



Henbury View First School

Art Progression of Knowledge



Intent

'You can't use up creativity. The more you use, the more you have.' *Maya Angelou*

At Henbury View First School, we value the importance of Art and Design. It is our children's entitlement to be able to share and express their individual creativity, independence, resilience, and self-reflection. It is our intent to provide all children with the fundamental knowledge, skills, and techniques needed to independently create their own unique drawings, paintings, sculptures, and crafts. We want the children to have a natural sense of wonder and curiosity when studying a wide variety of artwork. We empower children to discover great artists that will enable them to explore their own and other's cultural heritages.

We give the children the time and space to explore new themes, new sensations, and ways to be creative without the need to be perfect. At Henbury, we believe that the process takes precedence over the product. We want our children to see the enjoyment and satisfaction in the process of producing art. It is through the children's personalised experience of art at Henbury, that we enable the children to feel safe, secure, and happy, to produce their most creative work and ultimately be themselves.

Implementation

The teaching and implementation of the Art and Design Curriculum at Henbury View First School is based on the National Curriculum in KS1 and KS2 and Development Matters in EYFS to ensure a well-structured approach to this creative subject. We teach a knowledge-based art curriculum, which allows the children to express their creative imagination as well as providing them with the opportunities to practice and develop mastery in the key processes of art. We look at key artists and designers throughout the curriculum, using them as inspiration as well as learning from their lives and techniques.


















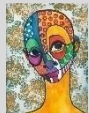

The curriculum has been carefully designed to ensure children build upon the knowledge they have learnt previously and have opportunities to apply widely. Vocabulary is at the core of our Art and Design curriculum, as this allows children to fully grasp new concepts and make connections to move their thinking forward. Teachers use the knowledge progression to ensure that learning builds upon previous understanding and moves forward, with opportunities for children working at greater depth to apply their knowledge in a variety of ways. The elements of art are also clearly progressed throughout the curriculum, and these interlink with the different techniques (e.g. painting, drawing, 3D) to ensure children experience these elements in an array of mediums. End outcome is not assigned, as we value the process and knowledge children gain over the final product, but teachers and children have the freedom to decide on the context for their artwork. We strongly believe this enables our children to produce artwork which fully represents them as individuals and shows their true understanding of the content taught.

Key Threads













At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Art and Design. The key threads are:

Research about artists and designers	Mastery of techniques	Evaluation and Analysis	Opportunities for creative work	Opportunities to plan towards a product	Exposure to and use of multi-media	Great artists and designers	Clarity of purpose
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Curriculum Overview

	Drawing Outcome	Painting Outcome	3D (Printing or Sculpture) Outcome
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>		
Year 1	<p>In this unit, the children will look at the work of Matisse and Kandinsky. They will focus on the shapes both artists have used and mix primary colours to make secondary colours. They will briefly look at line and how to create different brushstrokes</p> <p><i>Kandinsky: Squares with Concentric Circles</i></p>  <p><i>Matisse: The Snail</i></p> 	<p>Children use Van Gogh's 'The Starry Night' as inspiration for this unit. They explore how holding a brush impacts the line created, look at layering of paint and brushstrokes to create texture and how these elements can help create form</p>  <p><i>Van Gogh: The Starry Night</i></p>	<p>Using Warhol as a starting point, children look at the use of contrasting colours and where these can be found on a colour wheel. They look at patterns, repeating and non-repeating, and look at different types of line to create outline. They use Styrofoam to create a relief print</p>  <p><i>Warhol: Marilyn Monroe</i></p>
	<p>Final Piece: Kandinsky Style Picture (Drawing/Painting)</p> <p>Colour Shape</p>	<p>Final Piece: 'Starry Night' inspired Landscape (Painting)</p> <p>Line Texture Form</p>	<p>Final Piece: Warhol Portrait (Printing)</p> <p>Colour Line Pattern</p>
Year 2	<p>Children discover the work of Picasso, especially his abstract portraits. They observe the line used to create these and make tertiary colours, commenting on the impact these have. They use other piece of art (e.g. Van Gogh's 'The Chair') to explore shape in detail</p> <p><i>Picasso: Weeping Woman</i></p>  <p><i>Van Gogh: Van Gogh's Chair</i></p> 	<p>Through exploring the artwork of Paul Klee, children will further develop their understanding of the colour wheel in terms of warm and cool colours. They will create tints and shades and look at how shape and tone can be used to create form within still life</p> <p><i>Klee: 'Senecio' and 'Sinbad the sailor'</i></p>  <p><i>Cezanne: Still Life, pitcher and fruit</i></p> 	<p>With a focus on flowers, children will look at the work of O'Keeffe and Kahlo. They will explore colours and line, replicating what they can observe in detail. They begin to look at techniques for texture within drawing and how this can create depth and form. They conclude by create a clay flower or plant</p> <p><i>O'Keeffe: Two Petunias</i></p>  <p><i>Kahlo: Self portrait</i></p> 
	<p>Final Piece: Abstract Self-Portrait (Drawing)</p> <p>Colour Line Shape</p>	<p>Final Piece: Warm or Cool Landscape (Painting)</p> <p>Colour Shape Tone</p>	<p>Final Piece: Clay Flower (Sculpture)</p> <p>Colour Line Texture</p>
Year 3	<p>Children look at the geometric artwork of local artist Chowwai Cheung, comparing the use of line to Picasso. They experiment with making tones by adding grey to a hue. They explore the use of monochromatic and neutral colours and how these can express form</p> <p><i>Cheung: Upland 1</i></p>  <p><i>Mondrian: Composition with Red, Blue and Yellow</i></p> 	<p>Using artwork by Seurat and Pollock, children explore different paint application techniques and the texture these create. They study pointillism in detail, and how mixing or overlaying colours impact the viewer, discussing contrast</p> <p><i>Seurat: La Seine à la Grande-Jatte</i></p>  <p><i>Pollock: No 5</i></p> 	<p>Throughout this journey, the children will explore texture through printing. They will evaluate the texture different materials create and create tones within inks. They develop their understanding of shape and line through observing natural landscapes</p>  <p><i>Hokusai: The Great Wave of Kanagawa</i></p>
	<p>Final Piece: Geometric Portrait (Drawing)</p> <p>Colour Form Tone</p>	<p>Final Piece: Pointillism Landscape (Painting)</p> <p>Pattern Texture Tone</p>	<p>Final Piece: Collagraph Print (Printing)</p> <p>Texture Tone Shape</p>
Year 4	<p>Focusing on portraiture in profile, the children look at the work of Rembrandt. They use different drawing techniques for texture and how charcoal can be used. They vary the tone through technique and pencil grade, applying these techniques to create form on a face</p>  <p><i>Rembrandt: Portrait collection</i></p>	<p>Children experiment with changing textures (adding other mediums to paint, using other objects to spread paint, vary comb size, stamp using objects, blowing) and use their knowledge of colour (contrasting and analogous) and line to represent landscapes</p> <p><i>Monet: The Water-Lily Pond</i></p>  <p><i>McCarthy: After Colour</i></p> 	<p>Within this unit, children use the sculptures of Hepworth to look at abstract form. They look at how line and pattern can be created using various techniques and in different media. They use this knowledge to create and decorate a coil pot</p>  <p><i>Hepworth: Curved Reclining Form (and other sculpture)</i></p>
	<p>Final Piece: Portrait in Profile (Drawing)</p> <p>Texture Form Tone</p>	<p>Final Piece: Corfe Castle Landscape (Painting)</p> <p>Colour Line Texture</p>	<p>Final Piece: Coil Pottery (Sculpture)</p> <p>Line Pattern Form</p>

Curriculum Organisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<i>Knowledge and skills taught and recapped throughout the year</i>					
Year 1	<u>Drawing/Painting Outcome</u> Key Artist: Wassily Kandinsky Final Piece: Kandinsky Style Picture 	<u>Painting Outcome</u> Key Artist: Vincent Van Gogh Final Piece: 'Starry Night' inspired Landscape 			<u>3D (Printing) Outcome</u> Key Artist: Andy Warhol Final Piece: Warhol Portrait 	
Year 2		<u>Drawing Outcome</u> Key Artist: Pablo Picasso Final Piece: Abstract Self-Portrait 		<u>Painting Outcome</u> Key Artist: Paul Klee Final Piece: Warm or Cool Landscape 		<u>3D (Sculpture) Outcome</u> Key Artist: Georgia O'Keeffe Final Piece: Clay Flower 
Year 3	<u>Drawing Outcome</u> Key Artist: Chowwai Cheung Final Piece: Geometric Portrait 			<u>Painting Outcome</u> Key Artist: Georges Seurat Final Piece: Pointillism Landscape 		<u>3D (Printing) Outcome</u> Key Artist: Katsushika Hokusai Final Piece: Collagraph Print 
Year 4			<u>3D (Sculpture) Outcome</u> Key Artist: Rembrandt Final Piece: Harmenszoon van Rijn Final Piece: Portrait in Profile 	<u>Painting Outcome</u> Key Artist: Claude Monet Final Piece: Corfe Castle Landscape 		<u>Drawing Outcome</u> Key Artist: Barbara Hepworth Final Piece: Coil Pottery 

N.B. Curriculum links are made where there are clear overlaps within content and context. However, teachers ensure that strenuous links are not made and that where links are made, the art and design knowledge is at the forefront of what is taught. This means some of the units are taught discretely. This ensures the understanding that children gain is the knowledge and is not the outcome or context in which it is taught.

Artists and Artwork



Throughout our curriculum, we have ensured that children are exposed to high-quality and thought-provoking artwork that will inspire them. We have ensured that the artists chosen encompass our aims for a curriculum driven through equality and culture. Throughout each unit of work, children will learn biographical information about these individuals and reflect on the meaning and motivations behind their artwork as well as the elements of art that can be observed. Some units of work also may involve looking at work from multiple artists or many piece of artwork from the same artist to support the children with comparing and evaluating the impact of certain techniques or elements.



Formal Elements: Progression of Knowledge and Skills

Element	Foundation	Year 1	Year 2	Year 3	Year 4
Colour	<p>Describe what is meant by colour</p> <p>Name and identify the primary colours</p> <p>Explore mixing colours, understanding that when I mix colours, it creates a new colour</p>	<p>Understand that secondary colours are made by mixing equal amounts of two primary colours</p> <p>Know that a block colour is where a section of an image is a solid colour</p> <p>Recognise complementary colours and apply these to their own work</p> <p>Begin to arrange colours on a colour wheel to help understand how to mix them</p>	<p>Explore changing the tint or shade of paint by using black or white</p> <p>Identify colours that are warm or cool and where these would be found on the colour wheel</p> <p>Describe colour selections in their own work</p> <p>Know that tertiary colours are made by mixing:</p> <ul style="list-style-type: none"> • A primary colour with a secondary colour • 1 part of one primary colour with 3 parts of another primary colour <p>Continue to arrange more colours on a colour wheel to help understand how to mix them</p>	<p>Create tones of a colour by adding grey to a hue</p> <p>Use aspects of colour, such as tints, tones and shades, for different purposes</p> <p>Understand what neutral colours are and discuss the impact these have</p> <p>Apply monochromatic colours for purpose to create form</p>	<p>Name and identify analogous and complementary colours and locate these on a colour wheel</p> <p>Recognise the impact of analogous and complementary colours within artist' work</p> <p>Apply colour to portray mood and atmosphere</p> <p>Justify use of colour for purpose</p>
Pattern	<p>Make and predict repeating patterns</p>	<p>Understand and identify that the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif</p> <p>Use techniques around line, colour and shape to create repeating and non-repeating patterns</p>	<p>Identify and describe natural and man-made patterns, both repeating and non-repeating</p>	<p>Demonstrate how pattern can be used within colour</p> <p>Analyse and describe how artists use pattern</p>	<p>Design and create original patterns in their own work</p> <p>Develop further techniques to create pattern in a variety of media</p>
Texture	<p>Describe how different materials feel</p>	<p>Identify and describe different textures</p> <p>Replicate different textures within their own work</p> <p>Use layering of paint to create texture</p>	<p>Use a variety of mark making techniques to create texture</p> <p>Use texture to create depth and form</p> <p>Use texture within 3D work</p>	<p>Identify, replicate and evaluate the texture of different paint application techniques</p> <p>Understand how the texture of paint can be varied</p> <p>Select and use appropriate materials to create textures</p> <p>Identify different textures within artists' work</p>	<p>Name and replicate techniques to create textures, including using a range of materials to express complex textures</p> <p>Identify and evaluate the impact of techniques used to create texture</p>
Line	<p>Create different lines using a variety of media</p> <p>Use simple language to describe the lines they create</p>	<p>Understand that there are many different characteristics of lines</p> <p>Identify types of line in artists' work</p> <p>Replicate the lines they see within artists' work or through observation</p> <p>Explore and describe line using a paintbrush (e.g. thickness of line,</p>	<p>Know that the name used to describe the outside of the 'shape' created by a line is an outline</p> <p>Analyse the impact of outline within artist' work</p> <p>Develop detail in using line for overdrawing (drafting)</p>	<p>Identify geometric and organic lines in artwork, applying geometric line within a context</p> <p>Compare the use and impact of geometric and organic line within artwork</p>	<p>Demonstrate an understanding of how line can be used for expression and detail</p> <p>Use, apply and evaluate line in a variety of media</p> <p>Analysis and describe how artists use line in their work</p>



		holding pressure, paintbrush size, angle, holding position)	Identify geometric and organic lines in artwork, applying organic line within a context		
Shape	Name different shapes Identify shapes within the environment	Identify, describe and use shape for purpose Know that shapes can be 2D, which means they are flat	Recognise organic and geometric shapes within artwork Replicate shape through observation Create and form shapes from 3D materials	Use geometric and organic shapes in their own artwork Replicate natural and man-made shapes in a variety of media	Identify the impact of shape within their own and other' artwork
Form	Make 3D sculptures using a variety of media	Understand objects can be 3D Recognise that objects in 2D artwork can represent 3D form Learn about form and space by making sculptures and developing language	Begin to create form through an understanding of tone, shadow and highlight Understand that form can be created through manipulating clay Replicate the form of an observed object Understand that space is what lies in between, around and within an object Know that, in flat pieces of art, artists can use a range of techniques to tell the viewer where an object is in space: <ul style="list-style-type: none"> overlapping (objects over the top look closer than the ones behind) relative size (objects which are smaller look further away) 	Identify and use colour to create form Recognise how artists use elements other than tone to create form Know that, in a flat piece of art, artists have to use a range of techniques to tell the viewer where things are in space: <ul style="list-style-type: none"> Placement of objects (objects higher in the picture plane will look further away) Contrast (strong contrast makes objects appear to move forwards; low contrast makes them recede) 	Create form within abstract artforms Identify and use texture to create form Design, compose and evaluate 3D form in a variety of media Analyse and describe how artists use form in their work
Tone	Identify things that are light and dark	Describe the use of light and dark in artists' work Show an awareness of where and why light and dark is used within their own and others artwork	Know that the letters on a pencil tell me if the lead is hard or soft and explore the different in tones these create Use tone to create form in still life Identify where shadow and highlight are on 3D form in relation to a light source	Use tone to create form in portraits Know that the pencil grade describes how hard or soft the lead is, extending knowledge and application to 3B Create tones in a variety of media Apply understanding of shadow and highlight on 3D form Understand that contrast describes the difference in tone	Learn and use simple shading techniques Further apply an understanding of pencil grades, extending knowledge to 5B Use different media (charcoal) and analyse how to use it to create tone Know how a value scale depicts shading contrast, and can create value scales by manipulating a pencil in different ways Use a variety of tones to create different effects within their artwork


Mastering Techniques: Progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<p><u>Creating with Materials (ELG)</u></p> <ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function share their creations, explaining the process they have used <p><u>Fine Motor Skills (ELG)</u></p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about 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 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history 	
<p>Drawing</p> 	<p>Children should have experience of and experiment with a range of drawing materials, including the use of ICT</p> <p>Materials should include: drawing in sand, cornflour, shaving foam, water on walls, stick in earth etc. A variety of pencils, pens, crayon, and chalk</p> <p>Children should be able to manipulate materials with appropriate grip and have increasing control of line and shape</p>	<p>Use view finders to focus on a particular area</p> <p>Draw what is seen not what one thinks is there</p> <p>Find and draw different types of lines (long, short, thick, thin, wavy, zigzag, broken, different orientations)</p> <p>Use simple 2d geometric shapes when drawing</p> <p>Draw faces putting features in the correct places</p> <p>Use colouring pencil to create colour drawings</p> <p>Explore the concept of light and dark</p> <p>Control the pressure of their drawing materials</p> <p>Practise shading tones neatly and accurately</p>	<p>Focus on accurately representing outlines when drawing</p> <p>Draw primary and secondary source material from observation memory and imagination</p> <p>Use simple lines and geometric shapes to create forms</p> <p>Draw buildings using geometric shapes to create accurate representations</p> <p>Use chalk and charcoal when blending and smudging</p> <p>Control pressure when using drawing implements to create lighter or darker tones</p> <p>Begin to show pattern and texture in their drawings</p>	<p>Make larger scale drawings from observation and imagination</p> <p>Use small sketches to produce a final piece</p> <p>Use a variety of line and organic shape to draw more abstract everyday form</p> <p>Understand hard and soft lines and use pressure on drawing tools to create these</p> <p>Use a variety of grades of pencil to create texture through a variety of hatching and scribbling techniques</p> <p>Use shading to create tone</p> <p>Begin to use shading to give objects form</p>	<p>Draw still life from observation</p> <p>Begin to draw landscapes shapes when drawing from observation</p> <p>Accurately identify 2d and 3D geometric and organic</p> <p>Become aware of proportion, scale and order.</p> <p>Practise drawing quick and light lines</p> <p>When drawing, combine their understanding of line, tone, form, colour, scale, texture and depth.</p> <p>Apply the effect of light on objects from different directions</p> <p>Use view finders and magnifying glasses to aid observations, particularly of textures, form and space</p> <p>Draw reflections using symmetry</p> <p>Know how to apply oil pastels to the paper when drawing different forms and shapes</p>
<p>Painting</p> 	<p>Children should experiment and explore – through play- with a variety of painting and printing materials</p> <p>To include the different application of paint such as splattering, smearing, painting, dotting etc; the creation of simple patterns and effects such as texture</p>	<p>Name primary colours and be able to mix secondary colour</p> <p>Know what warm and cool colours are</p> <p>Set up their paint stations with some independence</p>	<p>Name and mix secondary and tertiary colours</p> <p>Mix finer variations of primary and secondary colours by adding white and black (shades and tints)</p> <p>Paint more sophisticated shapes.</p>	<p>Name and mix complementary and analogous colours</p> <p>Use colours imaginatively to express ideas</p> <p>Know that depth is created through varying the tones such as in skies and landscapes</p>	<p>Know how to mix colours using water colours</p> <p>Know how to apply colours using water colours</p> <p>Know how to maintain a set of water colours</p>




	<p>To include painting and printing with found objects such as forks, sticks, vegetables, etc.</p> <p>Naming colours</p>	<p>Create thick and thin lines using brushes</p> <p>Experiment with a wide range of applicators</p> <p>Know that brushes come in different sizes represented by numbers</p> <p>Know the different ways of holding a paint brush</p> <p>Communicate something about themselves and moods in their paintings</p> <p>Develop the vocabulary of colour-light/dark/hot/warm/cold/happy/sad</p> <p>I know that we can arrange our colours on a colour wheel</p>	<p>Set up paint stations independently</p> <p>Choose the right paintbrush to create a specific effect</p> <p>Further improve skill and control when applying paint to shapes and spaces</p> <p>Express their own creativity in their paintings</p> <p>Experiment with simple techniques to create texture</p>	<p>Create pattern and texture using colour, line and shape.</p> <p>Know how to use different tints and shades to represent the colour combinations in animals and plants</p> <p>Know how to use tints and shades to create a gradient of colour in skies and landscapes</p> <p>Know what is needed to maintain and preserve painting materials</p> <p>Explore links between colours and feelings</p> <p>Explore a style of work and create work in that style</p>	<p>I can use a harmonious colour palette to create a feeling of naturalness</p> <p>Look at and make paintings with background, foreground and middle ground and use perspective.</p> <p>Mix different thicknesses of paint</p> <p>Compare water colours to oil pastel paintings looking at tints tones and shades</p> <p>Analyse paintings by different artists</p> <p>I know that a paint brush can be used in different ways to create different effects</p> <p>Create moods in their paintings</p>
<p>3D (Sculpture)</p> 	<p>Children should have experience of and experiment with a range of materials, to create 3D forms</p> <p>Materials could include: Playdough, construction, junk modelling, salt dough, found objects (including natural objects)</p> <p>Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it</p>		<p>Use of a range of natural and manmade materials (malleable and rigid) to design and make sculpture</p> <p>To be able to roll, pinch, and clay</p> <p>Look at changes in clay as it dries</p> <p>To understand and use different adhesives and methods of joining to construct form from 2D objects</p> <p>Discuss and evaluate their own work and work of other sculptors</p>		<p>Children should be able to create 3D forms through experiencing and developing appropriate skills</p> <p>Children should be able to plan a piece of work and then manipulate materials effectively to create desired outcomes</p> <p>Sculpt clay effectively to create other shapes – pots</p> <p>To explore a range of techniques when using clay, pinching, coiling and slab techniques</p> <p>Discuss and evaluate their work comparing it with the work of other sculptors</p>
<p>3D (Printing)</p> 	<p>Print using a range of materials such as corks, string, leaves, fruit and vegetables, experimenting with the creation of repeating patterns</p> <p>Children to create relief rubbings with a variety of tools and surfaces evaluating the effects and discovering patterns</p> <p>Print onto paper</p>	<p>Print using Styrofoam and ink rollers</p> <p>Create prints using rolling, pressing and rubbing</p> <p>Learn how to set up and maintain ink stations</p> <p>Create patterns using print</p> <p>Study famous print and evaluate the work of an artist</p>		<p>Print using a number of colours</p> <p>Create a print that meets a given criteria</p> <p>Use print resources appropriately knowing how to maintain and look after them</p> <p>Print onto different materials</p> <p>Combining prints and making connections discussing and evaluating their own work and that of others</p>	

Generating Ideas: Progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4
<p>Biographical Knowledge of artists, craftspeople, architects and designers</p> 	<p>Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them</p>	<p>Study famous works of art, learning how and when they were made</p> <p>Describe the content and the feelings and emotions conveyed by the work</p> <p>Begin to discuss the style and techniques used by different artists</p>	<p>Study significant works of art, craft and design, learning how and when they were made</p> <p>Describe the content, feelings and emotions conveyed by the work to a more competent level</p> <p>Begin to discuss the style and techniques used by different artists</p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it:</p> <ul style="list-style-type: none"> • How has the artist produced this work? • What was the background to the art? • Who made, where were they from? • Why was it made? <p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p> <p>Describe the style and techniques used by different artists and begin to reflect on the impact these have on the viewer</p>	<p>Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Study how other artists' make art, including the work of other peoples and cultures, past and present.</p> <p>Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements)</p> <p>Study significant works of art using the following method:</p> <ul style="list-style-type: none"> • Content – Describe the art. Social, historical factors affect the work. • Process – When & how made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, comp, pattern, texture. • Mood – what emotions does the work convey? <p>Describe the style and techniques used by different artists and reflect on the impact these have on the viewer</p>
<p>Developing Ideas (Looking, talking and experimenting)</p> 	<p>Discuss what the children can see. Enjoy looking at artwork made by the artist, designer</p>	<p>Discuss the use of the formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire</p> <p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing)</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you can see • Describe what you like. Why? • How does it make you feel? 	<p>Identify and discuss the use of formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums</p> <p>Engage with the physical world to stimulate a creative response (visiting,</p>	<p>Identify and discuss the use of formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire</p> <p>Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums</p> <p>Engage with the physical world to stimulate a creative response (visiting,</p>	<p>Reflect on the use of the formal elements within the artwork</p> <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers</p> <p>Discuss artist's intention and reflect upon your response</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form</p> <p>Look at a variety of types of source material and understand the differences</p>

		<ul style="list-style-type: none"> • What would you like to ask the artist? 	<p>seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus</p> <ul style="list-style-type: none"> • Describe what you like. Why? • How does it make you feel? • What would you like to ask the artist? 	<p>seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art? 	<p>Engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art?
<p>Experiences and Imagination</p> 	<p>Create art from personal experiences and imagination</p>	<p>Replicate events and things that have happened to them, things they know and love or imagining far away, imagined places</p>	<p>Study the work of artists and cultures and use elements of it to influence their own work</p> <p>Have opportunities to work from imagination, such as inventing or creating imaginary things and places</p>	<p>Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials</p>	<p>Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials</p>

Evaluating: Progression of Knowledge and Skills

	Foundation	Year 1	Year 2	Year 3	Year 4
Use of Elements 	Pupils should orally describe their work and learn the meaning of the words colour, line, tone, shape, texture and pattern	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art Recognise when they are using formal elements and describe how they are using them	Learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form Recognise when they are using these qualities and describe their intentions	Discuss the effect of each of the formal elements used within existing and their own artwork	Discuss with reasoning the effect of each of the formal elements used within existing and their own artwork
Identify similarities and differences and understanding purpose and intention 	Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes Develop skills in orally describing their thoughts, ideas and intentions about their work	Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes Develop skills in orally describing their thoughts, ideas and intentions about their work Form opinions about the process of their work saying what went well and how they might improve it	Develop skills in verbally describing their thoughts, ideas and intentions about their work Talk about how they could improve their work Offer critical advice to others understanding that all artists do this and give confidence and praise	Verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns Develop skills in orally describing their thoughts, ideas and intentions	Orally describe their work and the work of others, describing the formal elements Develop skills in orally describing their thoughts, ideas and intentions
Reflecting (Making and awareness of choices and decisions) 	Compare their art to significant works of art, recognising what is the same and what is different	Compare their art to appropriate works of art, recognising what is the same and what is different	Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns	Uses evaluation to understand what they need to do to improve and that all artists do this Talk about how they could improve their work Offer advice, confidence and praise to others	Uses evaluation to understand what they need to do to improve and that all artists do this Talk about how they could improve their work Offer advice, confidence and praise to others