

ART AND DESIGN CURRICULUM - Disciplinary Knowledge

EYFS					
DISCIPLINARY KNOWLEDGE	1. Begin to explore and investigate their own early artwork ideas.				
	2. Begin to explore a range of media and what it can do.				
	3. Begin to explore art to express ideas and feelings.				
	4. Begin to explore artwork created by others.				
BREADTH					
Painting	Drawing	Collage	Sculpture	Singing / Dancing	Roleplay

KS1	
DISCIPLINARY KNOWLEDGE	1. Describe and comment on a range of artwork.
	2. Develop basic techniques in a range of media. (see additional 'progression of skills' document)
	3. Think creatively to express their own ideas.
	4. Be aware of a variety of artists and talk about the media that these use.
BREADTH	
Cycle A Sculpture	Cycle B Combining different media.

LKS2	
DISCIPLINARY KNOWLEDGE	1. Comment on similarities and differences in own and others work.
	2. Develop techniques to create more detailed artwork in a range of media. (see additional 'progression of skills' document)
	3. Use experimentation to inform creative decisions when expressing their own ideas.
	4. Use other artists, designers and architects (current and historical) work as a model to influence and develop their own artwork.
BREADTH	
Cycle A Spring 1 & 2 Photography Summer 1 & 2 Still Life-pencil / paint / pastel	

UKS2	
DISCIPLINARY KNOWLEDGE	1. Use analysis of similarities and differences in own and other's work to revisit, review and refine own work.
	2. Refine techniques to create controlled pieces of artwork in a range of media. (see additional 'progression of skills' document)
	3. Use experimentation to create mood and atmosphere when expressing their own ideas.
	4. Explain how other artists' (current and historical) work has influenced and developed their own.
BREADTH	
Cycle A Spring 1 & 2 Photography and Sculpture	Cycle B Spring 1 & 2 Pencil/pastel/paint

ART: Progression of Skills and Techniques

	KS1	LKS2	UKS2
PENCIL	<ul style="list-style-type: none"> Have an understanding of the different hardness of HB pencils and know how they impact the marks we make. Use HB pencils to draw lines of varying thickness and tone. Shade by using horizontal lines and crosshatching. Know how different HB pencils change shading (horizontal lines and crosshatching). Use observations to record shapes and outlines. Begin to create outlines of a basic structure by identifying and copying simple shapes, straight lines and curves. 	<ul style="list-style-type: none"> Have deeper understanding of the different hardness of HB pencils and know how they impact the marks we make. Use HB pencils to add tone and texture. Shade by using horizontal lines, crosshatching, slatted broken lines and dots. Identify and draw the effect of light Identify and draw the effect of shadow. Begin to use sketch lines and guides for proportion. 	<ul style="list-style-type: none"> Have secure knowledge of the different hardness of HB pencils and know how they impact the marks we make. Use HB pencils to add light, shadow, tone and texture. Understand how movement is portrayed in pencil. Begin to understand how wooden mannequins can be used for scale and proportion. Begin to understand how wooden mannequins can be used to depict movement.
PAINT	<ul style="list-style-type: none"> Recognise and name primary and secondary colours. Explore mixing secondary colours using powder paints. Using powder paints, explore adding black and white to alter shades. Explore adding water to powder paint. Know how to create an appropriate background wash using the skills above. Begin to understand artistic licence, knowing that changes can be made for effect. (e.g. adding grass for vibrancy). 	<ul style="list-style-type: none"> Recall the primary and secondary colours. Capture observations using above techniques to impart dark and light tones. Mix colour choices that create realistic depictions of the subject. Begin to use sketch lines and guides for proportion. Use techniques to create the effect of light and shadow. Choose the correct brush for the artistic purpose. 	<ul style="list-style-type: none"> Have an understanding of the unique quality of acrylic paint and how it differs to powder paint. Use a wooden mannequin to create pencil guidelines before applying paint. Begin to understand how wooden mannequins can be used for scale and proportion. Begin to understand how wooden mannequins can be used to depict movement. Use tools to spread paint as an alternative to paint brushes. Use colour choices that create the desired impact. Be able to blend to create the desired effect of colour and movement. Consider how the tone of colour depicts the impression of movement.
PASTEL		<ul style="list-style-type: none"> Have an understanding of the unique quality of pastels Be able to blend with fingers and tissue papers to begin to create a desired effect. Use broken lines, dots, crosshatching and horizontal lines with blending to create texture. Use pencil to create guidelines before applying pastel Capture observations using above techniques to impart dark and light tones. Use colour choices that create realistic depictions of the subject. 	<ul style="list-style-type: none"> Be able to blend with fingers and tissue papers to create the desired effect of movement. Use broken lines, dots, crosshatching and horizontal lines with blending to create texture and movement. Use a wooden mannequin to create pencil guidelines before applying pastel Begin to understand how wooden mannequins can be used for scale and proportion. Begin to understand how wooden mannequins can be used to depict movement. Use colour choices that create the desired impact. Consider how the tone of colour depicts the impression of movement.
CLAY Sculpture	<ul style="list-style-type: none"> Rolling clay to a set thickness using jinx wood. Remove excess clay to improve the aesthetics. Be able to make patterns with tools and choose appropriate patterns for effect and suitability. Understand how pressure effects the outcome when using tools. Design a sculpture fit for purpose. Use a template to create a sculpture of a set size. 	<ul style="list-style-type: none"> Explore how a stimulus can be used as a starting point. Sculpt clay, showing an understanding of shape, space and form Understand techniques used to join clay (hatching and slip) Discuss own work, understanding that it has been sculpted, modelled or constructed Communicate observations from the real or natural world in models on a range of scales Discuss own work, understanding that it has been sculpted, modelled or constructed 	<ul style="list-style-type: none"> Explore how a stimuli can be used as a starting point with a particular focus o on form, shape, pattern, texture and/or colour Combine visual and tactile qualities Develop knowledge of using clay inc. slabs, coils, slips, etc. Choose and apply the most appropriate techniques to give work a life like quality Communicate observations from the real or natural world in models on a range of scales Choose from all of the techniques learnt to embellish work appropriately Can respond to sculptures and craft artists to help them respond to their own work. To be able to evaluate their own work and the work of other sculptors.
Clay Painting	<ul style="list-style-type: none"> Understand how base colours create a background. Choose the correct brush to add Choose colours that match the climate of Kenya. 		
Photography		<ul style="list-style-type: none"> Experiment in taking images of landscapes. Portraits and objects. Consider how lighting can alter the quality of a photograph Consider how angles can alter the viewers' perception Be aware of the moral responsibility of taking photographs 	<ul style="list-style-type: none"> Edit photographs using software to improve the quality of the photographs Be aware of the moral responsibility of taking photographs
Evaluation Skills	<ul style="list-style-type: none"> Application of skills on the same piece of artwork. Be able to talk simply about the skills that have been used. Make simple evaluations of own and others artwork. 	<ul style="list-style-type: none"> Application of skills on the same piece of artwork. Be able to talk about the skills that have been used. Make evaluations of own and others artwork. 	<ul style="list-style-type: none"> Independent application of skills on the same piece of artwork. Be able to talk about the skills that have been used. Make evaluations of own and others artwork.