

Humber Education Trust

Knowledge and Vocabulary

Progression Intent

Art and Design

The intention of the Art curriculum

To ensure that all pupils:

- are engaged, inspired and challenged to invent and create their own works of art, craft and design.
- are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are able to think critically and develop a deeper understanding of art and design.
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

What are the key features of 'knowledge-rich' assessment for Art?

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Using materials
- Drawing
- Use colour, pattern, texture, line, shape, form and space
- A study of a range of artists

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Using sketch books
- Drawing, painting, sculpture and printing
- Study of great artists

There are relatively few assessment statements as these knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.

Art: Key Stage 1 'sticky knowledge'

| | | Year 1 | Year 2 |
|--|---|--|---|
| Using Materials | <i>Use a range of materials creatively to design and make products</i> | <ul style="list-style-type: none"> know how to experiment and explore rigid and malleable materials (e.g. clay, card, textiles) know how to use a combination of materials to create artwork (e.g. collage, sculpture, weaving, plaiting) | <ul style="list-style-type: none"> With thought, can combine and fix together different materials from a selection of resources, considering shape and texture. Refine ideas by adding other marks and colour |
| | | <ul style="list-style-type: none"> Model, cut, stick, fold, bend, attach, assemble, statue, structure Collage, sculpture, weaving, plaiting etc | <ul style="list-style-type: none"> Texture, shape, colour, mark, line, combine, fix, stick, fasten, tie, attach Fabric, pattern, glue, textiles |
| Drawing | <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> | <ul style="list-style-type: none"> make observational drawings considering shape. know how to use pencils to create lines of different thickness in drawings. | <ul style="list-style-type: none"> make observational drawings beginning to consider proportion and position. choose and use three different grades of pencil when drawing explore a range of drawing mediums (e.g. charcoal, pencil and pastel) to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it |
| | | <ul style="list-style-type: none"> Thick, thin, round, straight, curvy, spiral, broad, narrow, fine, pattern, line, shape, detail, mirror image, nature, made environment Look, see, observe | <ul style="list-style-type: none"> Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend Comparison, still life |
| Use colour, pattern, texture, line, form, space and shape | <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"> know the names of and mix primary and secondary colours referring to a colour wheel Know how to use a range of mediums to: <ul style="list-style-type: none"> explore line (e.g. thickness, density, straight curvy) explore texture (e.g. adding sand, glue, seeds etc) explore pattern printing (e.g. pressing, rolling, rubbing and stamping) explore shape, form and space (e.g. looking at the background, as well as the shape/object) know how to use IT to create a picture | <ul style="list-style-type: none"> know how to mix paint to create all the secondary colours referring to a colour wheel and the colour spectrum (red, orange, yellow, green, blue, indigo, violet) know how to create tints with paint by adding white and know how to create tones with paint by adding black know how to create a printed piece of art using at least two colours (e.g. tile/block printing) know how to use different effects within an IT paint package |
| | | <ul style="list-style-type: none"> Primary colours (red, blue, yellow), secondary colours (orange, purple, green) thick/thin, light/dark, hard/soft, straight/curvy cut, paste, digital camera, mouse, programme, clone, enlarge, scale, stamp | <ul style="list-style-type: none"> extend colour vocabulary (e.g. greeny-blue, reddy-orange) light/lighter/lightest, dark/darker/darkest print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate, mono-print, two-tone print |
| Range of artists | <i>Study a range of artists, craft makers and designers</i> | <ul style="list-style-type: none"> compare and/or describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art | <ul style="list-style-type: none"> suggest how artists have used colour, pattern and shape to be inspired by the work of another artist, craft maker and/or designer to create own artwork |
| | | <ul style="list-style-type: none"> Similar, different, bright/dark, colourful/dull, smooth/rough I like/don't like it because... This makes me feel/think of... | <ul style="list-style-type: none"> Primary/secondary colours, shape names, artist, designer, craft, material |

Art: Key Stage 2 'sticky knowledge'

| | | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|--|
| Using Sketchbook | Create sketch books to record their observations and use them to review and revisit ideas | <ul style="list-style-type: none"> know how to use sketches to produce a final piece of art (e.g. develop skills in ways of using pencils for effect, use of viewfinders to focus on different areas of objects.) Use sketchbooks to help create facial expressions. know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others (e.g. use of photographs along with collage, paint, other media.) | <ul style="list-style-type: none"> know how to integrate digital images into artwork. (e.g. use of parts of an image along with other process for effect.) Use sketchbooks to help explore proportions of the human body. use sketchbooks to experiment with different texture (i.e. explore shading techniques – contour lines, stippling, scribbling) use photographs to help create reflections (e.g. portraits using a section of an image which is extended or completed through the use of other media.) | <ul style="list-style-type: none"> experiment by using marks and lines to produce texture (e.g. shading from Yr3/4 plus patterns.) experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art (e.g. digitally through the use of iPad editing software.) | <ul style="list-style-type: none"> explain why different tools and techniques have been used to create art (e.g. written or verbal presentation of own work) know how to use feedback to make amendments and improvement to art (e.g. using feedback scaffolding sheets for advice and support) know how to use a range of e-resources to create art (e.g. painting, drawing and photo editing applications) |
| | | <ul style="list-style-type: none"> Sketching/sketch, digital image, viewfinder, focus | <ul style="list-style-type: none"> See Yr3 proportion, portrait, reflection, facial expression, body language, life drawing | <ul style="list-style-type: none"> See Yr3/4 scan, alter, edit, experiment, texture, mood/feeling | <ul style="list-style-type: none"> Feedback, amend, edit, digital application |
| Drawing, painting, sculpture and printing | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> know how to show facial expressions in art. know how to use at least three different grades of pencil to shade and to show different tones and textures (e.g. hatching and crosshatching) know how to create a background using a wash know how to use a range of brushes, brush strokes and painting tools to create different effects in painting (e.g. impasto, scratching, stippling, dripping) know how to print onto different materials using at least four colours. | <ul style="list-style-type: none"> know how to show facial expressions and body language in sketches and paintings know how to use marks and lines to show texture in art. (see sketchbook ideas.) know how to use line, tone, shape and colour to represent figures and forms in and know how to show reflections know how to sculpt clay and other mouldable materials. | <ul style="list-style-type: none"> know how to use shading to create mood and feeling <ul style="list-style-type: none"> to know hot, cold, harmonious (colours that are next to each other on the spectrum) and complimentary colours (colours opposite each other on the spectrum) know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art (explore colour, tone, shading) know how to create an accurate print design following given criteria. (using 4 or more colours) | <ul style="list-style-type: none"> know how to overprint to create different patterns know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art |
| | | <ul style="list-style-type: none"> Hatching, cross hatching, HB – softness, hardness, grade, impasto, scratching, stippling, wash, tool, print | <ul style="list-style-type: none"> Contour lines, stippling, scribbling, line, tone, shape, colour, figure, form, reflection, 2D, 3D, carve, mould, scrape, imprint, texture, personality, appearance, | <ul style="list-style-type: none"> See Yr3/4 movement, emotion, design, print – reverse, negative/ positive, harmonious, complimentary | <ul style="list-style-type: none"> See Yr 5, charcoal, pastel, observational art |
| Study of great artists | Great artists, architects and designers in history | <ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods | <ul style="list-style-type: none"> experiment with the techniques used by other artists. explain some of the features of art from historical periods. (e.g. from the study of an artistic movement such as pop art or impressionism.) know how different artists developed their specific techniques | <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style using their techniques in their own artwork. | <ul style="list-style-type: none"> explain the style and techniques of art used in their own work and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in a given situation understand why art can be very abstract and what message the artist is trying to convey |
| | | <ul style="list-style-type: none"> Technique, compare, similar, different, colour palette media/ materials, opinion, Historical, cultural | <ul style="list-style-type: none"> See Yr3 experiment, artistic movement | <ul style="list-style-type: none"> See Yr4 | <ul style="list-style-type: none"> Influence, effect, style, abstract/ realism, message/intent |