

Knowledge Progression in Art and Design for Year R Foundation knowledge, KS1 and KS2 2022-2023.

Year R Foundation Knowledge

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the processes they have used;
- Make use of props and materials when role playing characters in narratives and stories.

KS1 & 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - close observation - Draw both the positive and negative shapes - initial sketches as a preparation for painting - accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> - Identify and draw the effect of light - scale and proportion - accurate drawings of whole people including proportion and placement - Work on a variety of scales - computer generated drawings 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - name all the colours - mixing of colours - Find collections of colour – applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale 	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - - colour mixing and matching; tint, tone, shade - - observe colours - - suitable equipment for the task - - colour to reflect mood 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> - collage - how textiles create things 	<ul style="list-style-type: none"> - overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work – 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Block printing - dying 	<ul style="list-style-type: none"> - Use a wider variety of stitches - observation and design of textural art - experimenting with 	<ul style="list-style-type: none"> - use stories, music, poems as stimuli - Select and use materials – embellish work - fabric making 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings

		<p>Start to explore other simple stitches</p> <ul style="list-style-type: none"> - collage - weaving - tie dying - batik 		<p>creating mood, feeling, movement-</p> <ul style="list-style-type: none"> - compare different fabrics 	<ul style="list-style-type: none"> - artists using textiles 	<ul style="list-style-type: none"> - Work collaboratively on a larger scale
<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - understanding of different adhesives and methods of construction - aesthetics 	<ul style="list-style-type: none"> - Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - relief and impressed printing - recording textures/patterns - monoprinting - colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - modify and adapt print 	<ul style="list-style-type: none"> - combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> - Awareness and discussion of patterns - repeating patterns - symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular 	<ul style="list-style-type: none"> - pattern in the environment - design - using ICT - make patterns on a range of surfaces - symmetry 	<ul style="list-style-type: none"> - Explore environmental and manmade patterns - tessellation 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes

Suggested artists	Lowry Andy Goldworthy Pablo Picasso	Joan Miro Marc Quinn Barbara Hepworth	William Morris Julien Opie Henry Moore	William Morris Julien Opie Henry Moore	Friedensreich Hundertwasser	Frida Khalo Mayan murals John Singer Sargent Ansel Adams Helen Frankenthaler Frank Lloyd Wright John Michel Basquiat Mary Cassatt
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