



AccessArt Progression (Skills and Knowledge) for Primary Schools EYFS and Years 1 to 6

This plan has been created to support the [AccessArt Primary Art Curriculum](#)

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Art – Progressions of Skills and Knowledge

EYFS	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Know that drawing is achieved by holding a tool in our hand and making a mark on a surface.</p> <p>Know that drawing can be created on a small or large scale.</p> <p>Know things from our memory or imagination can be drawn.</p> <p>Know that objects in the environment can be drawn.</p> <hr/> <p>Visit local environment and collect natural objects.</p> <p>Know how to create closed lines and know how to use these to represent objects.</p> <p>Know how to draw with increasing complexity and detail e.g. representing a face with a circle.</p> <p>Know how to use drawing to represent ideas like movement or noises.</p> <p>Know how to use drawing tools such pencils, pencil crayons, felt tip pens, wax crayons, chalks, and pastels.</p> <p>Know that drawing can be created on a small or large scale.</p>	<p>Know that paper, card and other such media can be used for drawing, printing, painting and mark making.</p> <hr/> <p>Know how to use paper, card and other such media to explore mark making and artwork.</p>	<p>Know that objects have different textures.</p> <p>Know that objects can be used to make different marks.</p> <hr/> <p>Know how to print with different textured objects to make a print.</p> <p>Know how to use different media e.g. pencils, paint, wax crayons to print</p>	<p>Know that poster paint is a type of paint that can be used in its original form or mixed to create new colours.</p> <p>Know that water colour is a type of paint which uses water.</p> <p>Know that we can use a variety of objects and brushes, to make marks.</p> <hr/> <p>Know how to explore colour and colour mixing.</p> <p>Know how to match colours to represent an object.</p> <p>Know how to use brushes and other tools to make marks.</p>	<p>Know that we can use different papers to create a collage.</p> <p>Know that there are different ways to collage materials.</p> <hr/> <p>Know how to explore different materials freely.</p> <p>Know how to use different papers to collage by tearing, cutting, scrunching, sticking, and layering.</p>	<p>Know that materials can be joined in different ways and by using different methods.</p> <p>Know that materials can be used to express a specific idea e.g. a bottle top for a wheel.</p> <hr/> <p>Know how to combine two or more materials.</p> <p>Know which materials to use in order to express and idea.</p> <p>Know how to use some simple joining methods e.g. glue, masking tape, paperclips, fastenings</p>	<p>Look at the work of artists across times and cultures, notice where features of artists' work overlap with our own artwork e.g. colour, line, details</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <hr/> <p>Know how to reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Know how to reflect and share verbally ("I enjoyed... I did not enjoy").</p>

Art – Progressions of Skills and Knowledge

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Know that drawing is a physical activity.</p> <p>Know that there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p>Know that sound can inspire drawing.</p> <hr/> <p>Visit local environment and collect natural objects.</p> <p>Know how to explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Know how to work at a scale to accommodate exploration.</p> <p>Know how to use colour (pastels, chalks) intuitively to develop drawings.</p> <p>Know how to draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Know how to draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.</p>	<p>Know what a sketchbook is for. Know it is owned by the pupil for experimentation and exploration.</p> <hr/> <p>Know how to make a simple elastic band sketchbook and know how to personalise it.</p> <p>Use sketchbooks to:</p> <p>Know how to test out printmaking ideas.</p> <p>Know how to develop experience of primary and secondary colours.</p> <p>Know how to practice observational drawing.</p> <p>Know how to explore mark making.</p>	<p>Know that prints are made by transferring an image from one surface to another.</p> <p>Know that relief prints are made when we print from raised images (plates).</p> <hr/> <p>Know how to use hands and feet to make simple prints, using primary colours.</p> <p>Know how to collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>Know how to explore concepts like “repeat” “pattern” “sequencing”.</p>	<p>Know that watercolour is a media which uses water and pigment.</p> <p>Know that we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <hr/> <p>Know how to explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Know how to paint without a fixed image of what you are painting in mind.</p> <p>Know how to respond to your painting, and try to “imagine” an image within.</p> <p>Know how to work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>Know that collage is the art of using elements of paper to make images.</p> <p>Know that we can create our own papers with which to collage.</p> <hr/> <p>Know how to collage with painted papers exploring colour, shape and composition.</p> <p>Know how to combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p>	<p>Know that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Know the meaning of “Design through Making”</p> <hr/> <p>Know how to combine two or more materials to make sculpture.</p> <p>Know how to use construction methods to build.</p> <p>Know how to work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Know how to present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Know how to share their response about classmates work (Some children may feel able to begin this in Year 1).</p>

Art – Progressions of Skills and Knowledge

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Know that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Know that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <hr/> <p>Visit local environment and collect natural objects.</p> <p>Know how to explore composition and qualities of objects through arranging, sorting & representing. Photograph.</p> <p>Know how to use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.</p> <p>Know how to work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Know how to create final collaged drawings (see column 5 “collage”) which explore composition.</p> <p>Know how to make drawings inspired by sound.</p>	<p>Know that sketchbooks are places for personal experimentation.</p> <p>Know that the way each persons’ sketchbook looks is unique to them.</p> <p>Know that you can make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Know how to make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks:</p> <p>Know how to explore the qualities of different media.</p> <p>Know how to make a close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Know how to explore colour and colour mixing.</p> <p>Know how to make visual notes about artists studied.</p>	<p>Know that mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <hr/> <p>Know how to transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p>	<p>Know that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Know the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Know that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Know the concept of still life.</p> <hr/> <p>Know how to explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools.</p> <p>Know how to create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p>Know that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Know how to use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.</p> <p>Know how to use collage with drawings to create invented forms. Combine with making if appropriate.</p>	<p>Know the role of an architect.</p> <p>Know that when we make sculpture by adding materials it is called Construction.</p> <hr/> <p>Know how to use the Design through Making philosophy to construct with a variety of materials to make a model considering shape, form, colour, and perspective.</p> <p>Know how to use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Know how to transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	<p>Know that artists take their inspiration from around them, collecting and transforming.</p> <p>Know that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <hr/> <p>Know that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Know how to present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Know how to talk about intention.</p> <p>Know how to share responses to classmates work, appreciating similarities and differences.</p> <p>Know how to document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>

Art – Progressions of Skills and Knowledge

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Know that charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Know that animators make drawings that move.</p> <p>Know that designers create fonts.</p> <p>Know that some artists use graphic skills to create pictorial maps.</p> <hr/> <p>Know how to make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Know how to make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p>	<p>Know that sketchbooks are places for personal experimentation.</p> <p>Know that the way each persons’ sketchbook looks is unique to them.</p> <p>Know that you can make a sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <hr/> <p>Work in sketchbooks:</p> <p>Know how to explore the qualities of charcoal.</p> <p>Know how to make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Know how to develop mark making skills.</p> <p>Know how to brainstorm animation ideas.</p> <p>Know how to experiment with pigments created from the local environment.</p>	<p>Know that screen prints are made by forcing ink over a stencil.</p> <p>Know that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <hr/> <p>Know how to use mono print or screen print over collaged work to make a creative response to an original artwork.</p>	<p>Know that we can create imagery using natural pigments and light.</p> <p>Know that paint acts differently on different surfaces.</p> <p>Know the concept of still life and landscape painting.</p> <hr/> <p>Know how to use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”).</p> <p>Know how to develop colour mixing skills.</p> <p>Know how to explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Know how to explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.</p> <p>Know how to use light to create imagery by</p>	<p>Know that that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Know how to cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.</p> <p>Know how to explore positive and negative shapes, line, colour and composition.</p>	<p>Know that many makers use other art forms as inspiration, such as literature, film, drama or music.</p> <p>Know that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>Know that clay and Modroc are soft materials which finally dry/set hard.</p> <p>Know that armature is an interior framework which support a sculpture.</p> <p>Know that articulated drawings can be animated.</p> <hr/> <p>Know how to use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Know how to make an armature to support the sculpture.</p> <p>Know how to cut out drawings and make simple articulations to make drawings which can be animated. Combine</p>	<p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Know that visual artists look to other artforms for inspiration.</p> <p>Know that artists often collaborate on projects, bringing different skills together.</p> <p>Know that original artwork can be deconstructed and discussed, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. Know that we may share similarities. Know that all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t</p>

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<p>Know how to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Know how to develop mark making skills by deconstructing the work of artists.</p> <p>Know how to use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Know how to consider background, foreground and subject.</p> <p>Know how to create fonts. Use observational drawing with pen to inspire, and transform into letters.</p>			<p>exploring anothotype or cyanotype.</p>		<p>with digital media to make animations.</p>	<p>understand... it reminded me of...”).</p> <p>Know how to present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>Know how to work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Know how to share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Know how to document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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Art – Progressions of Skills and Knowledge

Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Know that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Know that artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>Know that working with pattern uses lots of different concepts including repetition, sequencing and symmetry.</p> <p>Know that that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Know that designers create fonts.</p> <p>Know that some artists use graphic skills to create pictorial maps.</p> <hr/> <p>Know how to create drawings using charcoal and chalk which convey drama and mood. Know how to use light and portray light/shadow.</p>	<p>Know that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <hr/> <p>Use sketchbooks to:</p> <p>Know how to practise drawing skills.</p> <p>Know how to make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Know how to test and experiment with materials.</p> <p>Know how to brainstorm pattern, colour, line and shape.</p> <p>Know how to brainstorm and explore ideas relating to performance art.</p> <p>Know how to reflect.</p>	<p>Know that screen prints are made by forcing ink over a stencil.</p> <p>Know that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <hr/> <p>Know how to use mono print or screen print over collaged work to make a creative response to an original artwork. Know how to consider use of layers to develop meaning.</p> <p>Know how to combine mono type with painting and/or collage to make an “artists book”.</p>	<p>Know that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Know that still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.</p> <hr/> <p>Know how to explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>Know how to use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</p> <p>Know how to make reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board. (Options to work in clay).</p> <p>Know how to explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.</p> <p>Know how to make work as part of a community/class and understand how everyone</p>	<p>Know that that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <hr/> <p>Know how combine collage with digital imagery and/or printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.</p> <p>Know how to explore positive and negative shapes, line, colour, pattern and composition.</p>	<p>Know that a plinth is a device for establishing the importance or context of a sculptural object.</p> <p>Know that artists can represent objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>Know that sometimes people themselves can be the object, as in performance art.</p> <p>Know that making sculpture can be challenging. Know that its takes a combination of skills, but that we can learn through practice. Know it is ok to take creative risks and ok if things go wrong as well as right.</p> <hr/> <p>Know how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>Know how to construct sculpturally on a plinth, using a variety of materials including fabric.</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Know that the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Know that artists often collaborate on projects, bringing different skills together.</p> <p>Know that original artwork can be deconstructed and discussed, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. Know that we may share similarities. Know that all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p>

Art – Progressions of Skills and Knowledge

<p>Know how to interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>Know how to use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p>Know how to use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p> <p>Know how to create fonts. Use close observational drawing with pen to inspire, and transform into letters.</p>			<p>can contribute towards a larger artwork.</p>		<p>Know how to develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.</p> <p>Know how to combine modelling with construction using mixed media and painting to create sculpture.</p>	<p>Know how to present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...”). Know how to talk about intention.</p> <p>Know how to work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Know how to share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Know how to document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
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Art – Progressions of Skills and Knowledge

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Know that designers create fonts and work with Typography.</p> <p>Know that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <hr/> <p>Know how to create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</p> <p>Know how to draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Know how to combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Know how to explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>Know how to use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”).</p>	<p>Use sketchbooks:</p> <p>Know how to explore mark making.</p> <p>Know how to brainstorm ideas generated when reading poetry or prose.</p> <p>Know how to make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Know how to explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>Know how to experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>Know how to experiment with colour mixing and pattern.</p>	<p>Know that mono types are single mono-prints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist’s book.</p> <hr/> <p>Know how to combine mono type with painting and collage to make an “artists book” inspired by poetry or prose.</p> <p>Know how to explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p>	<p>Know that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <hr/> <p>Know how to explore how print is combined with paint and collage to create a cohesive artwork. (See column 3 “printmaking”)</p> <p>Know how you can you paint (possibly combined with drawing) to capture your response to a place/still life/ artwork. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Know how to mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore design (see column 6 “making”)</p>	<p>Know that set designers can design/make sets for theatres or for animations.</p> <p>Know that designers often create scaled models to test and share ideas with others.</p> <hr/> <p>Know that architects and other artists have responsibilities towards society. Know that artists can help shape the world for the better.</p> <hr/> <p>Know how to use Design through Making, inspired by a brief, to create a scale model.</p> <p>Know how to construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Know how to Design through Making and scale models to create a piece of architecture/ artwork which would make the world a better place. Use a combination of materials, construction methods and tools.</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Know the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Know how to present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might... I was inspired by...”). Talk about intention.</p> <p>Know how to work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Know how to share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Know how to document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Know how to discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>

Art – Progressions of Skills and Knowledge

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Know that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Know that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Know that there are technical processes we can use to help us see, draw and scale up our work.</p> <hr/> <p>Know how to explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Know how to use the grid system to scale up an image, transferring the image onto card.</p> <p>Know how to use collage to add tonal marks to a “flat image”.</p>	<p>Use sketchbooks to:</p> <p>Know how to practise seeing negative and positive shapes.</p> <p>Know how to use the grid method to scale up an image.</p> <p>Know how to explore what your passions, hopes and fears might be. What makes you, you? How can you find visual equivalents for the words in your head? Know how to explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Know how to explore combinations and layering of media.</p> <p>Know how to develop Mark Making.</p> <p>Know how to make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>Know that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>Know that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <hr/> <p>Know how to explore what kinds of topics or themes YOU care about. Know how to articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Know how to use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art. Or know how to create a zine using similar methods.</p>	<p>Know that there is a relationship between 3d shape and pattern and 3d form and function.</p> <hr/> <p>Know how we can use layers (physical or digital) to explore and artwork which explore aspects of our background, experience, culture and personality.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p>	<p>Know that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Know that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p> <p>Know that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Know that artists reinvent. Know that as artists, we can take the work of others and re-form it to suit us. Know we can be inspired by the past and make things for the future.</p> <hr/> <p>Know how to use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge”.</p> <p>To know how to use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p> <p>Know how to use a variety of materials to design (through making) and construct a scaled piece of artwork. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</p> <p>Know how to combine making with drawing skills to create artwork, using cut and constructed lines, shapes and forms from a variety of materials.</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Know that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Know that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <hr/> <p>Know how to reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Know how to work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Know how to share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Know how to document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>