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|  |  **Knowledge Progression in Art and Design** |
| EYFS/REC | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| * To use and explore a variety of materials, tools and techniques
 | * to use a range of materials creatively to design and make products
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 | * Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas
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| Differentiation notes |
| Design a self-portrait using different materials – choosing the best to suit your image. | Design a simple house using a range of materials.Use images, patterns and shapes to represent the basic structure of houses  | Design a more complex building- windmill- using a range of materials.Use images, patterns and shapes to represent the more complex structure of a windmill | Children identify patterns and record through sketching children experiment with using reflection, rotation and symmetry to create their own patternsChildren evaluate their own and others’ sketch work to identify development areas  | Children sketch copies of an existing artworkChildren comment on stylistic features of existing artwork  | Children study artefacts to gather ideas through sketching about style, patterns and colourschildren generate and sketch ideas for a model | Children record, through sketching, common and key features of a genre of art  |
| * To experiment with colour design, texture, form and function
 | * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 | * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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 | * Pupils should be taught to 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.
* to improve their mastery of art and design techniques, including drawing and painting [for example, pencil, charcoal, paint]
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| Differentiation notes |
| Look at different colours in simple art work – which do they like and why?Use feel of materials to explore texture of items they want to present(e.g. bubble wrap for scales of a fish) | investigate how to make different marks using sketching pencilsuse observation to create a self portraitunderstand how artists use colour to portray emotions and moods and use themselvesUse clay to create self-portraits | Consider patterns and colours in artUse other materials (leading on from clay) to create sculpture/useful items use paint to create a layered backgroundstudy and add artistic features to make subject look more elaborate | Further consider patterns in artexplain what a pattern is and how it is madechildren experiment with stencilling techniques with a range of toolschildren use a variety of techniques to colour in their pattern | Further consider patterns in artchildren describe the colours and patternschildren copy and create their own detailed patternschildren create repeating patternschildren use a range of materials to create printed art | Further consider patterns in artchildren choose colours carefullychildren study artefacts to gather ideas about style, patterns and colourchildren follow a design to make a model using a variety of materials and techniques appropriately | Further consider patterns in artchildren identify textures, lines and shapes in different natural patternschildren choose different artist mediums to suit a purpose and analyse their effectiveness |
| * Explore an artist and their work
 | * Pupils should be taught 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.
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 | * Pupils should be taught about great artists, architects and designers in history.
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| Differentiation notes |
| Designers week |  |  | Children will study the architecture of the Egyptians including key figures in the creation of the pyramids  | Children will study the architecture of Tudor houses and how these have changed over timeChildren will study Mayan pyramids, with the knowledge of future developments in Egyptian pyramids  | Children will study the style and form of L.S.Lowry | Children will study key designers in Ancient Greece |