



# Art & Design Matrices EYFS – Year 6

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## Fossebrook Art and Design Curriculum

Fossebrook School enables pupils to become involved in, enjoy and appreciate the visual arts and discover how it can enrich their personal lives. Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially, and cognitively. We believe that every child at Fossebrook has the potential to be an artist. Across their primary years, children explore and learn that art and design plays in their own and others' lives, in contemporary life and in different times and cultures. They are taught confident and strong skills within the core elements of Fine Art: painting and drawing. During their phases, the children are also introduced to, and taught elements of, other areas of art such as: printing, textiles, 3-D sculpture, and mixed media. This provides all children with the opportunity to express themselves imaginatively, creatively and respond to the world around them artistically whilst developing their knowledge and understanding of various Art and Design elements

## Art and Design Curriculum Intent

Fossebrook's Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

## Art and Design Curriculum Implementation

Fossebrook's scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

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.

Units in each year group are organised into four core areas:

- Drawing

- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted. Creativity and independent outcomes are robustly embedded into each unit, supporting our pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Adapted guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Fossebrook Primary art and design curriculum supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art at Fossebrook is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

During each and every first half term, all pupils at Fossebrook are taught Art and Design, and then in each and every second half term, all pupils at Fossebrook are taught Design Technology.

## Art and Design Curriculum Impact

Fossebrook Primary's curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of Fossebrook Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child.

After the implementation of Fossebrook Primary's Art and design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

## Fossebrook EFYS & KS1 Art and Design Sequence of Learning

Year	Art and Design National Curriculum
EYFS	<p><b>ELG: Creating with Materials</b>            Children at the expected level of development will:            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.            Share their creations, explaining the process they have used.            Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will:            Invent, adapt and recount narratives and stories with peers and their teacher.            Sing a range of well-known nursery rhymes and songs.            Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

<p><b>Key Stage 1</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• 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</li> <li>• 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.</li> </ul>
<p><b>Key Stage 2</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>

## Fossebrook Art and Design Overview of Units

	Autumn 1	Spring 1	Summer 1
EYFS	Drawing	Painting and Mixed Media	Sculpture and 3D Creation Station
Year 1	<b>Drawing:</b> Make your mark <b>Artists:</b> Bridget Riley, Zaria Forman, Renata Bernal, Ilya Bolotowsky, Wassily Kandinsky	<b>Sculpture:</b> 3D Paper Play <b>Artists:</b> Judith Scott, Cecilia Vicuna	<b>Painting and Mixed Media:</b> Colour Splash <b>Artists:</b> Clarice Cliff
Year 2	<b>Sculpture and 3D:</b> Clay Houses <b>Artists:</b> Ranti Bam, Rachel Whiteread	<b>Craft and Design:</b> Map it Out <b>Artists:</b> Josef Albers, Matthew Cusick, Eduardo Paolozzi, Maggie Scott, Kim Soon-Im, Susan Stockwell	<b>Painting and Mixed Media:</b> Life in Colour <b>Artists:</b> Romare Bearden
Year 3	<b>Painting &amp; mixed media:</b> Prehistoric	<b>Drawing:</b> Growing artists <b>Artists:</b> Max Ernst, Carl Linnaeus, Georgia O'Keeffe, Maud Purdy	<b>Sculpture and 3D:</b> Abstract shape and Space <b>Artists:</b> Ruth Asawa, Anthony Caro
Year 4	<b>Painting &amp; mixed media:</b> Light and Dark <b>Artists:</b> Audrey Flack	<b>Drawing:</b> Power Prints <b>Artists:</b> Fernando Botero, Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat	<b>Craft and Design:</b> Fabric of Nature <b>Artists:</b> Ruth Daniels, Senanayake, Megan Carter, William Morris
Year 5	<b>Drawing:</b> I need Space <b>Artists:</b> Teis Albers, Karen Rose	<b>Painting &amp; Mixed media:</b> Portraits <b>Artists:</b> Chila Kumari Singh Burman, Nijideka Akunyili Crosby, Vincent Van Gogh, Frida Kahlo, Maggie Scott	<b>Sculpture and 3D:</b> Interactive installation <b>Artists:</b> Vai Guo-Qiang
Year 6	<b>Drawing:</b> Make my voice heard <b>Artists:</b> Dan Fenelon, Diego Rivera, Leonardo Da Vinci	<b>Sculpture &amp; 3D:</b> Making memories <b>Artists:</b> Judith Scott, Yinka Shinobare, Nicola Anthony, Louise Nevelson, Joseph Cornell	<b>Craft &amp; Design:</b> Photo opportunity <b>Artists:</b> Dereck O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman, Edward Weston

## Substantive and Disciplinary Knowledge and Concepts in Art and Design

Art and Design education is crucial in developing pupils' creative thinking, critical analysis, and appreciation of cultural heritage. The Kapow curriculum offers a structured approach to teaching Art and Design, emphasising both substantive and disciplinary concepts. Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the Art & Design Curriculum units This is the fingertip (specific) knowledge that children will learn and retain from each unit of work whereas the substantive concepts are the methods, techniques, media, materials, the formal elements and skills as well as the knowledge of artists. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective artist. Disciplinary concepts help us to ask questions such as: what is art? Why do people make art? And How do people talk about art?

## Substantive Concepts in Art and Design

At Fossebrook, we recognise that in art and design, primary school children are introduced to several key concepts. These concepts help them understand and create meaningful artworks.

The essential ideas which we focus on are:

- Shape : How are shapes used or combined? How does the combination of shapes make things look 3D?
- Form: How has the artist made flat parts of an image appear 3D, e.g. through shading?
- Space: How has the empty area around shapes been used?
- Colour: How has colour been combined and varied to create mood and reaction in the viewer?
- Pattern: How are motifs combined and what is the effect on the viewer?
- Texture: How is the feel of a piece related to the materials it is made from?
- Methods and techniques
- Media and materials

## Historical Context and Artists

Understanding the historical context of art and the contributions of various artists is fundamental. The Kapow curriculum highlights the work of notable artists such as Leonardo Da Vinci, Diego Rivera, and Edvard Munch. By studying these artists, students gain insights into different art movements, techniques, and cultural influences.

## Techniques and Mediums

The curriculum covers a wide range of artistic techniques and mediums, from drawing and painting to sculpture and 3D art. For instance, Year 6 students explore drawing techniques through the works of Dan Fenelon and Diego Rivera, while also delving into sculpture with artists like Judith Scott and Yinka Shonibare. This diversity ensures that students develop a broad skill set.



## Artistic Expression and Communication

Art is a powerful medium for self-expression and communication. The curriculum encourages students to make their voices heard through their art, as seen in projects like "Drawing: Make my voice heard." This focus helps students convey personal and societal messages through visual means.

## Disciplinary Concepts in Art and Design

### Critical Analysis and Interpretation

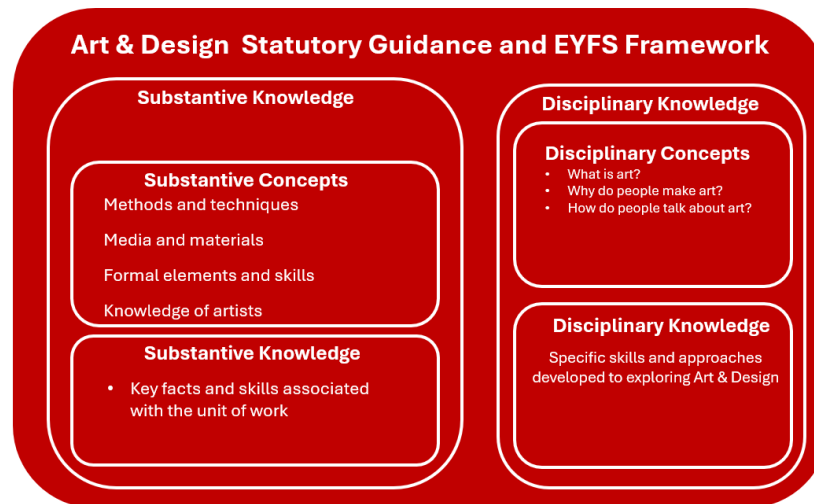
Critical analysis involves evaluating and interpreting artworks. Students are taught to analyse the formal elements of art—line, shape, colour, texture, and space. For example, Year 6 students might critically examine the intricate details in the works of Chuck Close or the emotional depth in Edvard Munch's paintings.

### Creative Process and Problem-Solving

The creative process is central to Art and Design education. Pupils engage in problem-solving as they plan, create, and refine their artworks. Projects like "Craft & Design: Photo opportunity" teach students to think creatively and adapt their techniques, inspired by artists such as Hannah Hoch and Edward Weston.

### Cultural Awareness and Appreciation

Art education fosters cultural awareness and appreciation by exposing students to diverse artistic traditions. The Kapow curriculum includes studying global artists and their cultural contexts, such as Nicola Anthony and Joseph Cornell. This approach helps students appreciate the richness of different cultures and the universality of artistic expression.



## Adapting the curriculum for pupils with SEND

Adaptive teaching takes place.

- For sensory or physically impaired pupils, art and design learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

Art and Design Disciplinary Progression					
How do people talk about art?			Why do people make art?		
Key Stage	Description	Examples of Language Used	Key Stage	Description	Examples of language used
Early Years	Children begin to describe what they see and feel in simple terms.	"This is a red circle." "I used a crayon to draw this."	Early Years	Children begin to understand that art is a way to express feelings and ideas.	"I drew this because I was happy." "She painted a rainbow because she likes colours."
Key Stage 1	Children start to use more specific art vocabulary and talk about their work and others' work.	"I used a thick brush to make these lines." "Her painting looks happy because of the bright colours."	Key Stage 1	Children start to recognize that art can tell stories and convey messages.	"This picture shows my family at the park." "He made this sculpture to show how tall the trees are."
Lower Key Stage 2	Children describe techniques and materials used, and begin to express opinions about art.	"I blended the colours with my fingers to make it smooth." "I think this sculpture looks strong because it's made of metal."	Lower Key Stage 2	Children discuss how art can represent personal experiences and emotions.	"I painted this to remember my holiday." "She drew this to show how she feels when she's excited."
Upper Key Stage 2	Children discuss the purpose and meaning of art, and how different elements are used.	"The artist used dark colours to show sadness." "I used cross-hatching to create texture in my drawing."	Upper Key Stage 2	Children explore how art can reflect cultural and historical contexts.	"This mural shows what life was like in ancient times." "He created this piece to celebrate our festival."

## EYFS Substantive Knowledge

Unit Title	Drawing: Marvellous Marks	Craft and Design: Let's Get Crafty	Sculpture and 3D: Creation Station	
<b>Substantive Concepts</b>	Methods & techniques Formal elements & skills	Media & materials Knowledge of artists	Methods & techniques Formal elements and skills	Media & materials Knowledge of artists
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• I can explore making marks with wax crayons.</li> <li>• I can investigate the marks and patterns made by different textures.</li> <li>• I can explore making marks with felt tips.</li> <li>• I can use a felt tip to make patterns.</li> <li>• I can explore making marks with chalk.</li> <li>• I can make controlled large and small movements.</li> <li>• I can compare different ways of making marks and drawing.</li> <li>• I can explore mark making using pencils.</li> <li>• I can create a simple observational drawing.</li> <li>• I can use a variety of colours and materials to create a self-portrait.</li> <li>• I can express my own self-image through art.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop scissor skills.</li> <li>• I can develop threading skills.</li> <li>• I can learn about the different ways in which we can join materials together and to practise these techniques.</li> <li>• I can learn how to fold, curl and cut paper to achieve a desired effect.</li> <li>• I can create a design for a tissue paper flower.</li> <li>• I can refine small motor skills through the use of drawing, cutting and manipulating paper.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore clay and its properties.</li> <li>• I can explore playdough and its properties.</li> <li>• I can use tools safely and with confidence.</li> <li>• I can create natural 3D landscape pictures using found objects.</li> <li>• I can generate inspiration and conversation about sculpture art and artists.</li> <li>• I can create a design for a 3D animal sculpture.</li> <li>• I can begin making a 3D clay sculpture using the designs created last lesson.</li> <li>• I can share my creation, explaining the processes they have used.</li> </ul>	

## Year 1 Substantive Knowledge

Unit Title	Drawing: Making a Mark	Sculpture & 3D: Paper Play	Painting and Mixed Media: Colour Splash
<b>Substantive Concepts</b>	<p>Methods &amp; techniques Formal elements &amp; skills</p> <p>Media &amp; materials Knowledge of artists</p>	<p>Methods &amp; techniques Formal elements and skills</p> <p>Media &amp; materials Knowledge of artists</p>	<p>Methods &amp; techniques Formal elements and skills</p> <p>Media &amp; materials Knowledge of artists</p>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Can show control in using string and chalk lines.</li> <li>• Experimenting with various mark-making techniques.</li> <li>• Drawing overlapping shapes in interesting compositions.</li> <li>• Experimenting with different media and colours.</li> <li>• Applying a range of marks to a drawing with considered choices.</li> <li>• Producing drawings that display observational skills and varied lines and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling and attaching paper tubes securely.</li> <li>• Making choices about sculpture design (colour and arrangement).</li> <li>• Shaping and arranging paper strips for 3D drawings.</li> <li>• Applying learned paper-shaping skills to sculptures.</li> <li>• Collaborating effectively with others.</li> <li>• Sustaining effort over time.</li> <li>• Painting with good technique and coverage.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming primary colours.</li> <li>• Mixing primary colours to create secondary colours.</li> <li>• Using a range of colours for printing.</li> <li>• Applying paint consistently for prints.</li> <li>• Mixing multiple shades of secondary colours.</li> <li>• Decorating with various patterns.</li> <li>• Confidently mixing and comparing secondary colours.</li> </ul>

## Year 2 Substantive Knowledge

Unit Title	Sculpture and 3D: Clay Houses		Craft and Design: Map it out		Painting and mixed media: Life in colour	
Substantive Concepts	Methods and techniques Formal elements and skills	Media and materials Knowledge of artists	Methods and techniques Formal elements and skills	Media and materials Knowledge of artists	Methods and techniques Formal elements and skills	Media and materials Knowledge of artists
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Flattening and smoothing their clay, rolling an even sausage shape and making a range of marks in their clay.</li> <li>• Making a basic pinch pot and joining at least one clay shape onto the side using the scoring and slipping technique.</li> <li>• Rolling a smooth tile surface. Joining clay shapes and making marks in the tile surface to create a pattern.</li> <li>• Drawing a house design and identifying how they plan to create the key features in clay.</li> <li>• Creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>		<ul style="list-style-type: none"> <li>• Being able to explain their choices when grouping map images. By drawing a map of their journey to school that includes some key landmarks and that uses different types of mark-making in their chosen medium.</li> <li>• With support, following the instructions to make a piece of felt that holds together and has elements of similarity to their map square.</li> <li>• Being able to make decisions about how to place the 'jigsaw' pieces to create an abstract composition. Being able to make choices about which shapes and details from their map to include in their stained glass. Cutting cellophane shapes with care and arranging them into a pleasing composition.</li> <li>• Following the process to make and print from a polystyrene tile; design a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work.</li> <li>• Following the process to make and print from a polystyrene tile; design a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work.</li> </ul>		<ul style="list-style-type: none"> <li>• Being able to name the primary and secondary colours. Talking about the colour changes they notice and making predictions about what will happen when two colours</li> <li>• Describing the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best.</li> <li>• Showing they can identify different textures in a collaged artwork. Choosing what paper to paint on and which tool to try to create a specific texture. Applying their knowledge of colour mixing to match colours effectively.</li> <li>• Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes.</li> <li>• Sharing likes and dislikes about their work and others. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out.</li> </ul>	

## Year 3 Substantive Knowledge

Unit Title	Painting and Mixed Media: Prehistoric Painting	Drawing: Growing artists	Sculpture & 3D: Abstract shape
<b>Substantive Concepts</b>	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Creating Animal Drawings in Prehistoric Style</li> <li>• Recognising the processes involved in creating prehistoric art, by creating their own animal drawing in this style.</li> <li>• Being able to use simple shapes to build initial sketches.</li> <li>• Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists.</li> <li>• Demonstrating a good understanding of colour mixing when using the natural pigments.</li> <li>• Being able to discuss the differences between prehistoric paint and modern paint.</li> <li>• Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style.</li> <li>• Making choices about equipment or paint that enable them to recreate features like bold lines.</li> <li>• Successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task</li> <li>• Scaling Up Sketches</li> <li>• Use a grid method to enlarge small sketch onto a larger surface.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating a good knowledge of different shapes, able to recognise them in objects with little support and draw them accurately. Knowing the difference between organic and geometric shapes, able to understand how this is reflected in objects. Being able to apply using simple shapes as a basis to drawing, may require support to consider the size and scale of the objects in relation to each other.</li> <li>• Able to demonstrate a sense of light and dark in their work by shading with a reasonable degree of accuracy and skill following the four shading rules. Able to shade from light to dark, blending tones smoothly, mostly gradually, without sudden changes.</li> <li>• Recognising suitable surfaces to collect a varied range of textures with a competent use of tools and willingness to experiment. Able to generate ideas mostly independently and make decisions to compose an interesting frottage picture. Can make considered cuts and tears to create their ideas and need little support.</li> <li>• Will use simple shapes to form the basis of a detailed drawing most of the time, able to add detail from good observation with little direction or prompting. Will be able to understand how to apply tone but may need a little guidance to think about where to use it.</li> <li>• Can select interesting compositions using a viewfinder. Able to draw a framed selection onto a large scale with some guidance. May need reminding to work to the edges of the paper. Willing to use a range of drawing materials and can experiment with trying out tools in an interesting way to begin to make gestural marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; making a structure that holds its 3D shape; being able to explain in simple terms the difference between 2D and 3D art.</li> <li>• Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; combining shapes together to make a free-standing sculpture; trying out more than one way to create joins between shapes.</li> <li>• Being able to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and by drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect; planning an abstract sculpture based on play equipment.</li> <li>• Showing that they have learned how to shape materials in more than one way (for example, by folding and rolling it); by choosing appropriate methods for joining elements in their sculptures; combining shapes together to make an interesting free-standing sculpture.</li> <li>• Showing that they have thought about how to improve their sculptures and made choices about what to add; being able to work cooperatively in pairs to add detail to their artwork.</li> </ul>

## Year 4 Substantive Knowledge

Unit Title	Painting and mixed media: Light and Dark	Drawing: Power Prints	Fabric of Nature
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Sharing their ideas about a painting, describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint.</li> <li>• Mixing tints and shades of their original colour and using these to make one side of a painted object appear dark and one side appear light.</li> <li>• Organising their equipment for painting, discussing their choices and their work. Applying their experience with using tints and shades to paint objects in 3D.</li> <li>• Trying out different arrangements of objects and explaining why they chose their composition. Producing a clear sketch that reflects the way their objects are arranged.</li> <li>• Showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions. Painting with care and control to make a still life with recognisable objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to create several pencil tones when shading and use these to create a simple 3D effect. Showing that they have explored different ways to hold the pencil and different pressures of the pencil on the paper to create line and tone</li> <li>• Using charcoal and rubber to show areas of light and dark in their drawings and by demonstrating an awareness of the relative size of the objects they draw</li> <li>• Being able to use scissors with care and purpose to cut out the images they want to use; by trying out more than one arrangement of the cut images to decide on their composition and being able to create contrast by using pieces of different shapes and sizes in interesting ways</li> <li>• Being able to use the tools provided to create different marks and patterns when scratching into the painted surface; showing some awareness of how to create contrast by including areas with more and less marks; creating an interesting, finished drawing based on their original composition</li> <li>• Being able to work co-operatively to create joint artwork, listening to others and compromising where necessary. Trying out something new in the way they work eg a new print technique, a new material, making something abstract when they usually choose figurative etc. Including details in their print such as contrast and pattern.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Describing objects, images and sounds with relevant subject vocabulary. Creating drawings that replicate a selected image; making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined.</li> <li>• Discussing the work and inspiration of artists using subject relevant language. Completing four drawings that are mostly different and fill the space, created with confident use of materials and tools to add colour.</li> <li>• Understanding the work of William Morris and using subject vocabulary to describe his work and style. Creating a pattern using their drawing and taking inspiration from mood boards and initial research to develop it.</li> <li>• Identifying where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design.</li> <li>• Understanding different methods of creating printed fabric in creative industries. Using sketchbooks to evaluate patterns, recognising what has worked well and what could be improved. Producing ideas to illustrate products using their designs.</li> </ul>

## Year 5 Substantive Knowledge

Unit Title	Drawing: I need Space	Painting and Mixed Media: Portraits	Sculpture and 3D: Interactive Installation
<b>Substantive Concepts</b>	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists	Methods and techniques Media and materials Formal elements and skills Knowledge of artists
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>I can explain what retrofuturism is.</li> <li>I can use simple responses and formal elements to evaluate images.</li> <li>I can provide plausible suggestions for how a piece was created.</li> <li>I can draw from various stimuli comfortably.</li> <li>I can use a range of drawing processes based on past experiences.</li> <li>I can select and place textures to create collagraph plates, supported by testing.</li> <li>I can produce drawings and visual notes to explore ideas.</li> <li>I can create clear compositions for final pieces.</li> <li>I can apply skills to make effective collagraph prints.</li> <li>I can choose tools and drawing techniques with some guidance.</li> <li>I can discuss ways to improve work and seeking support when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I can change size, shape, and placement of words for interest.</li> <li>I can try various materials and compositions for backgrounds.</li> <li>I can make decisions about drawing placement and trying multiple ideas.</li> <li>I can produce successful prints.</li> <li>I can talk about and comparing portraits using art terms.</li> <li>I can use websites as references to find key information.</li> <li>I can use art vocabulary to discuss and explain opinions on portraits.</li> <li>I can experiment with new methods to adapt photo portraits.</li> <li>I can apply skills to create self-portraits that represent personal aspects.</li> <li>I can consider the effect of material choices and composition in final pieces.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how images are grouped together.</li> <li>I can answer questions about my chosen installation with image references.</li> <li>I can demonstrate knowledge of what installation art means.</li> <li>I can evaluate installation artworks and my own work, considering scale.</li> <li>I can propose changes to create different atmospheres in the space.</li> <li>I can explore multiple options for materials and arrangement in my installation piece.</li> <li>I can explain what I have made and changes made during the process.</li> <li>I can develop plans, models, or spaces that convey a message or theme.</li> <li>I can justify material choices, item arrangement, and overall display.</li> <li>I can evaluate how to best display the installation, including lighting effects.</li> <li>I can present information about my installation in the chosen format.</li> <li>I can justify choices made to enhance the viewer experience.</li> </ul>



## Year 6 Substantive Knowledge

Unit Title	Drawing: Make My Voice Heard	Sculpture and 3D: Making Memories	Craft and Design Unit: Photo Opportunity
Substantive Concepts	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>	<p>Methods and techniques Media and materials Formal elements and skills Knowledge of artists</p>
Substantive Knowledge	<ul style="list-style-type: none"> <li>I can make relevant comparisons between different art styles.</li> <li>I can explore a range of effects with tools.</li> <li>I can create symbols that reflect likes and dislikes with minimal support.</li> <li>I can design tiles with patterns, symbols, and colours that represent them.</li> <li>I can talk about creating light and dark through drawing techniques.</li> <li>I can explain the term chiaroscuro.</li> <li>I can use chiaroscuro to create light and form in tonal drawings.</li> <li>I can examine similarities and differences between art styles.</li> <li>I can justify personal opinions about what art is.</li> <li>I can recognise how artists convey messages.</li> <li>I can review sketchbooks and creative work to develop drawn images.</li> </ul>	<ul style="list-style-type: none"> <li>I can show appreciation of different artistic styles.</li> <li>I can discuss artists' work and incorporate elements into my own work.</li> <li>I can use art to express myself (literal or symbolic).</li> <li>I can try and experiment with new ideas.</li> <li>I can represent memories using imagery, shapes, and colours (mostly literal).</li> <li>I can form plans for sculptures from initial ideas.</li> <li>I can cut shapes accurately to create 3D sculptures.</li> <li>I can select and combine appropriate materials for sculptures.</li> <li>I can identify and make improvements using appropriate tools.</li> <li>I can reflect on progress demonstrating understanding through verbal and written responses.</li> </ul>	<ul style="list-style-type: none"> <li>I know what photomontage is.</li> <li>I can select relevant images and cut with confidence and control.</li> <li>I can demonstrate knowledge of composition and understand another artist's style.</li> <li>I can choose and select options for setting up photographs.</li> <li>I can use cameras or tablets with an understanding of their functions.</li> <li>I can select props to match ideas.</li> <li>I can use the viewfinder to set up effective compositions.</li> <li>I can use software to edit images to reflect an artist's style.</li> <li>I can choose and adapt paintings to work as photographs.</li> <li>I can think about lighting and composition in photography.</li> <li>I can take focused and appropriately framed portraits.</li> <li>I can draw grids to translate photographs to drawings with correct proportions.</li> <li>I can create final paintings or drawings that show tonal differences for a photo-realistic effect.</li> </ul>