

Knowledge Progression Document for KS1 Art and Design-
Procedural Knowledge (knowing how) :

Drawing

- Hold and use drawing tools in different ways to create different lines and marks.
- Create marks by responding to different stimulus such as music.
- Complete a continuous line drawing.
- Use different materials and marks to replicate texture.
- Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.
- Use marks and lines to show expression on faces.
- Use charcoal to avoid snapping and to achieve different types of lines.

Painting and Mixed Media

- Combine primary coloured materials to make secondary colours (including paint)
- Choose suitable sized paint brushes.
- Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.
- Create texture using different painting tools.
- Choose and shape collage materials eg cutting, tearing.
- Compose a collage, arranging and overlapping pieces for contrast and effect.

Sculpture and 3D

- Roll and fold paper.
- Cut and glue paper to make 3D structures.
- Create a variety of shapes in paper, eg spiral, zig-zag.
- Smooth and flatten clay.
- Roll clay into a cylinder or ball.
- Make a clay pinch pot and relief sculpture
- Mix clay slip using clay and water.
- Use clay tools to score clay.

Craft and Design

- Draw a map to illustrate a journey.
- Separate wool fibres ready to make felt.
- Lay wool fibres in opposite directions to make felt.
- Overlap cellophane/tissue to create new colours.
- Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- Smooth a printing tile evenly to transfer an image.

Declarative Knowledge (knowing that):

Drawing

- That a continuous line drawing is a drawing with one unbroken line.
- Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.
- Different marks can be used to represent words and sounds.
- That a combination of materials can achieve the desired effect.
- That charcoal is made from burning wood.
- Illustrators use drawn lines to show how characters feel.

Painting and Mixed Media

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.
- Some artists create art to make people aware of good and bad things happening in the world around them.
- Artists try out different combinations of collage materials to create the effect they want.

Sculpture and 3D

- Artists living in different places at different times can be inspired by similar ideas or stories.
- Artists choose materials that suit what they want to make.
- Art is made by all different kinds of people.
- Art can be figurative or abstract.

Craft and Design

- What materials can be cut, knotted, threaded or plaited.
- Artists can use everyday materials that have been thrown away to make art.
- Craft is making something creative and useful.
- Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

What skills and knowledge do our EYFS children take into the y1 curriculum?

Expressive Art and Design is a Specific Area of Learning in the statutory framework for the EYFS (2021)

Expressive Arts and Design

-Explore, use and refine a variety of artistic effects to express ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

-Listen attentively, move to and talk about music, expressing their feelings and responses.

-Create collaboratively, sharing ideas, resources and skills.

-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

-ELG: Creating with materials> Share their creations, explaining the process they have used.

Implementation

To implement the Kapow Art Scheme effectively, we will ensure that:

Sequential Progression: Lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Broad and Balanced Curriculum: The scheme encompasses various art styles, techniques, and cultural contexts, promoting a broad and balanced exploration of art. It provides opportunities for pupils to study both historical and contemporary artists.

Inclusivity and Differentiation: The Kapow Art Scheme will be adapted to meet the needs of individual pupils, ensuring it is inclusive and accessible to all. Teachers will provide differentiated activities, support, and guidance to enable every pupil to participate fully in the art curriculum, regardless of their abilities or backgrounds.

Learning to be an artist at East Tilbury Primary



Intent

At East Tilbury Primary School, our aim is to inspire pupils and develop their confidence to experiment and create their own works of art. We have developed a comprehensive scheme of work, written by experts in their field, to provide pupils with the opportunity to develop their abilities, nurture their talents and interests, and express their ideas and thoughts about the world. In addition to learning about art and artists from various cultures and throughout history, our focus is on enabling children to develop their creative imagination by using a range of tools, media, and materials to communicate what they see, feel, and think. Skills and techniques are taught progressively, ensuring that all children are able to learn and practice as they progress through the school. We strive to provide high-quality experiences for all children, including those who may not have access to such opportunities outside of school.



Knowledge Progression Document: Art and Design (KS2)

Procedural Knowledge (knowing how):

Drawing

- Use shapes identified within in objects as a method to draw.
- Use drawing tools to take a rubbing.
- Use pencils of different grades to shade and add tone.
- Hold a pencil with varying pressure to create different marks.
- Use charcoal and a rubber to draw tone.
- Create a monoprint.
- Use charcoal to create chiaroscuro effects.

Painting and Mixed Media

- Mix a tint and a shade by adding black or white.
- Apply paint using different techniques eg. stippling, dabbing, washing.
- Plan a painting by drawing first.
- Experiment with materials and create different backgrounds to draw onto.
- Use a photograph as a starting point for a mixed-media artwork.
- Take an interesting portrait photograph, exploring different angles.

Sculpture and 3D

- Join 2D shapes to make a 3D form.
- Join larger pieces of materials, exploring what gives 3D shapes stability.
- Identify and draw negative spaces.
- Create different joins in card eg. slot, tabs, wrapping.
- Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.

Craft and Design

- Use a sketchbook to research a subject using different techniques and materials to present ideas.
- Select imagery and use as inspiration for a design project.
- To know how to make a mood board.
- Recognise a theme and develop colour palettes using selected imagery and drawings.
- Create a photomontage

Declarative Knowledge (knowing that):

Drawing

- Using different tools or using the same tool in different ways can create different types of lines.
- Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
- That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.

Painting and Mixed Media

- Using light and dark colours next to each other creates contrast
- Adding black to a colour creates a shade. Adding white to a colour creates a tint.
- Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
- A 'monochromatic' artwork uses tints and shades of just one colour.

Sculpture and 3D

- Three dimensional forms are either organic (natural) or geometric (mathematical shapes)
- An art installation is often a room or environment in which the viewer 'experiences' the art all around them
- Negative shapes show the space around and between objects.
- Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.

Craft and Design

- That a mood board is a visual collection which aims to convey a general feeling or idea.
- That batik is a traditional fabric decoration technique that uses hot wax.
- That macro photography is showing a subject as larger than it is in real life.
- Pattern can be man-made or natural.
- That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

Vocabulary Progression Document: Art and Design

Foundation Stage (EYFS):

Drawing - Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag

Printing and Mixed Media - Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe

Sculpture and 3D - 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet

Craft and Design - Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag

Key Stage 1 (KS1):

Drawing - Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Dots, Lightly, Firmly, Shadow, Charcoal, Pastel, Chalk

Painting and Mixed Media - Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick, Mixing, Overlap, Detail, Surface

Sculpture and 3D - Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine, Shape, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculptor, Plaster, Casting, Negative space, In relief, Detail, Impressing

Craft and Design - Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate

Key Stage 2 (KS2):

Drawing - Geometric, Organic, Arrangement, Light, Dark, Shading, Tone, Grip, Blend, Even, Frottage, Rubbing, Surface, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder, Contrast, Observational drawing, Gradient, Proportion, Symmetry, Composition, Precision, Mixed media, Wax-resist, Highlight, Combine, Parallel, Hatching, Cross-hatching, Collaborate, Printmaking, Abstract, Figurative, Monoprint, Block print, Retro-futurism, Futuristic, Imagery, Purpose, Stimulus, Decision, Process, Technique, Collagraphy, Repetition, Printing plate, Printmaking, Evaluate, Revisit, Develop, Imagery, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Impact, Audience.

Painting and Mixed Media - Charcoal, Composition, Negative image, Pigment, Positive image, Proportion, Smudging, Scaled up, Portrait, Landscape, Tint, Shade, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Figurative, Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism, Background, Portrait, Self-portrait, Carbon paper, Transfer, Printmaking, Monoprint, Justify, Research, Evaluate, Represent, Atmosphere.

Sculpture and 3D - Sculpture, Found objects, Sculptor, Abstract, Positive space, Display, Installation art, Scale, Scaled down, Special effects, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive, Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection.

Craft and Design - Papyrus, Zine, Photomontage, Dada, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion.

This vocabulary progression document outlines the key terms for primary schools following the national curriculum and the Kapow scheme of work. It provides a guideline for developing students' vocabulary and understanding of artistic terms as they progress through their primary education.



Resources to use:

Kapow

Artist study books

