**Widnes Academy**

**Knowledge rich progression with in Art and Design**



|  |  |
| --- | --- |
| **Sticky Knowledge Key Stage 1** | **Sticky Knowledge Key Stage 2** |
| 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 and sculpture * Study of great artists |

|  |  |
| --- | --- |
| **National Curriculum programme of study** | |
| **Key Stage 1** | **Key Stage 2** |
| Pupils should be taught   * To use a range of materials creatively to design and make products. * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | Pupils should be taught:   * To create sketch books to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * About great artists, architects and designers in history. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Art: Key Stage 1** | | | | |
| **Using Materials** | | **Drawing** | **Use colour, pattern, texture, line, form, space and shape** | **Range of artists** |
| ***use a range of materials creatively to design and make products*** | | ***use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*** | ***develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*** | ***Study a range of artists, craft makers and designers*** |
| **Year 1** | * know how to cut, roll and coil materials * know how to use IT to create a picture | * know how to show how people feel in paintings and drawings. * know how to use pencils to create lines of different thickness in drawings. | * know how to create moods in art work * Know the names of the primary and secondary colours. * know how to create a repeating pattern in print | * describe what can be seen and give an opinion about the work of an artist * ask questions about a piece of art |
| **Evidence from planning** |  | Cave paintings term 1.1  David Hockey – term 1.2  David Litchfield comic artist – term 1,2 | David Hockney term 1,2  David Litchfield comic artist – term 1,2 | David Hockney term 1,2  David Litchfield comic artist – term 1,2 |
| **Year 2** | * know how to create a printed piece of art by pressing, rolling, rubbing and stamping * know how to make a clay pot and know how to join two clay finger pots together * know how to use different effects within an IT paint package | * choose and use three different grades of pencil when drawing * know how to use 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 | * know how to mix paint to create all the secondary colours * know how to create brown with paint * know how to create tints with paint by adding white and know how to create tones with paint by adding black | * suggest how artists have used colour, pattern and shape * know how to create a piece of art in response to the work of another artist |
| **Evidence from planning** | Using ipads to create David Hocket images (Term 1.2) | Creating a front cover for the book. (term 1.1) | Observational drawing in local area. (term 1.2) | David Hockney study Term 1.2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Art: Key Stage 2** | | | |
| **Using Sketchbooks** | | **Drawing, painting and sculpture** | **Study of great artists** |
| ***Create sketch books to record their observations and use them to review and revisit ideas*** | | ***Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*** | ***Great artists, architects and designers in history*** |
| **Year 3** | * know how to use sketches to produce a final piece of art * 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 | * know how to show facial expressions in art. * know how to use different grades of pencil to shade and to show different tones and textures * know how to create a background using a wash * know how to use a range of brushes to create different effects in painting | * 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 |
| **Evidence from planning** | Story of water art work developed in sketch books. (Term 1.1 KM) | Creating work in the style of Kandinsky (Term 1.1 KM) | Kandinsky study (Term 1.1 KM) |
| **Year 4** | * know how to integrate digital images into artwork. * Use sketchbooks to help create facial expressions * use sketchbooks to experiment with different texture * use photographs to help create reflections | * 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. * know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections * know how to print onto different materials using at least four colours. * know how to sculpt clay and other mouldable materials. | * Experiment with the styles used by other artists. * Explain some of the features of art from historical periods. * Know how different artists developed their specific techniques |
| **Evidence from planning** | Story of water art work developed in sketch books. (Term 1.1 KM) | Creating work in the style of Kandinsky (Term 1.1 KM)  Creating work in the style of Beatriz Milhazes. (Term 1.1 AM)  Self portraits (Term 1.2 AM)  Portraits of Black people. (Term 1.2 AM) | Kandinsky study (Term 1.1 KM)  Brazilian artist Beatriz Milhazes study. (Term 1.1 AM)  Different ways of portraying a portrait – pop art movement focus. (Term 1.2 AM) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Art: Key Stage 2** | | | |
| **Using Sketchbooks** | | **Drawing, painting and sculpture** | **Study of great artists** |
| ***Create sketch books to record their observations and use them to review and revisit ideas*** | | ***Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*** | ***Great artists, architects and designers in history*** |
| **Year 5** | * Experiment by using marks and lines to produce texture * 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 | * Know how to use shading to create mood and feeling * Know how to organise line, tone, shape and colour to represent figures and forms in movement. * Know how to express emotion in art * Know how to create an accurate print design following given criteria. | * Research the work of an artist and use their work to replicate a style |
| **Evidence from planning** |  | Creating work in the style of Beatriz Milhazes. (Term 1.1 AM)  Self portraits (Term 1.2 AM)  Portraits of Black people. (Term 1.2 AM)  Christmas at Conway activities (Term 1.2 all Y5s)  Drawing skills (Term 1.2 JB) | Different ways of portraying a portrait – pop art movement focus. (Term 1.2 AM)  Andy Warhol study (Term 1,2 JB) |
| **Year 6** | * Explain why different tools have been used to create art * Explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art * Know how to use a range of e-resources to create art | * 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 | * Explain the style of art used and how it has been influenced by a famous artist * Understand what a specific artist is trying to achieve in any given situation * Understand why art can be very abstract and what message the artist is trying to convey |
| **Evidence from planning** |  | Drawing skills (Term 1.2 JB) | Andy Warhol study (Term 1,2 JB) |

**Opportunities to link to local context**

|  |  |
| --- | --- |
| ***Create sketch books to record their observations and use them to review and revisit ideas*** | Using sketchbooks to sketch landmarks in the local area. (Prom, bridges, shore, local points of interest) |
| ***Study a range of artists, craft makers and designers (Key Stage 1)***  ***Great artists, architects and designers in history (Key Stage 2)*** | Focusing on artists from the local area for example   * **RICHARD ANSDELL- oil painter of animals born in Liverpool attended Liverpool Bluecoat.** * **HELEN BRADLEY- Portraits – from Lees near Oldham.** * **ANDY GOLDSWORTHY- Natural environment artist from Cheshire.** * **LS LOWRY- Industrial landscapes – From Stretford** * **THEODORE MAJOR- Industrial landscapes – From Wigan** * **JAMES MORTON- From Darwin – Link to war -** He was killed by German machine guns on 6 November 1918 - just five days before the end of the war. * **BEATRIX POTTER – work focuses on the Lake district.** * **JOHN RUSKIN-** made detailed sketches and paintings of rocks, plants, birds, landscapes, and architectural structures and ornamentation. **Lake District** |
| **Possible local gallery visits** | Tate art gallery Liverpool  Lady Lever art gallery – Birkenhead  Walker art gallery – Liverpool  Manchester Art gallery – Manchester  The Lowry – Salford |