

Art & Design Progression of Substantive and Disciplinary Knowledge

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. **National**

Curriculum Purpose of Study 2014

The national curriculum for art and design aims to ensure that all pupils:

- 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 form.

Five strands that run throughout the Art and Design Curriculum include:

- Making skills, including formal elements (line, shape, tone, texture, pattern, colour) – Substantive knowledge (**Practical**)
- Knowledge of artists – Substantive Knowledge (**Theoretical**)
- Evaluating and analysing – Disciplinary knowledge
- **Generating ideas**
- **Using sketchbooks**

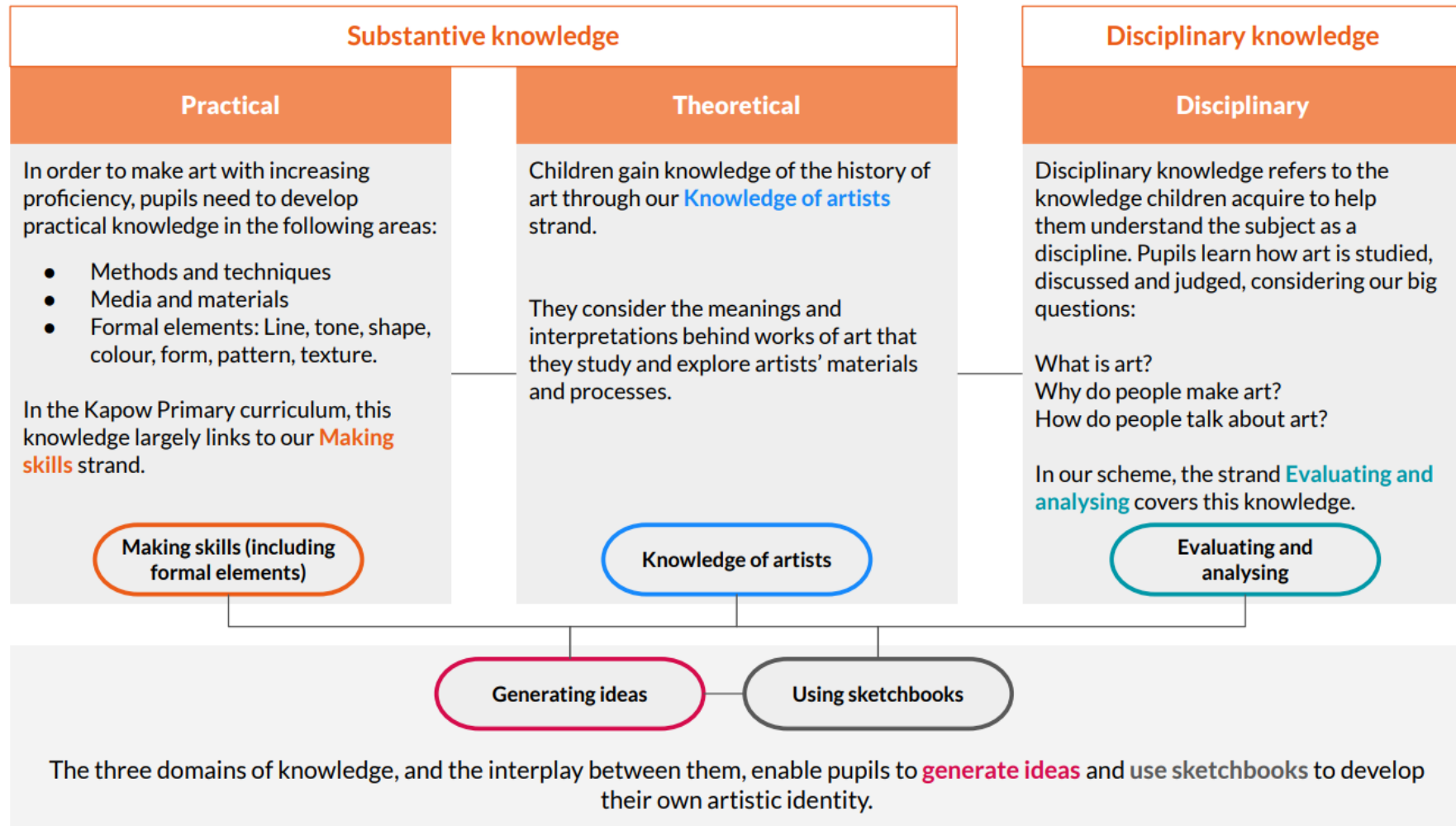
Units in each year group are organised into four core areas: Drawing, Painting and mixed-media, Sculpture and 3D, Craft and design.

Units of 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.

This progression document supports the sequential and progressive Planning and appropriate scaffolding and challenge in Lesson Planning.

Types of Knowledge in Art and Design

The Ofsted research review series: Art and design, states that ‘pupils make progress in the art curriculum when they build practical, theoretical and disciplinary knowledge and learn the connections between them.’



Progression of Substantive Knowledge - Practical knowledge Methods and Techniques/Media and Materials

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils know how to:							
Drawing Practical Knowledge/Skills	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Develop some control when using a wide range of tools to draw. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further develop mark-making skills within a greater range of media, demonstrating increased control. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. +	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Draw in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Work in a sustained way over several sessions to complete a piece, including incorporating the formal elements of art. Plan a sculpture through drawing and other preparatory work. Work from a variety of sources including observation, photographs and digital images.
Drawing Making Skills	Know how to hold and use drawing tools correctly. Know how to make marks and give meaning to them.	<i>Know how to hold and use drawing tools (pencils, chalk, pastels, felt-tips, pens) in different ways to create different lines and marks.</i> <i>Know how to create marks by responding to different stimulus such as music.</i>	<i>Know how to hold a pencil correctly when drawing.</i> <i>Know how to create line drawings using pencil.</i> <i>Know how to use drawing skills to make sketches to help make a portrait.</i> <i>Know how to use drawing skills such as hatching,</i>	<i>How to create organic and geometric shapes.</i> <i>How to use paper shapes to create a drawing.</i> <i>Create abstract compositions through drawing/cutting shape.</i>	<i>Know how to create tone by shading.</i> <i>Know how to achieve even tones when shading.</i> <i>Know how to hold and use a pencil to shade.</i>	<i>Know what print effects different materials make.</i> <i>Know how to analyse an image that considers impact, audience and purpose.</i>	<i>Know how to organise line, tone, shape and colour to represent figures and forms in movement.</i> (Drawing to Sculpture Unit)

		Know how to complete a continuous line drawing. Know how to overlap shapes to create new ones. Know how to use mark making to replicate texture. Know how to look carefully to make an observational drawing.	stippling and blending to make pattern. Know how to add tone to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	How to place shapes considering the space between them as much as the shape itself. (Mayan Mask) How to use simple shapes to scale up a drawing to make it bigger. (Prehistoric)	How to use observation and sketch objects quickly. Know how to make careful observations to accurately draw an object/objects (still life objects) How to use pencils of different grades to shade and add tone. Know how to hold a pencil with varying pressure to create different marks. Know how to use drawing pencils to create detailed sketches. Know how to use shapes identified within in objects as a method to draw. Know how to create drawing compositions demonstrating form and proportion.	Know how to draw the same image in different ways with different materials and techniques. Know how to make a collagraph plate. Know how to make a collagraph print. Know how to create texture on different materials. Know how to develop drawn ideas for a print. Know how to combine techniques to create a final composition. Know how to decide what materials and tools to use based on experience and knowledge.	
Painting & Mixed	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)	Develop some control when using a wide range of tools to paint. (e.g. paint brushes, sponges, fingers) to apply paint in different ways.	Further demonstrate increased control with a greater range of media. Make choices about which materials and	Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour		Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of	Work with a range of media with control in different ways to achieve different effects, including experimenting with the

	Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Know how to apply paint using different brush strokes. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	mixing and making choices about suitable tools for a task. Mix colours with greater accuracy and begin to consider how colours can be used expressively.		proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. +	techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Combine a wider range of media, e.g. photography and digital art effects.
Painting and Mixed Media Making Skills	Know the names of colours, including primary and secondary Know how colours change when white or black is added	Know how to combine primary coloured materials to make secondary colours. Know how to mix secondary colours in paint. (5 shades of secondary colours) Know how to choose suitable sized paint brushes. Know how to clean a paintbrush to change colours. Know how to overlap paint to mix new colours. Know how to use blowing to create a paint effect.	How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage.	How to make a cave wall surface. How to paint on a rough surface. How to make a negative and positive image. How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials.		Know how to mix a tint and a shade by adding black or white. Know how to use tints and shades of a colour to create a 3D effect when painting. Know how to apply paint using different techniques e.g. stippling, dabbing, washing. Know how to choose suitable painting tools. Know how to arrange objects to create a still-life composition.	Know how to develop a drawing into a painting. Know how mixed media and different techniques can be used to create different effects in their self-portraits. Know how to adapt an image to create a new one. Know how to combine materials to create an effect. Know how to choose colours to represent an idea or atmosphere.

		Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <i>Know how to apply paint using different brush strokes.</i>	How to choose and shape collage materials eg cutting, tearing, overlapping. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/improve it.	How to create different textures using different parts of a brush. How to use colour mixing to make natural colours.		Know how to plan a painting by drawing first. Know how to organise painting equipment independently, making choices about tools and material. <i>Know how to achieve the tonal technique called chiaroscuro.</i>	
Sculpture & 3D Key Practical Knowledge/Skills	Explore a range of modelling materials, clay, playdough, wet sand, recycled materials etc Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Explore joining in different ways. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Develop some control when using a wide range of tools to create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Developing understanding of sculpture to construct and model simple forms. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.		Know how to make informed choices about the use of tools. Use growing knowledge of different materials, combining media for effect. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Work in a sustained way over several sessions to complete a piece, including incorporating the formal elements of art. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.
Sculpture and 3D - Making Skills	<i>Know how to join materials to create 3D structure</i> <i>Know how to mould materials such as play</i>	<i>Know how to shape paper to create a 3D structure.</i> <i>Know how to roll and fold paper.</i>	<i>Developing basic skills for shaping and joining clay, including exploring surface texture.</i>		<i>Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</i>		<i>Know how to join clay securely.</i> <i>Know how to use slip and etched surfaces</i>

	dough and clay to create sculptures.	Know how to cut shapes from paper and card. How to cut and glue paper to make 3D structures. Know how to join individual paper structures to make a whole sculpture. Know how to decide the best way to glue something. Know how to create a variety of shapes in paper, eg spiral, zig-zag. Know how to make larger structures using newspaper rolls.	How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.		Know how to use their arm to draw 3D objects on a large scale. Know how to join wire to make shapes by twisting and looping pieces together. Know how to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Know how to try out different ways to display a 3D piece and choose the most effective. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Show they are considering alternative ways to display their sculpture when photographing it. Describe how their work has been influenced by the work of an artist (El Anatsui)		Know how to create a smooth finish on clay. Know how to translate ideas into sculptural forms. Plan a sculpture through drawing and other preparatory work. Know how to organise line, tone, shape and colour to represent figures and forms in movement. Produce a completed sculpture demonstrating experimentation, originality and technical competence.
Craft & Design Key Practical Knowledge/Skills	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.			Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Using hands and tools with confidence when shaping and joining malleable materials. Applying skills in arranging and joining a range of materials to include wool fibres, felt and embellishments. Following a plan for a making process, modifying and correcting	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Work from a variety of sources including observation, photographs and digital images.

				Using mixed media techniques to make different surfaces for painting and drawing. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use hands and tools confidently to cut, shape and join materials for a purpose.	things and knowing when to seek advice. Respond to a simple design brief with a range of ideas; considering how the design/product could be used in a real-world context. Talking about art they have seen using some appropriate subject vocabulary. Know how to extend design ideas through research and sketchbook use.	Design and make art for different purposes and begin to consider how this works in creative industries. +
Craft and Design Making Skills	Know how to hold scissors			<i>How to confidently use scissors to cut along pre-drawn lines and free cutting of shapes without outlines.</i> <i>How to add surface detail to a using colour or texture.</i> <i>How to place shapes considering the space between them as much as the shape itself. (Mayan Mask)</i> <i>How to use simple shapes to scale up a drawing to make it bigger. (Prehistoric)</i>	<i>Know how to work with flexible air-dry modelling clay.</i> <i>Know how to create a design from a live source e.g. animals, snakes etc.</i> <i>Know how to use tools safely to cut soft metals.</i> <i>Know how to twist and shape soft metals and foam modelling clay.</i> <i>Know how to emboss and engrave soft metals.</i> <i>Know how to add embellishments.</i>	<i>Know how to separate wool fibres ready to make felt.</i> <i>Know how to lay wool fibres in opposite directions to make felt.</i> <i>Know how to roll and squeeze the felt to make the fibres stick together.</i> <i>Know how to add details to felt by twisting small amounts of wool.</i> <i>Know how know and apply the steps of the felt-making process.</i> <i>Know how to make colours for dye using natural materials. (+)</i>	<i>Know how different materials can be used to produce photorealistic artwork.</i> <i>Know that macro photography is showing a subject as larger than it is in real life.</i> <i>Know how to create a photomontage.</i> <i>Know how to create artwork for a design brief.</i> <i>Know how to use a camera or tablet for photography.</i> <i>Know how to identify the parts of a camera.</i>

					<i>Know how to add an attachment to secure the jewellery piece.</i>	<i>Know how to display artwork effectively.</i>	<i>Know how to take a macro photo, choosing an interesting composition.</i> <i>Know how to manipulate a photograph using photo editing tools.</i> <i>Know how to use drama and props to recreate imagery.</i> <i>Know how to take a portrait photograph.</i> <i>Know how to use a grid method to copy a photograph into a drawing.</i>
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Progression of Substantive Knowledge – Practical Knowledge including 7 Formal Elements of Art

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils Know:							
Colour	Know the names of colours. Use a range of colours and know they are different.	Know that the primary colours are red, yellow and blue. Know primary colours can be mixed to make secondary colours: (Colour) – Red + yellow = orange – Yellow + blue = green – Blue + red = purple Know which colours are warm and which are cold colours. (Colour+) Know how to create specific moods in art work through use of colour. (Colour+)	Know that different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination.	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Know that tertiary colours are the combination of primary and secondary colours.	Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	Know that adding black to a colour creates a shade. Know that adding white to a colour creates a tint. Know how to add colour and detail to a felt design by twisting and shaping wool fibres. + Know how to apply prior knowledge of colour mixing and painting techniques to create a finished piece.	Know that a 'monochromatic' artwork uses tints and shades of just one colour. + Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Know that we can change the shape of materials. Know some of the language of how we can change the shape of materials. E.g. fold, scrunch, squash	Know paper can change from 2D to 3D by folding, rolling and scrunching it. (Form) Know that three-dimensional art is called sculpture. (Form)	That 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	Organic forms can be abstract.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. +	Know how to use lighter and darker tints and shades of a colour can create a 3D effect when painting. Know what composition and proportion means.	Know that the surface textures created by different materials can help suggest form in two-dimensional art work. Know that shape and form can be used to create emotion in art. (Shape/Form+)

Shape	Know the name of some 2D shapes and be able to draw them. Know shapes can have other shapes within them.	Know a range of 2D shapes and confidently draw these. Know paper can be shaped by cutting and folding it.	Know that patterns can be made using shapes. Know that collage materials can be shaped to represent shapes in an image.	Know that shapes can be described as either positive or negative and positive shapes are the shapes of actual objects. Know that negative shapes show the space around and between objects. Know that organic shapes, often curvilinear in appearance, that are similar to those found in nature, such as plants, animals, and rocks. Know that geometric shapes are any shapes and based on math principles, such as a square, circle, and triangle. Know what abstract art is and that artists can focus on shapes when making abstract art.	Know that proportion is key part of design that explores the size between two or more elements in an artwork. (Form+)	Know that shapes can be used to place the key elements in a composition.	Know how an understanding of shape and space can support creating effective composition. Know that shape and form can be used to create emotion in art. (Shape/Form+)
Line	Know there are different sorts of line e.g. straight, zig zag	Know that a continuous line drawing is a drawing with one unbroken line. (Line+) Know that an outline is a joined-up line that shows a 2D shape. (Line+) Know that drawing tools can be used in a variety of ways to create different	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	Know that different drawing tools can create different types of lines.	Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Know how to use different tools or using the same tool in different ways can create different types of lines.	Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. (Line)	Know how line is used beyond drawing and can be applied to other art forms.

		lines. including: wavy, straight, thick, thin, dotted, dash, diagonal, horizontal, cross hatch and circles. Know lines can represent movement in drawings. (Line)					
Pattern	Know they can use a shape, colour or line more than once in their artwork. Know the word pattern means to us the same thing more than once.	Know that a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Know that patterns can be irregular, and change in ways you wouldn't expect.	Know that artists create pattern to add expressive detail to art works, for example.....(pattern) +	Know that artists create pattern to add expressive detail and texture to art works. for example: <i>Chila Kumari Singh Burman</i> using small everyday objects to add detail to sculptures. (Pattern) Know how pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Know some words to describe how something feels: hard soft, rough, smooth Know a range of words to describe how something feels. Know how to make marks on a malleable surface to create a texture e.g. in clay, in playdough	Know that texture means 'what something feels like'. Know different marks can be used to represent the textures of objects. Know different drawing tools make different marks.	Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create texture. Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials. Know that collagraphy is a print making process that uses textures to create interesting surfaces within a print. (Texture) Know what print effects different materials, make. +	Know that marks and lines can be used to produce texture. (Texture +)

			overlapped and overlaid to add texture. Know that painting tools can create varied textures in paint.			Know how paint can create different effects. +	
Tone	Know what the words light and dark mean.	Know that 'tone' in art means 'light and dark'. (Tone+) Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Know that tone can be added to a drawing by shading and filling a shape to make it look three dimensional. Know that different pencil grades make different tones. Know that different amounts of paint and water can be used to mix hues of secondary colours.	Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	Know that 'tone' in art means 'light and dark' Shading helps make drawn objects look realistic. Know that tonal shading is used to create different tones in an artwork to make it look realistic and can include hatching, cross-hatching, scribbling and stippling. Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.	Know that using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork. Know that chiaroscuro means 'light and dark' and is an Italian term used to describe high-contrast images.	Tone can help show the foreground and background in an artwork. (Tone) Know how to use shading and tone and to create mood and feeling in art. (Tone+) Know that tone and shading can be used to create mood and feeling in art. (Tone+)

Progression of Substantive Knowledge – Theoretical

Knowledge of Artists

Knowledge of the history of art. Meanings and interpretations behind work of art studies. Explore artists' materials and processes.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Knowledge of Artists - Knowledge	Look at the work of artists, say what they see. Enjoy looking and talking about art.	Know that artists choose materials that suit what they want to make. Know and understand how artists choose materials based on their properties in order to achieve certain effects. Know that Claude Monet created works which showed landscapes and environments using colour and light. Know about the artist Wassily Wassilyevich Kandinsky and his works.	Know that art can be figurative or abstract. Know that artists can use the same material (felt) to make 2D or 3D artworks.	Know that art from the past can give us clues about what it was like to live at that time. Know that the meanings we take from art made in the past are influenced by our own ideas. Know that artists can make their own tools. Know that artists have different materials available to them depending on when they live in history. Know that artists experiment with different tools and materials to create texture.	Know that designers can make beautiful things to try and improve people's everyday lives. Know that art can communicate powerful statements about right and wrong. Know that artists can choose particular materials to communicate a message. Art is interpreted differently depending on how it is displayed.	Know that artists are influenced by what is going on around them; for example, culture, politics and technology. Know that artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Know and understand how artists use art to convey messages through the choices they make.	Know that artists are influenced by what is going on around them; for example, culture, politics and technology. Know that artists use self-portraits to represent important things about themselves. Know that artists can combine materials; for example, digital imagery, with paint or print. Know that artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Know that artists can use symbols in their artwork to convey meaning. Know that artists take risks to try out ideas; this can lead to new techniques being developed.
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Knowledge of Artists - Skills		Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Create and critique both figurative and abstract art, recognising some of the techniques used.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use their own experiences of techniques and making processes to explain how art works may have been made. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Use subject vocabulary confidently to describe and compare creative works. (Knowledge of Artists)	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Use their own experiences to explain how art works may have been made.
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Progression of Disciplinary Knowledge and Skills in Art and Design

Knowledge children acquire to help them understand the subject as a **discipline**.
Children will learn how art is studied, discussed and judged, considering the big questions:
What is art? Why do people make art? How do people talk about art?

Evaluating and Analysing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Disciplinary Knowledge Know that:	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring, enjoying, questioning, copying	Know an artist is someone who creates. Know art is made in different ways by all different kinds of people. Craft is making something creative and useful. People make art for fun.	Know that people make art to decorate a space. Know that people make art about things that are important to them. People use art to tell stories. People make art to share their feelings. People make art to help others understand something. People make art to explore an idea in different ways.	Know that artists make art in more than one way. Know that people use art to tell stories and communicate. Know that people use art to help explain or teach things. Know that one artwork can have several meanings. Know that people can make art to express their views or beliefs. Know that people can have their own opinions about art, and sometimes disagree. Know that there are no rules about what art must be. Know that art can be purely decorative or it can have a purpose.	Know that artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it. Know that artists evaluate what they make and talking about art is one way to do this. Know that artists make work to explore right and wrong and to communicate their own beliefs. Know that art, craft and design affect the lives of people who see or use something that has been created. Know that artists may hide messages or meaning in their work. Know that art can be all different sizes and can be displayed inside or outside. Art is interpreted differently depending on how it is displayed.	Know that art, craft and design can be functional and affect human environments and experiences. Know that people make art to fit in with popular ideas or fashions. Know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Know that comparing artworks can help people understand them better. Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. Know that some artists become well-known or famous and people tend to talk more about their work because it is familiar. People make art to encourage others to question their ideas or beliefs.	Know that art can be analysed and interpreted in lots of ways and can be different for everyone. Know that everyone has a unique way of experiencing art. Know that sometimes people make art to express their views and opinions, which can be political or topical. Know that art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Know that Art can represent abstract concepts, like memories and experiences. Know that sometimes people make art to create reactions. Know that art can be a digital art form, like photography. Know that people use art as a means to reflect on their unique characteristics.
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Evaluate and Analyse So they can:	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Discuss art, considering how it can affect the lives of the viewers or users of the piece. Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Generating Ideas and Using Sketch Books Progression

Through acquiring the progression of knowledge and skills, children are able to generate ideas and use sketchbooks.

Children know how to:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using Sketchbooks	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Use sketch books to plan out ideas, shapes and use of space through drawing ahead of cutting.	Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Confidently and more independently use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Confidently using sketchbooks for purposes including drawing, recording observations and research, testing materials and working towards an outcome more independently. Using sketchbooks for a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.