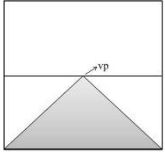
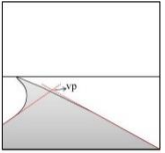
Art New Knowledge Progression Document

Working artistically/sketchbook work

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Observing and Planning	<p>Draw from imagination in a sketch book</p> <p>Create collections e.g. colours using a range of materials</p>	<p>Use a given viewfinder to select and discuss a view or shapes in an image</p> <p>Record new processes and techniques</p> <p>Express preferences</p>	<p>Choose from a given set of viewfinders to select and copy a view or shapes in an image</p>				
	<p>Record observations in a sketch book</p>	<p>Create observational drawings (focusing on size and shape)</p>	<p>Create observational drawings demonstrating an awareness of scale</p>	<p>Create own sketches of the whole or parts of an image</p> <p>Create observational drawings demonstrating an awareness of scale</p>	<p>Create observational drawings demonstrating an awareness of proportion and orientation</p>	<p>Draw realistic quick studies from observation and develop by returning to each study to improve the accuracy or detail</p> <p>Plan and develop ideas, gather evidence and investigate media, processes and techniques</p>	<p>Plan a drawing, painting or sculpture using extended sets of drawings</p> <p>Use annotations to inform design ideas and create thumbnail drawings/designs</p>
Evaluating	<p>Use simple labels to annotate a</p>	<p>Annotate a given work of art to record art elements</p>	<p>Annotate a given work of art to</p>	<p>Annotate a given work of art to record techniques</p>	<p>Describe the differences and</p>	<p>Describe the differences and similarities</p>	

	given work of art Use simple labels to annotate own artwork	such as: shape and colour Express preferences Use simple annotations to show elements such as: colour and shape in own work	record techniques Use simple annotations to show what has been learnt and what could be improved in own artwork	and express feelings Annotate own piece of work highlighting techniques used, successes and improvements	similarities between different techniques and disciplines	between different techniques and disciplines, and make links to their own work	
Artist study	The work of a range of artists, craft makers and designers throughout history: age related artist studies to explore a particular technique or artist/designer						

Component 1: Know how to draw

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Composition	Draw an object in the correct position on a page (people on the ground)	Know the two meanings of landscape Draw two elements of composition (foreground and background)	Draw two elements of composition and use the correct placement and size of an object on a page	Draw three elements of composition (foreground, middle ground and background) Use scale to make images look more realistic	Use proportion to make images look more realistic	Use composition in still life drawings Use one-point perspective to create realism and depth with straight lines	Use composition in landscapes Use one-point perspective to create realism and depth with straight and curved lines
							

Pencil and line (pencils, coloured pencils, pens, charcoal, pastels)	Draw using pencils, crayons, chalk and pens Colour in closed objects with some accuracy	Draw using different grades of pencil (2B and 8B) to create two specific tones (tone is light or dark) Colour in closed objects accurately	Draw using different grades of pencil (2B and 8B) to create four specific tones	Draw using all the different grades of pencil of to create variation in tone	Draw using all the different grades of pencil to blend to create darker areas	Use shading to create more defined tonal qualities to represent 3D objects	Use shading to demonstrate the direction of light and shadow where the cast shadow is correctly orientated
	Draw closed shapes and continuous lines (straight and curved) in an expressive and creative way Draw shapes and lines to represent objects Draw on a range of surfaces including paper,	Draw using different types of lines from observation (straight, wavy, thick and thin)	Draw different types of lines from observation to create areas of visual texture within an image (straight, wavy, thick and thin) Use rubbings to create texture	Draw with pencils and pens using hatching and cross-hatching to create areas of visual texture within an image	Draw with pencils and pens using hatching and cross-hatching to produce specific textures	Demonstrate form, texture, shading and detail using a range of lines with adult guidance (contour, expressive and descriptive)	Make clear decisions about how to create form, texture, shading and detail using a range of lines (contour, expressive and descriptive)

	sandpaper and the playground						
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Component 2: Know how to use paint

	Reception	Y1	Y2	Y3	Y4	Y5	Y5/6
Colour theory	<p>Know colour names Know primary colours</p> <p>Match colours to a specific purpose (blue sky, green grass etc)</p> <p>Mix any two colours together to make a new colour</p>	<p>Mix primary colours to make secondary colours</p> <p>Make brown by mixing all three primary colours</p>	<p>Mix more subtle tints and shades by adding white or black</p>	<p>Mix primary colours to create tertiary colours</p> <p>Know complementary colours</p> <p>Make shades of brown by mixing two complementary colours</p>	<p>Mix colours to match a specific palette</p> <p>Know contrasting colours</p>	<p>Use warm or cool colours to create a specific feeling</p>	<p>Use watercolour washes to create a specific mood or atmosphere</p>
Paint techniques	<p>Apply paint in different ways (fingers, brushes, sponges, thick brushes, card and sticks etc)</p> <p>Create freeform patterns using</p>	<p>Use sand, sawdust and wood shavings to add texture to paint</p>	<p>Know how to layer and scrape through paint to create depth</p>	<p>Use splatting to create energy and texture with tertiary colours</p>	<p>Use dripping to create energy/movement and texture</p>	<p>Use impasto to create texture</p>	<p>Use pointillism to trick the eye so that colours seem to blend to create texture</p>

	natural and man-made objects (roll paint/ inks over found objects e.g. mesh, stencils)						
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Component 3: know how to create 3D pieces of artwork

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Malleable materials	Manipulate playdoh and clay using hands and rolling tools	Press objects into the surface of the clay slab to make a pattern	Pinch clay to create a pot	Use the coiling technique with slip and score to create a pot Pinch out pieces of clay to create pattern and texture	Build up embossed decoration on the surface of a clay tile using slip and score		
Structures	Use a range of recycled, manmade and natural materials to make structures	Use a range of recycled and natural materials to make more recognisable objects	Create sculptures base around a theme using natural materials			Use a solid armature to create a base for a sculpture	Use a malleable armature to create a base for a sculpture Proportion sculptures to represent real life