

BOSTON WEST ACADEMY

ART KNOWLEDGE PROGRESSION OVERVIEW

Sept 2021



Year 1

Use the Kapow scheme of learning, planning and videos to guide the planning and teaching of art and design.

The units within a single year group can be taught in any order. The lessons within the *Art and design skills* and *Formal elements of art* units do not need to be taught consecutively (unless numbered) x curricular art opportunities should also be planned in to enhance learning as well as following the creative strand of our Outdoor learning curriculum.

Formal elements of art [Formal elements of art KS1 lesson plans - Kapow Primary](#)

Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.

Lesson 1 shape: Abstract compositions

Lesson 2: Line 1: Exploring line

Lesson 3: Line 2: Making waves

Lesson 4: Colour 1: Making colours

Lesson 5: Colour 2: Painting with colour

Art and design skills [Art and Design Art and Craft Skills KS1 Y1 - Kapow Primary](#)

In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.

Introduction to sketchbooks

Design: Lego printing

Painting: colour mixing and craft

Craft: Printing: Great fire of London Y2 topic not to be covered in Y1

Drawing: Experimenting with media

Learning about Louis Wain

Landscapes using different media [Art and Design Collage KS1 Lessons - Kapow Primary](#)

Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside'.

Lesson 1: Composition

Lesson 2: Beach textures

Lesson 3: Shades and colours of the sea

Lesson 4: Painting over texture

Lesson 5: Beach collage

Sculpture and mixed media (Y2 unit to be taught in Y1 due to theme link)

Lesson 1 – superhero figures

Lesson 2 – drawing expressions

Lesson 3 – multimedia superheroes part 1

Lesson 4 – multimedia superheroes part 2

Lesson 5 – multimedia superheroes part 3

Drawing

Explore mark making, experiment with drawing lines and use 2D shapes to draw.

Painting

Develop skill and control when painting. Paint with expression.

Craft, design, materials and techniques

Learn a range of materials and techniques such as clay etching, printing and collage.

Sketchbooks

To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials

Evaluate and analyse own and others work

Recognise and describe key features of their own and other's work.

Describe what they feel about their work

Knowing and applying formal elements

Colour - Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.

Form - Learn about form and space through making sculptures and developing language.

Line - Use, express and experiment with line for purpose, then use appropriate language to describe lines.

Pattern- Understand patterns in nature, design and make patterns in a range of materials.

Shape -Identify, describe and use shape for purpose.

Texture- Use materials to create textures.

Tone- Understand what tone is and how to apply this to their own work.

Artists Study the work of the artists:

Beatrice Milhazes (Abstract) **Bridget Riley** (Drawing) **David Hockney** and **Vija Celmins** (Drawing) **Louis Wain** (Movement) **Kandinsky, Bernal, Bolotowsky** (Shape and Colour) **Vincent Van Gogh** (Texture) **Jasper Johns** (Painting) **Renoir, Sorolla, Kroyer** (Landscape) **Louise Bourgeois** (Sculpture)

Vocabulary

Formal elements of art - Abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary

<p>and the art of others.</p> <p>Creating original artwork</p> <p>Explore and create ideas for purposes and intentions.</p>	<p>colours, secondary colours, shape</p> <p>Art and design skills - 2D shapes, 3D shapes, contemporary, drawing mediums, narrative, printing, shade</p> <p>Landscape using different media -Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones</p> <p><u>Sculpture and mixed media</u> – blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture</p>
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<p>Year 2</p>	
<p>Use the Kapow scheme of learning, planning and videos to guide the planning and teaching of art and design. The units within a single year group can be taught in any order. The lessons withing the <i>Art and design skills</i> and <i>Formal elements of art</i> units do not need to be taught consecutively (unless numbered) x curricular art opportunities should also be planned in to enhance learning as well as following the creative strand of our Outdoor learning curriculum.</p>	
<p>Formal elements of art</p> <p>Lesson 1: Pattern repeating pattern</p> <p>Lesson 2: Texture 1 taking rubbings</p> <p>Lesson 3: Texture 2 frottage</p> <p>Lesson 4: Tone 1</p> <p>Lesson 5: Tone 2 3D colour drawings</p>	

<p>Art and design skills Craft: Printing: Great fire of London (see Y1 Art and Design skills) Introduction to sketchbooks Craft: clay Craft: weaving a picture Design: Clarice Cliff plates Shading Painting: Rollercoaster ride Learning about drawing for fun</p>	
<p>Human form Lesson 1 – Human alphabet Lesson 2 – Skulls Lesson 3 – Making faces Lesson 4 – Opie style portraits Lesson 5 – Clothes peg figures</p>	
<p>Y1 Sculptures and collages (Theme: Living things) Art and Design Sculpture and Collage Lessons KS1 Y1 - Kapow Primary On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by Louise Bourgeois. Lesson 1: snail sculptures Lesson 2: Junk model animals Lesson 3: Plant collage Lesson 4: Giant spider model part 1 Lesson 5: Giant spider model part 2</p>	
<p>Drawing Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Painting</p>	<p>Knowing and applying the formal elements</p> <p>Colour - Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Form - Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Line - Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p>

Further improve skill and control when painting. Paint with creativity and expression.

Craft, design, materials and techniques

Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.

Sketchbooks

To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.

Evaluate and analyse own and others work

Compare other's work, identifying similarities and differences.

Describe choices and preferences using the language of art.

Creating original artwork

Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.

Pattern - Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.

Shape - Compose geometric designs by adapting the work of other artists to suit their own ideas.

Texture - Identify and describe different textures. Select and use appropriate materials to create textures.

Tone - Experiment with pencils to create tone. Use tone to create form when drawing.

Artists Study the work of the artists:

Max Ernst (Frottage) **Ed Ruscha** (Shading, Tone) **Clarice Cliff** (Design) **Nancy McCrosky** (Mural) **Damien Hirst** (Drawing) **Julian Opie** (portraits) **Edwina Bridgeman** (Portraits)

Vocabualry

Formal elements of art – tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, surrealism, pop art

Art and design skills - air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone

Human form - choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism

Sculptures and collages – bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile.

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Year 3	
<p>Use the Kapow scheme of learning, planning and videos to guide the planning and teaching of art and design. The units within a single year group can be taught in any order. The lessons within the <i>Art and design skills</i> and <i>Formal elements of art</i> units do not need to be taught consecutively (unless numbered) x curricular art opportunities should also be planned in to enhance learning as well as following the creative strand of our Outdoor learning curriculum.</p>	
<p>Formal elements of art Lesson 1: Shape 1 seeing simple shapes Lesson 2: Shape 2 geometry Lesson 3: Shape 3 working with wire Lesson 4: Tone 1: The 4 rules of shading Lesson 5: Tone 2: Shading from light to dark</p>	
<p>Art and design skills Introduction to sketch books Learning about Carl Giles Painting: Tints and shades Painting: Tints and shades Christmas themed Drawing: My toy story Craft and design 1: Craft puppets Craft and design 2: sock puppets Craft and design 3: shadow puppets</p>	
<p>Prehistoric art Lesson 1: Exploring prehistoric art Lesson 2: Charcoal animals Lesson 3: Prehistoric palette Lesson 4: Painting on the cave wall Lesson 5: Hands on a cave wall</p>	

<p>Craft Lesson 1: Mood board Lesson 2: Tie-dying material Lesson 3: Paper weaving Lesson 4: Weaving other materials Lesson 5: Sewing a T-shirt</p>	
<p><u>Art Skills</u></p> <p>Drawing - Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Painting- Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Craft, design, materials and techniques - Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Sketchbooks - To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments</p> <p>Evaluate and analyse own and others work - Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>	<p>Knowing and applying the formal elements</p> <p>Colour - Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>Form - Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Line - Express and describe organic and geometric forms through different types of line.</p> <p>Pattern - Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Shape - Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Texture - Analyse and describe texture within artists' work.</p> <p>Tone - Develop skill and control when using tone. Learn and use simple shading rules.</p> <p><u>Artists</u> Study the work of the artists: Carl Giles (Drawing) , Diego Velazquez (Tone), Prehistoric Artists.</p> <p><u>Vocabulary</u></p> <p><u>Formal elements of art</u> – Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p><u>Art and design skills</u> - Puppet, shadow puppet, decorate, detail, observation, tint, shade, light and dark.</p> <p><u>Prehistoric art</u> - Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p>

<p>Reflecting on their own work in order to make improvements.</p> <p>Creating original artwork - Create personal artwork using the artwork of others to stimulate them.</p>	<p>Craft - Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>
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<p>Year 4</p>	
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<p>Formal elements of art Lesson 1: Texture charcoal mark making Lesson 2: Texture and pattern: Printing Lesson 3: Pattern 1: stamp printing Lesson 4: Pattern 2: reflection and symmetry Lesson 5: Pattern 3: flower of life</p>	
<p>Art and design skills Introduction to sketch books Design: optical illusions Design: willow pattern the Christmas story Craft: soap sculpture Painting: Paul Cezanne Drawing: Still life Learning about the work of a curator</p>	

Every picture tells a story

Lesson 1: David Hockney; my parents
Lesson 2: Paula Rego; The dance
Lesson 3: Edward Hopper; Table for ladies
Lesson 4: Pieter Bruegel: children’s games
Lesson 5: Fiona Rae

Sculpture

Lesson 1: Making maracas from recycled materials
Lesson 2: Sculpture from recycled materials (drums)
Lesson 3: Arcimboldo
Lesson 4: Sokari Douglas Camp
Lesson 5: El Anatsui

Drawing- Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.

Painting- Develop skill and control when painting. Paint with expression. Analyse painting by artists.

Craft, design, materials and techniques - Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.

Sketchbooks - Use sketchbooks for planning and refining work, to record observations and ideas and developing

Knowing and applying the formal elements

Colour - Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.

Form - Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.

Line - Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.

Pattern - Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.

Shape - Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work.

Texture - Use a range of materials to express complex textures.

Tone - Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.

<p>skill and technique.</p> <p>Evaluate and analyse own and others work - Build a more complex vocabulary when discussing your own and others' art.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p> <p>Creating original artwork - Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	<p>Artists Study the work of the artists:</p> <p>Luz Perez Ojeda, Paul Cezanne, Giorgio Morandi, David Hockney, Paula Rego, Edward Hopper, Pieter Brueghel, Fiona Rae, Giuseppe Archimboldo, Sokari Douglas, Sokari Douglas Camp, El Anatsui, Barbara Hepworth</p> <p>Vocabulary</p> <p>Formal elements of art – Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making, 2D shapes, abstract, charcoal, reflection</p> <p>Sculpture lessons- composition, contrast, crochet, optical effect, Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p>Art and design skills Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art, optical illusion, score, sequential order, thematic</p> <p>Every picture tells a story – abstract, narrative, pop art, preparatory drawing, re-enact</p>
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<p>Year 5</p>	
<p>Use the Kapow scheme of learning, planning and videos to guide the planning and teaching of art and design. The units within a single year group can be taught in any order. The lessons withing the <i>Art and design skills</i> and <i>Formal elements of art</i> units do not need to be taught consecutively (unless numbered) x curricular art opportunities should also be planned in to enhance learning as well as following the creative strand of our Outdoor learning curriculum.</p>	
<p>Formal elements of art Lesson 1: House drawing Lesson 2: House monoprints / House monoprints Christmas version</p>	

<p>Lesson 3: Hundertwasser haus Lesson 4: Be an architect Lesson 5: Monument</p>	
<p>Art and design skills Introduction to sketch books Drawing: A walking line Design: Little inventors Drawing: Picture the poet Drawing: Packaging collage 1 Painting: Packaging collage 2 Learning about how artists work</p>	
<p>Every picture tells a story Lesson 1: Clacton pigeon mural: Banksy Lesson 2: Inspired by Rorschach Lesson 3: Emojis Lesson 4: The front line John Singer Sargent (during remembrance week Term 2) Lesson 5: Magdalene Odundo</p>	
<p>Design for a purpose Lesson 1: Coat of arms Lesson 2: Designing spaces Lesson 3: Changing spaces Lesson 4: What's in a name Lesson 5: Adverts</p>	
<p><u>Art Skills</u> Drawing - Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line</p>	<p>Knowing and applying the formal elements Colour - Select and mix more complex colours to depict thoughts and feelings. Form - Further extend their ability to describe and model form in 3D using a range of materials. Line - Extend and develop a greater understanding of applying expression when using line.</p>

Painting - Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.

Craft, design, materials and techniques - Create mixed media art using found and reclaimed materials. Select materials for a purpose.

Sketchbooks - Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.

Evaluate and analyse own and others work - Develop a greater understanding of vocabulary when discussing their own and others' work.

Regularly analysing and reflecting on their intentions and choices.

Creating original artwork - Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for

Pattern - Construct patterns through various methods to develop their understanding.

Shape - Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.

Texture - Develop understanding of texture through practical making activities.

Tone - Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.

Artists Study the work of the artists:

Hundertwasser, Banksy, Andy Warhol, Rorschach, John Singer Sargent, Magdalene Odundo

Vocabulary

Formal elements of art – abstract, amphitheatre, ancient, architects, composition, cryptic, mono print, ornate, plaque, representation, shading, sketch, stadium, symbolism, temple, colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.

Art and design skills - analytical, observational drawing, annotation, collage, computer-aided design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture

Every picture tells a story – abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical, Democracy, law, rule, liberty, respect, tolerance, belief, ceramics, ceramicist.

Design for a purpose - Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point (USP), packaging, product, media, purpose, criteria, client, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban

purposes	
Year 6	
<p>Use the Kapow scheme of learning, planning and videos to guide the planning and teaching of art and design. The units within a single year group can be taught in any order. The lessons withing the <i>Art and design skills</i> and <i>Formal elements of art</i> units do not need to be taught consecutively (unless numbered) x curricular art opportunities should also be planned in to enhance learning as well as following the creative strand of our Outdoor learning curriculum.</p>	
<p>Art and design skills Introduction to sketch books Painting Impressionism Drawing zentangle patterns / Christmas themed zentangle patterns Craft: zentangle printing Design: making a hat Learning about the work of Edward Hopper</p>	
<p>Make my voice heard Lesson 1: Graffiti artist's tag Lesson 2: Kathe Kollwitz Lesson 3: Guernica 1 Pablo Picasso Lesson 4: Guernica 2 Pablo Picasso Lesson 5: Clay sculpture</p>	
<p>Photography Lesson 1: photomontage Lesson 2: Truisms Lesson 3: Macro photography Lesson 4: Self portraits Lesson 5: Expressions in photography</p>	
<p>Still life Lesson 1: Still life composition Lesson 2: Charcoal still life Lesson 3: Negative medium still life Lesson 4: Still life in colour</p>	

Drawing - Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.

Painting - Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.

Craft, design, materials and techniques - Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Sketchbooks- Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.

Evaluate and analyse own and others work- Use the language of art with greater sophistication when

Knowing and applying the formal elements

Colour - Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

Form - Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

Line - Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.

Pattern - Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

Shape - Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Texture - Understand how artists manipulate materials to create texture

Tone - Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques

Artists Study the work of the artists:

Claude Monet, William Morris, Edward Hopper, Kathe Kollwitz, Pablo Picasso, Mark Wallinger, Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch, Paul Cezanne, Jaromir Funke, Ben Nicholson

Vocabulary

Art and design skills – abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern.

Make my voice heard – abstract, chiaroscuro, composition, figurative, graffiti, parallel lines, serif, symbolism, tag

discussing own and others art.

Give reasoned evaluations of their own and others work which takes account of context and intention.

Creating original artwork- Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Photography – composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism

Still life – abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes