

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| Features | | | | |
|--|--|---|--|---|
| <ul style="list-style-type: none"> At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters | | | | |
| <ul style="list-style-type: none"> At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: <ul style="list-style-type: none"> Use colour, pattern, texture, line, form, space and shape Drawing (including using different materials) Painting (including using different materials) Sculpture (including using different materials) Range of artists, craft makers and designers These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups | | | <p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> Using sketchbooks is introduced from KS1 onwards (AD1.15 and AD2.17). The NC introduces sketchbooks from KS2. Children in Year 6 are taught to use sketchbooks to critically evaluate and justify techniques (AD6.9 and AD6.10.) The NC states that children should use sketchbooks to simply record, review and revisit ideas. The NC states that KS2 pupils should study great artists, architects and designers. AD6.11 and AD6.12 teach children to go beyond this and learn how these artists influence their own work, while learning about the message the artist is attempting to convey. | |
| <ul style="list-style-type: none"> At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: <ul style="list-style-type: none"> Use colour, pattern, texture, line, form, space and shape Drawing (including using different materials) Painting (including using different materials) Sculpture (including using different materials) Using sketchbooks Study of great artists, architects and designers These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups | | | | |
| <ul style="list-style-type: none"> Skills are dependent on specific knowledge. skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. | | | | |
| <ul style="list-style-type: none"> These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. | | | | |
| <ul style="list-style-type: none"> When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for art for their age group. | | | | |
| Early Years Framework | | | | |
| Early Years | Early Years Statutory Framework: Educational Programme Expressive Arts and Design | Early Learning Goal Creating with Materials | Early Learning Goal Fine Motor Skills | Early Learning Goal Past and Present |
| | <p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> | <ul style="list-style-type: none"> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</i> <i>Share their creations, explaining the process they have used;</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i> | <ul style="list-style-type: none"> <i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery</i> <i>Begin to show accuracy and care when drawing.</i> | <ul style="list-style-type: none"> <i>Talk about the lives of the people around them and their roles in society</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| National Curriculum Subject Content | | | | | | |
|-------------------------------------|--|--|--|--|---|---|
| Strand | Use colour, pattern, texture, line, form, space and shape | Drawing (including using different materials) | Painting (including using different materials) | Sculpture (including using different materials) | Range of artists, crafter makers and designers | |
| Key Stage 1 | <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products | <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products | <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products | <ul style="list-style-type: none"> Study 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 | |
| Strand | Use colour, pattern, texture, line, form, space and shape | Drawing (including different materials) | Painting (including different materials) | Sculpture (including different materials) | Using Sketchbooks | Study of great artists, architects and designers |
| Key Stage 2 | <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas | <ul style="list-style-type: none"> Taught about great artists, architects and designers in history |

Peafield Lane
Academy

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
|--|---|--|---|--|--|--|---|--|--|---|---|
| Use colour, pattern, texture, line, form, space and shape | <ul style="list-style-type: none"> ADN.1 know how to hold a pencil demonstrating, using a developmentally appropriate grip ADN.2 know how to effectively make marks on paper ADN.3 know how to use closed shapes with continuous lines ADN.4 know and practice a range of gross motor movements that support the mechanics of drawing | <ul style="list-style-type: none"> ADR.1 know how to use anti-clockwise and clockwise movements ADR.2 know how to retrace lines on their own artwork ADR.3 know how to hold a pencil using the tripod grip ADR.4 know how to apply pressure to create different effects ADR.5 know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing ADR.6 know how use the space available to make choices in their drawings | <ul style="list-style-type: none"> AD1.1 know and use lines and geometric shapes to create individual artwork AD1.2 know how lines can take different forms (e.g. curved, wavy, zigzag) | <ul style="list-style-type: none"> AD2.1 know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork AD2.2 know how to use fine and broad media to develop control of line, shape and pattern AD2.3 know how to explore and use space for effect in individual artwork | Use colour, pattern, texture, line, form, space and shape | <ul style="list-style-type: none"> AD3.1 know how to use line, tint, tone, shape, form and colour to create a sense of dimension AD3.2 know how to create a sense of proportion in their own artwork | <ul style="list-style-type: none"> AD4.1 know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork AD4.2 know how to produce artwork using increasingly accurate proportion and scale | <ul style="list-style-type: none"> AD5.1 know how to use form to create the illusion of 3-dimensional art AD5.2 know how to create perspective in art using one point of perspective | <ul style="list-style-type: none"> AD6.1 know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (including digital art) AD6.2 know how to create perspective in art using two points of perspective | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.1 colour symbolism and connotations |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

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|--|---|--|---|---|--|--|--|--|--|---|--|
| | | <ul style="list-style-type: none"> ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) ADR.8 know how to create a simple pattern | <ul style="list-style-type: none"> AD1.3 know how to create rubbings (e.g. from a textured surface) AD1.4 know how to create a repeating pattern (for example in print) | <ul style="list-style-type: none"> AD2.4 know how to create a printed piece of art by pressing, rolling, rubbing and stamping | | | | <ul style="list-style-type: none"> AD5.3 know how to create a surface pattern by repeat printing a motif or simulate a repeating pattern (potentially using digital technology) AD5.4 know and identify natural and manmade patterns | <ul style="list-style-type: none"> AD6.3 know how to over print to create patterns | | |
| | | | | | | <ul style="list-style-type: none"> AD3.3 know about contrasting and complimentary colours via the creation of a colour wheel | | <ul style="list-style-type: none"> AD5.5 select colours to create mood | | | |
| Drawing (including using different materials) | <ul style="list-style-type: none"> ADN.5 know how to represent a person ADN.6 know how to use drawing to represent ideas ADN.7 know that drawing communicate meaning | <ul style="list-style-type: none"> ADR.9 know how to draw a person including facial features ADR.10 know how to draw a detailed figure taking shape, form and perspective into consideration ADR.11 know how to use | <ul style="list-style-type: none"> AD1.5 know how to use drawing to develop and share ideas using a range of different materials | <ul style="list-style-type: none"> AD2.5 know how to produce drawings based on experiences or imagination using a range of different materials (for example pencil, charcoal, ink) | Drawing (including using different materials) | <ul style="list-style-type: none"> AD3.4 know how to produce drawings with increasing control, experimenting with different materials (for example pencil, charcoal, ink) | <ul style="list-style-type: none"> AD4.3 know how to produce drawings with increased control and accuracy, experimenting with different materials (for example pencil, charcoal, ink) | <ul style="list-style-type: none"> AD5.6 know how to produce drawings with control, accuracy and close observation, experimenting with different materials (for example pencil, charcoal, ink) | <ul style="list-style-type: none"> AD6.4 know how to draw with precision using previous taught techniques, using different gradient pencils or other materials for effect | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.2 explore and investigate a range of materials, techniques and processes. AD7.3 drawing methods, mark making & tonal values with a range of materials, techniques |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| | | drawing to communicate and express ideas and feelings • ADR.12 know and understand the term observational drawing • ADR.13 know what is good about their drawing | • AD1.6 know how to experiment with pencils to create lines of different thickness in drawings | • AD2.6 know how to use pencil to create different tones | | • AD3.5 know how to use different grades of pencil to shade and to show different tones and textures • AD3.6 know how to investigate light and dark using shading | • AD4.4 know how to use shading to convey shape depth (for example in a landscape) | | | | and processes • AD7.4 further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art • AD7.5 increasing control with drawing, painting and sculpture with adventurous development, using an increasing variety of tools to create specific effects. • AD7.6 emphasis on refinement and quality of finish AD7.7 critically and technically analyse and evaluate |
| | | | | • AD2.7 know and practice basic drawing techniques (for example hatching, cross-hatching, stippling, blending) | | • AD3.7 know how to use shading techniques effectively to create atmosphere and shadow | • AD4.5 know how to develop further a range of drawing techniques (for example, hatching, cross-hatching, smudging, accent lines) | AD5.7 know how to use previously taught drawing techniques to create mood | | | |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

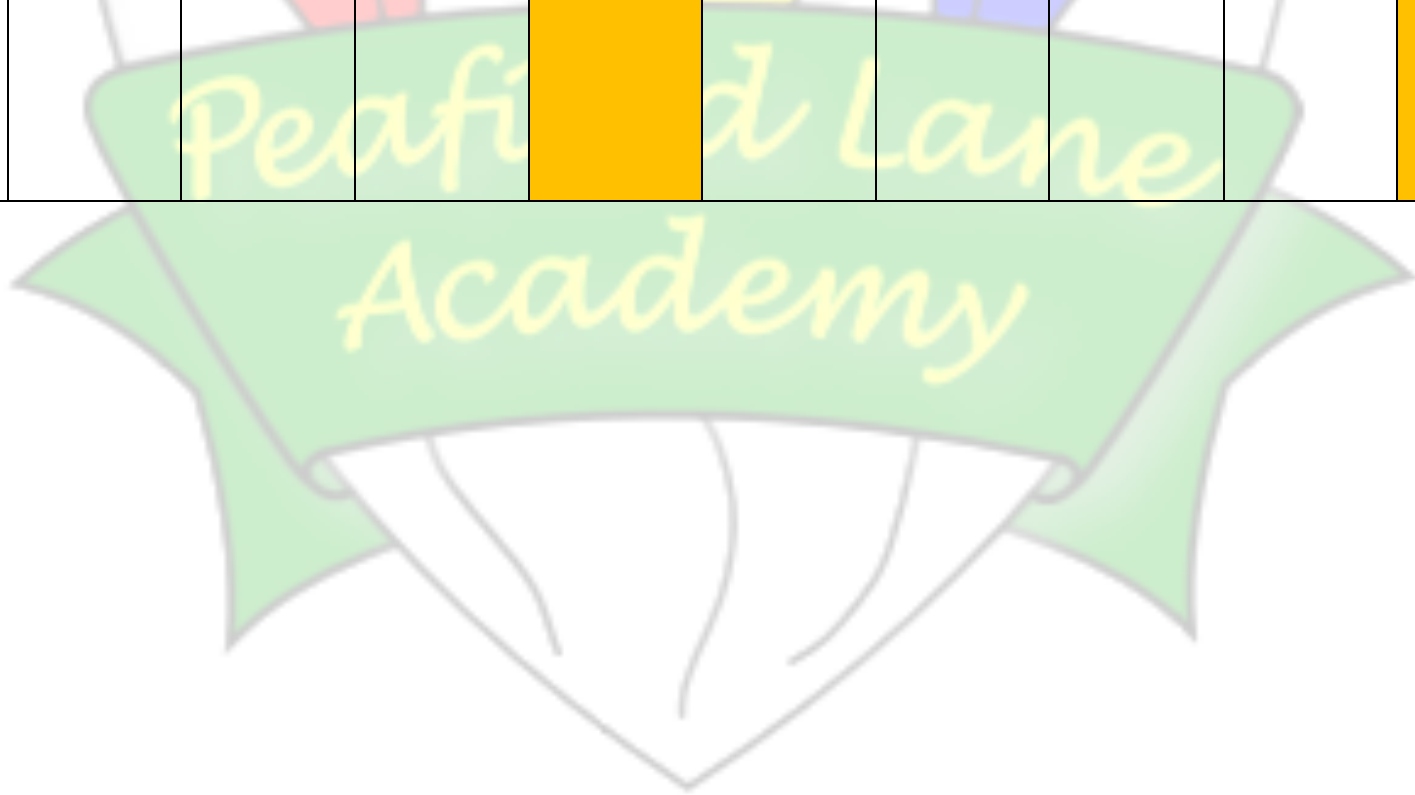
| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| | | | | | | | | | | | their own and others work, identify key features, make comparisons and use this information to inform developments |
| | | | | | | | | | | | <ul style="list-style-type: none"> AD7.8 develop and use creative, critical and technical language, using quality talk and speaking like an artist. |
| Painting (including using different materials) | <ul style="list-style-type: none"> ADN.8 know paint can be used to capture known experiences | <ul style="list-style-type: none"> ADR.14 know that paint can be used to capture imagination | <ul style="list-style-type: none"> AD1.7 know how to use painting to develop and share ideas, using a range of different materials | <ul style="list-style-type: none"> AD2.8 know how to produce paintings based on experiences or imagination, using a range of different materials | Painting (including using different materials) | <ul style="list-style-type: none"> AD3.8 know how to produce paintings with increasing control, experimenting with different materials | <ul style="list-style-type: none"> AD4.6 know how to produce paintings with increased control and accuracy, experimenting with different materials | <ul style="list-style-type: none"> AD5.8 know how to produce paintings with control, accuracy and close observation, experimenting with different materials | <ul style="list-style-type: none"> AD6.5 know how to make inventive choices as to paint type and technique to create a desired outcome | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> AD7.9 explore and investigate a range of materials, techniques and processes. AD7.10 colour mixing methods with a range of materials, techniques and processes |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

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|--------|--|--|--|---|--------|--|---|---|--------|--------|--|
| | <ul style="list-style-type: none"> • ADN.9 know the names of all primary colours • ADN.10 know how to explore colour mixing to create different colours. | <ul style="list-style-type: none"> • ADR.15 know how to select colour for purpose • ADR.16 know the names of all primary and a wider range of secondary colours • ADR.17 know how to mix paint to create secondary colours. • ADR.18 know how to use paint to lighten or darken a colour | <ul style="list-style-type: none"> • AD1.8 know the name of primary and secondary colours | <ul style="list-style-type: none"> • AD2.9 know how to mix paint to create all the secondary colours • AD2.10 know how to create brown with paint • AD2.11 know how to create tints with paint by adding white • AD2.12 know how to create shades with paint by adding black and tones by adding grey | | | <ul style="list-style-type: none"> • AD4.7 know how to use watercolour to use different types of paints to produce washes for backgrounds and add detail (for example water colours, inks) | <ul style="list-style-type: none"> • AD5.9 know and explore wash and transparency, marks and strokes when painting | | | <ul style="list-style-type: none"> • AD7.11 Further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art • AD7.12 increasing control with drawing, painting and sculpture with adventurous development , using an increasing variety of tools to create specific effects. • AD7.13 emphasis on refinement and quality of finish • AD7.14 critically and technically |
| | <ul style="list-style-type: none"> • ADN.11 know that different resources can be used for painting | <ul style="list-style-type: none"> • ADR.19 know how to use a paintbrush to create a desired effect • ADR.20 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) | <ul style="list-style-type: none"> AD1.9 know how to use a variety of tools when painting with increasing control (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) | | | <ul style="list-style-type: none"> • AD3.9 know how to experiment with different types of brush for a purpose | | <ul style="list-style-type: none"> • AD5.10 know and experiment with a variety of tools (other than paint brushes) to create effects in painting | | | |

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| | | | | AD2.13 know how to begin to use a range of painting techniques such as dotting, scratching and splashing | | <ul style="list-style-type: none"> AD3.10 know how to use and develop a greater range of painting techniques | | <ul style="list-style-type: none"> AD5.11 how to develop layers in paintings (for example through the use of acrylics) AD5.12 know and experiment with how to add texture to a painting (for example through the inclusion of sand) | | | <ul style="list-style-type: none"> analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments AD7.15 develop and use creative, critical and technical language, using quality talk and speaking like an artist |



KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Art & Design

| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| Sculpture (including using different materials) | <ul style="list-style-type: none"> • ADN.12 know how to explore and select materials, expressing their own ideas • ADN.13 know how to make cuts in different materials using a range of tools • ADN.14 know how to select one-handed tools for different purposes | <ul style="list-style-type: none"> • ADR.21 know how to effectively and safely use simple tools to change materials • ADR.22 know how to use and experiment with a variety of materials and techniques • ADR.23 know how to manipulate materials to create a desired outcome • ADR.24 know how to select and explain their choice of materials | <ul style="list-style-type: none"> • AD1.10 know how to use sculpture for a purpose and to develop and share ideas, using a range of different materials | <ul style="list-style-type: none"> • AD2.14 know how to use own experiences and imagination to create a simple sculpture for a purpose using a range of materials | Sculpture (including using different materials) | <ul style="list-style-type: none"> • AD3.11 know how to produce sculpture with increasing control and purpose, experimenting with different materials | <ul style="list-style-type: none"> • AD4.8 know how to produce sculpture with increased control and accuracy, experimenting with different materials | <ul style="list-style-type: none"> • AD5.13 know how to produce sculptures with control, accuracy and close observation, experimenting with different materials (including natural versus manmade) | <ul style="list-style-type: none"> • AD6.6 know how to combine techniques and different materials, according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mache etc) | Range of materials, increased proficiency, analysis and evaluation | <ul style="list-style-type: none"> • AD7.16 explore and investigate a range of materials, techniques and processes. • AD7.17 further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art • AD7.18 increasing control with drawing, painting and sculpture with adventurous development , using an increasing variety of tools to create specific effects. • AD7.19 emphasis on refinement and quality of finish |
| | <ul style="list-style-type: none"> • ADN.15 know how to make snips in paper using scissors • ADN.16 know how to use a rolling pin to alter the appearance of malleable materials | <ul style="list-style-type: none"> • ADR.25 know how to select, cut, assemble, tear, stick and collage different materials • ADR.26 know how to manipulate malleable materials that are both soft or rigid (for example clay, | <ul style="list-style-type: none"> • AD1.11 know how to cut, roll and coil materials • AD1.12 know how to select, cut, assemble, tear, stick and collage different materials, with increasing confidence • AD1.13 know why we manipulate | <ul style="list-style-type: none"> • AD2.15 know how to make simple joins when creating a sculpture (for example how to use 'slip' when making joins in clay) | | <ul style="list-style-type: none"> • AD3.12 know how to use techniques to create a sculpture (for example, coiling, pinching, slab construction etc) | <ul style="list-style-type: none"> • AD4.9 know further joining techniques (for example fold, insert, slot, tie, wrap, tabs) | <ul style="list-style-type: none"> • AD5.14 know how to develop further techniques to create a sculpture (for example, carving, modelling, casting, constructing etc) | <ul style="list-style-type: none"> • AD6.7 know how to join different materials both for strength and aesthetics | | |

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| Strand | Nursery | Reception | Year 1 | Year 2 | Strand | Year 3 | Year 4 | Year 5 | Year 6 | Strand | Year 7 |
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| | | plasticine and dough) | malleable materials to create a particular effect | | | | | | | | <ul style="list-style-type: none"> AD7.20 critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments AD7.21 develop and use creative, critical and technical language, using quality talk and speaking like an artist |
| | | | <ul style="list-style-type: none"> AD1.14 know how to manipulate malleable materials in a variety of ways including rolling, pinching and kneading | <ul style="list-style-type: none"> AD2.16 know how to use simple tools when producing a sculpture | | | <ul style="list-style-type: none"> AD4.10 know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools | | | | |

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| Using Sketchbooks | | | <ul style="list-style-type: none"> AD 1.15 Know that sketchbooks are places to explore and experiment, express likes and dislikes, research and collect | <ul style="list-style-type: none"> AD2.17 Begin to develop sketchbook habits e.g. making mistakes and learning from them | Using Sketchbooks | <ul style="list-style-type: none"> AD3.13 know how to use a sketchbook to record basic observations to inform a final piece of art using different tools and techniques | <ul style="list-style-type: none"> AD4.11 know how to use sketchbooks to collate ideas from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs, sketches etc) | <ul style="list-style-type: none"> AD5.15 know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork | <ul style="list-style-type: none"> AD6.8 know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these | Recording observations | <ul style="list-style-type: none"> AD7.22 draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, communicate in order to support the creative design process. AD7.23 create sketchbooks and methods of recording to generate, develop, research and record observations and use them to review and revisit ideas. |
| | | | | | | | | | <ul style="list-style-type: none"> AD6.9 know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork AD6.10 know and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks | | |

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|---|---|--|--|---|---|--|---|--|--|-----------------------|--|
| Range of artists, craft makers and designers | <ul style="list-style-type: none"> ADN.17 know what an artist is ADN.18 know artists who are in the local community ADN.19 know how to create a piece of artwork | <ul style="list-style-type: none"> ADR.27 know how to explore and discuss artwork from the past and present ADR.28 know how to create a representation of famous artwork ADR.29 know who artists are within the local community and wider world and how they inspire others | <ul style="list-style-type: none"> AD1.16 know how to describe what can be seen and give an opinion about the work of an artist, craft maker and / or designer | <ul style="list-style-type: none"> AD2.18 know how artists, craft makers and/or designers have used colour, pattern and shape | Study of great artists, architects and designers | <ul style="list-style-type: none"> AD3.14 know and identify the techniques used by different artists, architects and / or designers | <ul style="list-style-type: none"> AD4.12 know and experiment with the styles used by other artists, architects and / or designers | <ul style="list-style-type: none"> AD5.16 know how to research the work of an artist, architect and / or designer and use their work to replicate a style | <ul style="list-style-type: none"> AD6.11 know and explain how their own artwork has been influenced by a famous artist, architect and or designer AD6.12 know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey | History of Art | <ul style="list-style-type: none"> AD7.24 know about art, craft and design of different periods and cultures, understanding the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created. AD7.25 know the relationship to the Creative Industries |
| | | <ul style="list-style-type: none"> ADR.30 know the similarities between artists and illustrators | <ul style="list-style-type: none"> AD1.17 know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer | <ul style="list-style-type: none"> AD2.19 know how to create a piece of art in response to the work of another artist, craft maker and / or designer | | <ul style="list-style-type: none"> AD3.15 know how to compare the work of different artists, architects and / or designers | <ul style="list-style-type: none"> AD4.13 know how different artists, designers and / or architects developed their specific style | <ul style="list-style-type: none"> AD5.17 know what a specific artist, architect and / or designer is trying to achieve in any given situation | | | |
| | | | | | | | <ul style="list-style-type: none"> AD3.16 know when art is from different historical periods | <ul style="list-style-type: none"> AD4.14 know how art provides a viewpoint about the past | <ul style="list-style-type: none"> AD5.18 know why artists, designers and / or architects are / were considered influential | | |

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| | | | | | | <ul style="list-style-type: none"> AD3.17 know when art is from different cultures | | <ul style="list-style-type: none"> AD5.19 know reasons why artists, architects and designers make decisions based on cultural influences | | | |

