

KEY KNOWLEDGE PROGRESSION DOCUMENT – Art & Design

| Features | |
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| <ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters | <p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> • Using sketchbooks is introduced from KS1 onwards (AD1.15 and AD2.17). The NC introduces sketchbooks from KS2. • Children in Year 6 are taught to use sketchbooks to critically evaluate and justify techniques (AD6.9 and AD6.10.) The NC states that children should use sketchbooks to simply record, review and revisit ideas. • The NC states that KS2 pupils should study great artists, architects and designers. The strand of 'Evaluating and Analysing' goes beyond this and teaches children knowledge of how these artists, their styles and techniques can influence their own work. |
| <ul style="list-style-type: none"> • At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: <ul style="list-style-type: none"> ○ Use colour, pattern, texture, line, form, space and shape ○ Drawing (including using different materials) ○ Painting (including using different materials) ○ Sculpture (including using different materials) ○ Using sketchbooks ○ Study of artists, craft makers and designers ○ Analysing and evaluating • These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups | |
| <ul style="list-style-type: none"> • At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: <ul style="list-style-type: none"> ○ Use colour, pattern, texture, line, form, space and shape ○ Drawing (including using different materials) ○ Painting (including using different materials) ○ Sculpture (including using different materials) ○ Using sketchbooks ○ Study of great artists, architects and designers ○ Analysing and evaluating • These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups | <p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms |
| <p>Threaded throughout all art and design learning are concepts such as:</p> <ul style="list-style-type: none"> • Colour • Line • Shape and form • Space • Pattern and texture • Expression • Interpretation • Culture and history • Communication • Appreciation • Significance | |
| <ul style="list-style-type: none"> • Substantive knowledge (S) is the truths or facts of a subject. Procedural knowledge (P) is the knowledge of how to do something. Disciplinary knowledge (D) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g.as an Artist). These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be remembered. | |

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| <ul style="list-style-type: none"> Skills are dependent on specific knowledge. Skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. | | | | | | |
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| <ul style="list-style-type: none"> When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for art for their age group. | | | | | | |
| Early Years Framework | | | | | | |
| Early Years | Early Years Statutory Framework: Educational Programme Expressive Arts and Design | Early Learning Goal Creating with Materials | Early Learning Goal Fine Motor Skills | Early Learning Goal Past and Present | | |
| | <p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> | <ul style="list-style-type: none"> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</i> <i>Share their creations, explaining the process they have used;</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i> | <ul style="list-style-type: none"> <i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery</i> <i>Begin to show accuracy and care when drawing.</i> | <ul style="list-style-type: none"> <i>Talk about the lives of the people around them and their roles in society</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> | | |
| National Curriculum Subject Content | | | | | | |
| Strand | Use colour, pattern, texture, line, form, space and shape | Drawing (including using different materials) | Painting (including using different materials) | Sculpture (including using different materials) | Range of artists, crafter makers and designers | |
| Key Stage 1 | <ul style="list-style-type: none"> <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> | <ul style="list-style-type: none"> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Use a range of materials creatively to design and make products</i> | <ul style="list-style-type: none"> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Use a range of materials creatively to design and make products</i> | <ul style="list-style-type: none"> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>Use a range of materials creatively to design and make products</i> | <ul style="list-style-type: none"> <i>Study 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</i> | |
| Strand | Use colour, pattern, texture, line, form, space and shape | Drawing (including different materials) | Painting (including different materials) | Sculpture (including different materials) | Using Sketchbooks | Study of great artists, architects and designers |
| Key Stage 2 | <ul style="list-style-type: none"> <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> | <ul style="list-style-type: none"> <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> | <ul style="list-style-type: none"> <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> | <ul style="list-style-type: none"> <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> | <ul style="list-style-type: none"> <i>Create sketch books to record their observations and use them to review and revisit ideas</i> | <ul style="list-style-type: none"> <i>Taught about great artists, architects and designers in history</i> |

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| Use colour, pattern, texture, line, form, space and shape | <ul style="list-style-type: none"> • ADN.1 know how to hold a pencil demonstrating, using a developmentally appropriate grip (P) • ADN.2 know how to effectively make marks on paper (P) • ADN.3 know how to use closed shapes with continuous lines (P) • ADN.4 know (S) and practice a range of gross motor movements that support the mechanics of drawing (P) | <ul style="list-style-type: none"> • ADR.1 know how to use anti-clockwise and clockwise movements (P) • ADR.2 know how to retrace lines on their own artwork (P) • ADR.3 know how to hold a pencil using the tripod grip (P) • ADR.4 know how to apply pressure (P) to create different effects (D) • ADR.5 know (S) and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing (P) | <ul style="list-style-type: none"> • AD1.1 know (S) and use lines and geometric shapes to create individual artwork (P) • AD1.2 know how lines can take different forms (e.g. curved, wavy, zigzag) (S) | <ul style="list-style-type: none"> • AD2.1 know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork (P) • AD2.2 know how to use fine and broad media to develop control of line, shape and pattern (P) | Use colour, pattern, texture, line, form, space and shape | <ul style="list-style-type: none"> • AD3.1 know how to use line, tint, tone, shape, form and colour to create a sense of dimension and/or texture (P) | <ul style="list-style-type: none"> • AD4.1 know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork (P) | <ul style="list-style-type: none"> • AD5.1 know how to use form to create the illusion of 3-dimensional art (P) | <ul style="list-style-type: none"> • AD6.1 know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (including digital art) (D) | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> • AD7.1 Know colour symbolism and connotations (S) |

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| | | <ul style="list-style-type: none"> • ADR.6 know how to use the space available (P) to make choices in their drawings (D) | | <ul style="list-style-type: none"> • AD2.3 know how to explore and use space for effect in individual artwork (D) | | <ul style="list-style-type: none"> • AD3.2 know how to create a sense of proportion in their own artwork (P) | <ul style="list-style-type: none"> • AD4.2 know how to produce artwork using increasingly accurate proportion and scale (P) | <ul style="list-style-type: none"> • AD5.2 know how to create perspective in art using one point of perspective (P) | <ul style="list-style-type: none"> • AD6.2 know how to create perspective in art using two points of perspective (P) | | |
| | | <ul style="list-style-type: none"> • ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) (S) • ADR.8 know how to create a simple pattern (H) | <ul style="list-style-type: none"> • AD1.3 know how to create rubbings (e.g. from a textured surface) (P) • AD1.4 know how to create a repeating pattern (for example in print) (P) | <ul style="list-style-type: none"> • AD2.4 know how to create a printed piece of art by pressing, rolling, rubbing and stamping (P) | | | | <ul style="list-style-type: none"> • AD5.3 know how to create a surface pattern by repeating printing a motif or simulate a repeating pattern (using digital technology where possible) (H) • AD5.4 know and identify natural and manmade patterns (S) | <ul style="list-style-type: none"> • AD6.3 know how to overprint to create patterns (P) | | |
| | | | | | | <ul style="list-style-type: none"> • AD3.3 know about contrasting and complementary colours (S) via the creation of a colour wheel (P) | | <ul style="list-style-type: none"> • AD5.5 select colours to create mood (D) | | | |

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| Drawing (including using different materials) | <ul style="list-style-type: none"> ADN.5 know how to represent a person (P) ADN.6 know how to use drawing to represent ideas (P) ADN.7 know that drawing communicates a meaning (S) | <ul style="list-style-type: none"> ADR.9 know how to draw a person including facial features (P) ADR.10 know how to draw a detailed figure taking shape, form and perspective into consideration (P) ADR.11 know how to use drawing to communicate and express ideas and feelings (D) ADR.12 know and understand the term observational drawing (S) ADR.13 know what is good about their drawing (D) | <ul style="list-style-type: none"> AD1.5 know how to use drawing to develop and share ideas using a range of different materials (D) | <ul style="list-style-type: none"> AD2.5 know how to produce drawings (P) based on experiences or imagination using a range of different materials (for example pencil, charcoal, ink) (D) | Drawing (including using different materials) | <ul style="list-style-type: none"> AD3.4 know how to produce drawings with increasing control, (P) experimenting with different materials (for example pencil, charcoal, ink) (D) | <ul style="list-style-type: none"> AD4.3 know how to produce drawings with increased control and accuracy (P), experimenting with different materials (for example pencil, charcoal, ink) (D) | <ul style="list-style-type: none"> AD5.6 know how to produce drawings with control and accuracy from close observation (P), experimenting with different materials (for example pencil, charcoal, ink) (D) | <ul style="list-style-type: none"> AD6.4 know how to draw with precision (P) using previously taught techniques including using different gradient pencils or other materials for effect (D) | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.2 explore and investigate a range of materials, techniques and processes. (D) AD7.3 Use drawing methods, mark making & tonal values with a range of materials, techniques and processes (D) AD7.4 further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art (D) AD7.5 increasing control with drawing, painting and sculpture with adventurous development |
| | | | <ul style="list-style-type: none"> AD1.6 know how to experiment with pencils to create lines of different thickness in drawings (P) | <ul style="list-style-type: none"> AD2.6 know how to use pencil to create different tones (P) | | <ul style="list-style-type: none"> AD3.5 know how to use different grades of pencil and/or varying pressure to shade and to show different tones and textures (P) AD3.6 know how to | <ul style="list-style-type: none"> AD4.4 know how to use shading to convey shape depth (for example in a landscape) (P) | | | | |

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| | | | | | | investigate light and dark using shading (D) | | | | | <p>, using an increasing variety of tools to create specific effects (D)</p> <ul style="list-style-type: none"> AD7.6 emphasis on refinement and quality of finish(D) AD7.7 critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments(D) |
| | | | | <ul style="list-style-type: none"> AD2.7 know (S) and practice basic drawing techniques (for example hatching, cross-hatching, and stippling) (P) | | <ul style="list-style-type: none"> AD3.7 know how to use shading techniques effectively to create atmosphere and shadow (D) | <ul style="list-style-type: none"> AD4.5 know how to develop further a range of drawing techniques (for example, hatching, cross-hatching, smudging, accent lines) (P) | AD5.7 know how to use previously taught drawing techniques to create mood (D) | | | <ul style="list-style-type: none"> AD7.8 develop and use creative, critical and technical language, using quality talk and speaking like an artist.(D) |
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| Painting (including using different materials) | <ul style="list-style-type: none"> ADN.8 know paint can be used to capture known experiences (S) | <ul style="list-style-type: none"> ADR.14 know that paint can be used to capture imagination (S) | <ul style="list-style-type: none"> AD1.7 know how to use painting to develop and share ideas using a range of different materials (P) | <ul style="list-style-type: none"> AD2.8 know how to produce paintings based on experiences or imagination using a range of different materials (P) | Painting (including using different materials) | <ul style="list-style-type: none"> AD3.8 know how to produce paintings with increasing control (P) experimenting with different materials (D) | <ul style="list-style-type: none"> AD4.6 know how to produce paintings with increased control and accuracy (P) experimenting with different materials (D) | <ul style="list-style-type: none"> AD5.8 know how to produce paintings with control and close observation (P) experimenting with different materials (D) | <ul style="list-style-type: none"> AD6.5 know how to make inventive choices as to paint type and techniques to create a desired outcome (D) | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.9 explore and investigate a range of materials, techniques and processes (D) AD7.10 Use colour mixing methods (P) with a range of materials, techniques and processes (D) |
| | <ul style="list-style-type: none"> ADN.9 know the names of at least five different colours (S) ADN.10 know how to explore colour mixing to create different colours (P) | <ul style="list-style-type: none"> ADR.15 know how to select colour for purpose (P) ADR.16 know the names of all primary colours and secondary colours (S) ADR.17 know how to mix primary colours to create some secondary colours (P) ADR.18 know how to use paint to lighten or darken a colour (P) | <ul style="list-style-type: none"> AD1.8 know the names of all primary and secondary colours (S) and how to mix all secondary colours (P) | <ul style="list-style-type: none"> AD2.9 know how to mix primary and secondary colours to create an increasing number of tertiary colours (e.g. turquoise, violet, indigo, crimson) (P) AD2.10 know how to create brown with paint (P) AD2.11 know how to create tints with paint by adding white (P) AD2.12 know how to create shades with paint by adding black and tones by | | <ul style="list-style-type: none"> AD4.7 know how to use watercolour and use different types of paints to produce washes for backgrounds and add detail (for example water colours, inks)(P) | <ul style="list-style-type: none"> AD5.9 know (S) and explore wash and transparency, marks and strokes when painting (P) | <ul style="list-style-type: none"> AD7.11 Further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art (D) AD7.12 increasing control with drawing, painting and sculpture with adventurous development, using an increasing variety of | | | |

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| | | | | adding grey (P) | | | | | | | tools to create specific effects.(D) <ul style="list-style-type: none"> AD7.13 emphasis on refinement and quality of finish(D) AD7.14 critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform development s(D) AD7.15 develop and use creative, critical and technical language, using quality talk and speaking like an artist(D) |
| | <ul style="list-style-type: none"> ADN.11 know that different resources can be used for painting (S) | <ul style="list-style-type: none"> ADR.19 know how to use a paintbrush to create a desired effect (P) ADR.20 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) (P) | AD1.9 know how to use a variety of tools when painting with increasing control (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) (P) | | | <ul style="list-style-type: none"> AD3.9 know how to experiment with different types of brush for a purpose (P) | | <ul style="list-style-type: none"> AD5.10 know and experiment with a variety of tools (other than paint brushes) to create effects in painting (D) | | | |
| | | | | AD2.13 know how to begin to use a range of painting techniques such as dotting, scratching and splashing (P) | | <ul style="list-style-type: none"> AD3.10 know how to use and develop a greater range of painting techniques, including using thicker paints to show texture (P) | | <ul style="list-style-type: none"> AD5.11 know how to develop layers in paintings (for example through the use of acrylics) (P) AD5.12 know (S) and experiment with how to add texture to a painting (for example through the inclusion of sand) (P) | | | |

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| Sculpture (including using different materials) | <ul style="list-style-type: none"> ADN.12 know how to explore and select materials (P) expressing their own ideas (D) ADN.13 know how to make cuts in different materials using a range of tools (P) ADN.14 know how to select one-handed tools for different purposes (P) | <ul style="list-style-type: none"> ADR.21 know how to effectively and safely use simple tools to change materials (P) ADR.22 know how to use and experiment with a variety of materials and techniques (P) ADR.23 know how to manipulate materials to create a desired outcome (P) ADR.24 know how to select (P) and explain their choice of materials (D) | <ul style="list-style-type: none"> AD1.10 know how to sculpt for a purpose and to develop and share ideas, using a range of different materials (P) | <ul style="list-style-type: none"> AD2.14 know how to use own experiences and imagination to create a simple sculpture for a purpose using a range of materials (D) | Sculpture (including using different materials) | <ul style="list-style-type: none"> AD3.11 know how to produce sculpture (P) with increasing control and purpose, experimenting with different materials (D) | <ul style="list-style-type: none"> AD4.8 know how to produce sculpture (P) with increased control and accuracy, experimenting with different materials (D) | <ul style="list-style-type: none"> AD5.13 know how to produce sculptures with control, accuracy and close observation, (P) experimenting with different materials (including natural versus manmade) (D) | <ul style="list-style-type: none"> AD6.6 know how to combine techniques and different materials, (P) according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mâché etc) (D) | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.16 explore and investigate a range of materials, techniques and processes. (D) AD7.17 further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art (D) AD7.18 increasing |

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| | <ul style="list-style-type: none"> ADN.15 know how to make snips in paper using scissors (P) ADN.16 know how to use a rolling pin to alter the appearance of malleable materials (P) | <ul style="list-style-type: none"> ADR.25 know how to select, cut, assemble, tear, stick and collage different materials (P) ADR.26 know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough) (P) | <ul style="list-style-type: none"> AD1.11 know how to cut, roll and coil materials (P) AD1.12 know how to select, cut, assemble, tear, stick and collage different materials, with increasing confidence (P) AD1.13 know why we manipulate malleable materials to create a particular effect (S) | <ul style="list-style-type: none"> AD2.15 know how to make simple joins when creating a sculpture (for example how to use 'slip' when making joins in clay) (P) | | <ul style="list-style-type: none"> AD3.12 know how to use techniques to create a sculpture (for example, coiling, pinching, slab construction etc) (P) | <ul style="list-style-type: none"> AD4.9 know further joining techniques (for example fold, insert, slot, tie, wrap, tabs) (S) | <ul style="list-style-type: none"> AD5.14 know how to develop further techniques to create a sculpture (for example, carving, modelling, constructing etc) (P) | <ul style="list-style-type: none"> AD6.7 know how to join different materials (P) both for strength and aesthetics (D) | | <p>control with drawing, painting and sculpture with adventurous development, using an increasing variety of tools to create specific effects. (D)</p> <ul style="list-style-type: none"> AD7.19 emphasis on refinement and quality of finish (D) AD7.20 critically and technically analyse and evaluate their own and others work, identify key features, |

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| | | | <ul style="list-style-type: none"> AD1.14 know how to manipulate malleable materials in a variety of ways including rolling, pinching and kneading (P) | <ul style="list-style-type: none"> AD2.16 know how to use simple tools when producing a sculpture (P) | | | <ul style="list-style-type: none"> AD4.10 know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools (for example in clay pressing or scratching into a surface or adding relief) (P) | | | | <ul style="list-style-type: none"> make comparisons and use this information to inform development (D) AD7.21 develop and use creative, critical and technical language, using quality talk and speaking like an artist (D) |
| Using Sketchbooks | | | <ul style="list-style-type: none"> AD 1.15 Know that sketchbooks are places to explore and experiment, express likes and dislikes, research and collect ideas from a range of starting points (S) | <ul style="list-style-type: none"> AD2.17 Begin to develop sketchbook habits e.g. learning from mistakes and experimenting with different media (D) | Using Sketchbooks | <ul style="list-style-type: none"> AD3.13 know how to use a sketchbook to record basic observations (P) and how these inform a final piece of art using different tools and techniques (D) | <ul style="list-style-type: none"> AD4.11 know how to use sketchbooks to collate ideas (P) from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs, sketches etc) (D) | <ul style="list-style-type: none"> AD5.15 know how to use sketchbooks to capture and develop ideas (P) using different tools and techniques to refine their own artwork (D) | <ul style="list-style-type: none"> AD6.8 know how to use sketchbook to record observations (P) and develop own techniques, commenting on the effectiveness of these (D) | Recording observations | <ul style="list-style-type: none"> AD7.22 draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, communicate in order to support the creative design process. (P/D) AD7.23 create sketchbooks |

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| | | | | | | | | | <ul style="list-style-type: none"> • AD6.9 know how to think critically about ideas, captured from a range of sources (P) in sketchbooks to justify decisions in their own artwork (D) • AD6.10 know (S) and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks (D) | | and methods of recording to generate, develop, research and record observations and use them to review and revisit ideas.(D) |

Blue Bell Hill

Primary School

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| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| Range of artists, craft makers and designers | <ul style="list-style-type: none"> ADN.17 know what an artist is (S) <p>NOTE: AND.18 and 19 have been removed.</p> | <ul style="list-style-type: none"> ADR.27 know how to explore and discuss artwork from the past and present (P) ADR.28 know how to create a representation of famous artwork (P) ADR.29 know who artists are within the local community and/or wider world and how they inspire others (S) | <ul style="list-style-type: none"> AD1.16 know how to describe what can be seen (P) and give an opinion about the work of an artist, craft maker and / or designer (D) | <ul style="list-style-type: none"> AD2.18 know how artists, craft makers and/or designers have used colour, pattern and shape (S) | Study of great artists, architects and designers | <ul style="list-style-type: none"> AD3.14 know (S) and identify the techniques used by different artists, architects and / or designers (D) | <ul style="list-style-type: none"> AD4.12 know (S) and experiment with the styles used by other artists, architects and / or designers (D) | <ul style="list-style-type: none"> AD5.16 know how to research the work of an artist, architect and / or designer and use their work to replicate style and techniques in their own work (P) | <ul style="list-style-type: none"> AD6.11 know(S) and explain how their own artwork has been influenced by a famous artist, architect and or designer (D) AD6.12 know why art can be very abstract and interpret what message the artist, architect and/ or designer is trying to convey (D) | History of Art | <ul style="list-style-type: none"> AD7.24 know about art, craft and design of different periods and cultures, understanding the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created. (S) AD7.25 know the relationship to the creative Industries (S) |
| | | <ul style="list-style-type: none"> ADR.30 know the similarities between artists and illustrators (S) | <ul style="list-style-type: none"> AD1.17 know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer (P) | <ul style="list-style-type: none"> AD2.19 know how to create a piece of art in response to the work of another artist, craft maker and / or designer (P) | | <ul style="list-style-type: none"> AD3.15 know how to compare the work of different artists, architects and / or designers (D) | <ul style="list-style-type: none"> AD4.13 know how different artists, designers and / or architects developed their specific style (D) | <ul style="list-style-type: none"> AD5.17 know what a specific artist, architect and / or designer is trying to achieve in any given situation (D) | | | |
| | | | | | | | <ul style="list-style-type: none"> AD3.16 know when art is from different historical periods (S) | <ul style="list-style-type: none"> AD4.14 know how art provides a viewpoint about the past (S) | <ul style="list-style-type: none"> AD5.18 know why artists, designers and / or architects are / were | | |

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|---------------------------------|---|---|--|--|--------|---|---|---|--|--------|---|
| | | | | | | | | considered influential (S) | | | |
| | | | | | | <ul style="list-style-type: none"> AD3.17 know that art is part of all cultures (S) | | <ul style="list-style-type: none"> AD5.19 know reasons why artists, architects and designers make decisions based on cultural influences (D) | | | |
| Analysing and Evaluating | <ul style="list-style-type: none"> ADN.18 know and discuss what they have created in their artwork (D) | <ul style="list-style-type: none"> ADR.31 know and comment on the aspects that they like/dislike about their own work and the work of famous artists (D) | <ul style="list-style-type: none"> AD1.18 know and describe their artwork linking to the elements of art and suggest how they have been successful (D) AD1.19 know and comment on the aspects that they like/dislike about their own work and the work of famous artists, giving reasons why (D) | <ul style="list-style-type: none"> AD2.20 know how to describe their artwork linking to the elements of art and a chosen artist (D) AD2.21 know how to evaluate their own work, suggesting what works well and what could be improved. (D) | | <ul style="list-style-type: none"> AD3.18 know and discuss how their work may be influenced by the techniques of an artist, suggesting how successful these were (D) AD3.19 know how to evaluate their own and others' work, suggesting what works well and what could be improved. (D) | <ul style="list-style-type: none"> AD4.15 know and describe how their artwork links to the elements of art and explain why they have chosen such elements in their work. (D) AD4.16 know and explain how they were successful in their work and independently generate development targets for the future (D) | <ul style="list-style-type: none"> AD5.20 know and articulate the purpose behind their artwork and how they have utilised / disregarded certain aspects of an artist's work. (D) AD5.21 know and explain how they have produced an original piece of artwork and how this has been influenced by another artist/s (D) | <ul style="list-style-type: none"> AD6.13 know and explain how, why and to what extent they have used an artist's influence and elements of art in their own work. (D) AD6.14 know and critique their work (and the work of others) making comparisons to famous artist's styles/techniques. (D) | | <ul style="list-style-type: none"> AD7.26 know and can justify the intention of their artistic process with reference to its place in history (D) AD7.27 know and explain how and why colour has been used in their artwork and link this to the work of artists working in differing time periods / movements. (D) AD7.28 know and discuss the impact of colour on mood and subject matter referencing colour |

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|--------|---------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|---|
| | | | | | | | | | | | properties including colour families and analogous colours. (D) • AD7.29 know and explain how they have exploited and manipulated the elements of art in their artwork. (D) • AD7.30 know and critique their (and other’s work) with emphasis on intent. (D) |

Curriculum End Points

The KCPDs are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable artists.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KCPDs. They support teachers to plan activities that help to develop children as effective artists. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

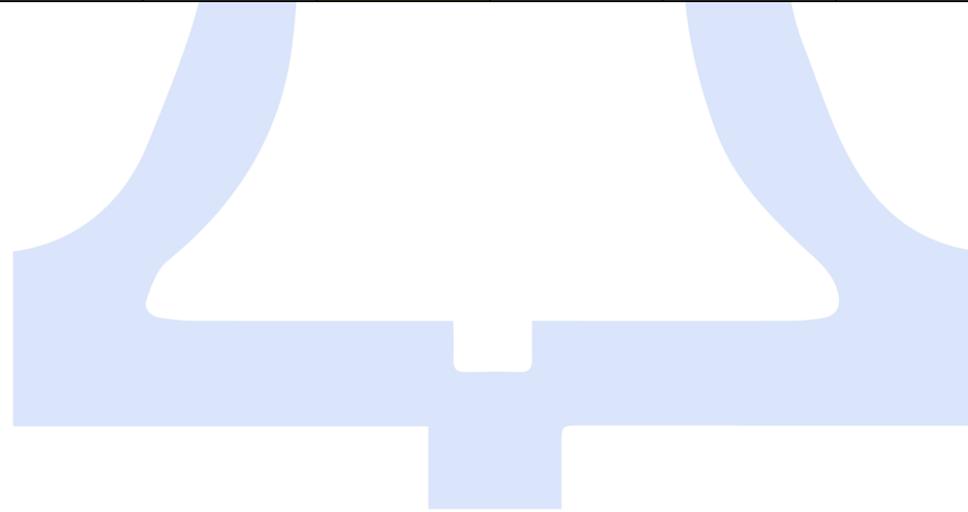
| Curriculum end points | Children should be able to: | Children should be able to: | Children should be able to: | Children should be able to: | Curriculum end points | Children should be able to: | Children should be able to: | Children should be able to: | Children should be able to: | Curriculum end points | Children should be able to: |
|-----------------------|--|---|--|---|-----------------------|---|---|--|---|-----------------------|--|
| | Recall the knowledge specified within the KCPDs for Nursery. Use mark-making or drawing to represent ideas. Talk about colours and how they can be | Recall the knowledge specified within the KCPDs for Reception. Use mark-making or drawing to communicate ideas and feelings. Talk about how different media | Recall the knowledge specified within the KCPDs for Year 1. Talk about the use of shape, line and pattern in art. | Recall the knowledge specified within the KCPDs for Year 2. Make choices about the art elements to show movement, contours and feelings. | | Recall the knowledge specified within the KCPDs for Year 3. Talk about how the art elements can be used to create a sense of dimension (i.e. use of proportion). | Recall the knowledge specified within the KCPDs for Year 4. Talk about how the art elements can be used to create a sense of movement, proportion and scale. | Recall the knowledge specified within the KCPDs for Year 5. Talk about how the art elements can be used to create the illusion of 3D art. | Recall the knowledge specified within the KCPDs for Year 6. Apply knowledge of the art elements. Independently develop a range of ideas which | | Recall the knowledge specified within the KCPDs for Year 7 Talk about the themes of colour symbolism and connotations. Explore and investigate a |

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|--------|---|--|---|---|--------|---|---|---|---|--------|---|
| | <p>mixed to make different colours.</p> <p>Use paint to capture known experiences.</p> <p>Talk about the tools and materials they used for different purposes.</p> <p>Talk about what an artist is and what they do.</p> <p>Share their creations with others.</p> <p>Create simple representations of people and other things.</p> | <p>can be used to create different effects.</p> <p>Draw a person with clear features.</p> <p>Talk about how to safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, shape and texture.</p> <p>Share their creations, explaining the process they have used.</p> <p>Discuss how artists inspire others.</p> <p>Recognise and describe key features of their own and others' work</p> | <p>Experiment with different media.</p> <p>Use different tools to paint with.</p> <p>Manipulate malleable materials.</p> <p>Begin to use sketchbooks to record ideas.</p> <p>Give opinions about their artwork.</p> <p>Show interest in and describe the work of some famous artists.</p> | <p>Use different sketching techniques based on experiences or imagination.</p> <p>Talk about how tints and shades can be created using paint.</p> <p>Create sculptures for a purpose (i.e. use of clay).</p> <p>Use sketchbooks as a space to make mistakes and learn from them.</p> <p>Talk about how artists, craft makers and designers use colour, pattern and shape for effect.</p> <p>Express clear preferences and give some reasons for these.</p> <p>Deliberately choose to use particular techniques for a given purpose.</p> | | <p>Use different grades of pencil for effect (i.e. tone, texture, atmosphere and shadow).</p> <p>Talk about a range of painting tools and techniques.</p> <p>Use different techniques to create sculptures.</p> <p>Use a sketchbook as a learning journey.</p> <p>Talk about art from different cultures and historical periods.</p> <p>Compare and contrast different pieces of art.</p> <p>Reflect upon what they like and dislike about their work in order to improve it.</p> | <p>Develop a range of sketching techniques.</p> <p>Talk about and use a range of watercolours and washes in painting.</p> <p>Talk about a range of joining techniques and how they can enhance a sculpture.</p> <p>Document the use of different tools and techniques in sketchbooks.</p> <p>Talk about how artists, designers and architects have developed their style.</p> <p>Talk about the links between art and history.</p> <p>Reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Apply the technical skills they are</p> | <p>Talk about how to create mood in artwork.</p> <p>Talk about transparency and layers in painting and how different brushes create different effects (i.e. Texture).</p> <p>Use a range of sculpting techniques.</p> <p>Use sketchbooks to capture the development of ideas and processes.</p> <p>Talk about what artists, designers and architects are trying to achieve and why they are influential.</p> <p>Analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Use their acquired technical expertise to make work which effectively reflects their</p> | <p>show curiosity, imagination and originality.</p> <p>Explain how to make inventive choices when painting to create a desired outcome.</p> <p>Combine techniques and materials when producing sculptures, considering aesthetics and strength.</p> <p>Use sketchbooks to capture and justify ideas and decisions, demonstrating critique.</p> <p>Explain how their artwork has been influenced by artists, designers, architects, cultures or periods in history.</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of</p> | | <p>range of materials, techniques and processes.</p> <p>Talk about the key processes in art.</p> <p>Critically and technically analyse and evaluate their own and others work.</p> <p>Document their creative processes, renewing and revisiting ideas.</p> <p>Talk about the history of art, considering political, spiritual, cultural, social, moral, environmental context.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. They clarify their impact with</p> |

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| | | | | | | | learning to improve the quality of their work. | ideas and intentions. | materials and techniques. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. | | reference to audience and artistic intent. |



Blue Bell Hill
Primary School