

ART
Knowledge Tracker for each skill Year 1 – Year 6

Craft and Design

	Start at Year A	Start at Year B
Year 1	To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work. Kapow: Map it Out	Enrichment. Weaving skills. (Wrapping, knotting, threading, weaving) Kapow: Woven Wonders.
Year 2	Enrichment. Weaving skills. (Wrapping, knotting, threading, weaving) Kapow: Woven Wonders.	To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work. Kapow: Map It Out
Year 3	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. Kapow: Egyptian Scrolls	To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect. Kapow: Fabric of Nature
Year 4	To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect. Kapow: Fabric of Nature	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. Kapow: Egyptian Scrolls
Year 5	To know the features of a camera, including the macro and normal lens functions. To know how to use a camera to create a range of different effects. To know how to manipulate a photograph and change it for specified purposes. Kapow: Photo Opportunity	To know that architects design buildings for a purpose which can be practical, aesthetic or both. To recognise how shape (2D and 3D), space, perspective and proportion can be used in a design process. To know key architectural buildings of the world and their locations and impact. Kapow: Architecture
Year 6	To know that architects design buildings for a purpose which can be practical, aesthetic or both. To recognise how shape (2D and 3D), space, perspective and proportion can be used in a design process. To know key architectural buildings of the world and their locations and impact. Kapow: Architecture	To know the features of a camera, including the macro and normal lens functions. To know how to use a camera to create a range of different effects. To know how to manipulate a photograph and change it for specified purposes. Kapow: Photo Opportunity

Painting and Mixed Media

	Start at Year A	Start at Year B
Year 1	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. Kapow: Life in Colour	To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. Kapow: Colour Splash
Year 2	To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. Kapow: Colour Splash	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. Kapow: Life In Colour

Year 3	To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that different drawing tools can create different types of lines. Kapow: Prehistoric Painting	Enrichment: To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork. Kapow: Light and Dark
Year 4	Enrichment: To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork. Kapow: Light and Dark	To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that different drawing tools can create different types of lines. Kapow: Prehistoric Painting
Year 5	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create pattern to add expressive detail and texture to art works. Kapow: Portraits	To describe the main features of a piece of art, using artistic terminology and to recognise the techniques that have been used. To be able to describe a personal response to a painting, for example, how does it make them feel? Does it remind them of anything? What is interesting and why? To begin to interpret the artist's meaning behind the piece of work and what messages are being communicated by the piece. To evaluate a piece of art – what is successful or unsuccessful in the piece and why. To be inspired by a piece of art and to use techniques to create own artwork to convey a message, feeling or meaning. Kapow: Artist Study

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Sculpture and 3D

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Year 1	To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Kapow: Paper Play	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. Kapow: Clay Houses
Year 2	To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. Kapow: Clay houses	To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Kapow: Paper Play
Year 3	Enrichment: To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show the space around and between objects. Kapow: Abstract Shape and Space	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Kapow: Mega Materials

Y e a r 4	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Kapow: Mega Materials	Enrichment: To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show the space around and between objects. Kapow: Abstract Shape and Space
Y e a r 5	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials. Kapow: Interactive Installations	Enrichment: To know that the surface textures created by different materials can help suggest form in two-dimensional art work. To know how an understanding of shape and space can support creating effective composition. To know how line is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Kapow: Making Memories.

Y e a r 6	Enrichment: To know that the surface textures created by different materials can help suggest form in two-dimensional art work. To know how an understanding of shape and space can support creating effective composition. To know how line is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Kapow: Making Memories.	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know how to create texture on different materials. Kapow: Interactive Installations
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Drawing

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Year 1	Enrichment: <u>Formal elements:</u> Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular. Shape: Patterns can be made using shapes. Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. Texture: Texture means 'what something feels like.' Texture: Different marks can be used to represent the textures of objects. Texture: Drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. <u>Making skills:</u> Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure. Recognising that shapes and marks can be refined rather than accepting the first attempt. Composing more complex drawings by combining shapes. Using shading to show light and dark areas. Using the same tool to colour/shade different tones by adjusting pressure. Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people. <u>Knowledge of artists:</u> Some artists create art to make people aware of good and bad things happening in the world around them. Artists use line and tone to show how people feel. <u>Evaluating and analysing:</u> People make art to share their feelings. People make art to explore an idea in different ways. Kapow: Understanding Tone and Texture	<u>Formal elements:</u> Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Pattern: Know lines can create patterns like zig zags and wavy lines. Texture: Know different drawing tools make different marks. Tone: Changing pressure when drawing can create light and dark tones. <u>Making skills:</u> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. <u>Knowledge of artists:</u> Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw. <u>Evaluating and analysing:</u> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Kapow: Exploring Line and Shape

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Y e a r 3	<u>Formal elements:</u> Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <u>Making skills:</u> Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Recognise more organic shapes within objects. Attempt to draw 3D forms using line and shape. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes. <u>Knowledge of artists:</u> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. <u>Evaluating and analysing:</u> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.	<u>Formal elements:</u> Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces. Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork. <u>Making skills:</u> Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. Represent geometric 3D shapes more accurately and begin to include organic forms. Use a more diverse range of marks to convey a subject's form. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion. Recognise whether something is in the foreground or background of a composition and how size can show distance. <u>Knowledge of artists:</u> Artists use drawing to plan ideas for work in different media. <u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside.
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	Kapow: Developing Drawing Skills	Artworks can fit more than one genre. Artists evaluate what they make, and talking about art is one way to do this. Kapow: Exploring Tone, Texture and Proportion
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Year 4	<u>Formal elements:</u> Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Texture: How to use texture more purposely to achieve a specific effect or to replicate different surfaces. Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork. <u>Making skills:</u> Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. Represent geometric 3D shapes more accurately and begin to include organic forms. Use a more diverse range of marks to convey a subject's form. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion. Recognise whether something is in the foreground or background of a composition and how size can show distance. <u>Knowledge of artists:</u> Artists use drawing to plan ideas for work in different media. <u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside.	<u>Formal elements:</u> Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <u>Making skills:</u> Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Recognise more organic shapes within objects. Attempt to draw 3D forms using line and shape. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes. <u>Knowledge of artists:</u> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. <u>Evaluating and analysing:</u> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.
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Y e a r 5	Enrichment: <u>Formal elements:</u> Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Texture: How to create texture on different materials. <u>Making skills:</u> Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition. Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. Identify qualities and techniques that resonate and begin to develop personal style and preferences. Refine tonal shading to show greater graduations in tone. Blend to smooth transitions in tone. Use shading techniques such as cross hatching, to create texture as well as depth. Use sketching to experiment with ideas, layout and shading. Consider balance and symmetry / asymmetry in compositions. Start using size to develop a foreground, midground and background in compositions. <u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists can choose their medium to create a particular effect on the viewer.	<u>Making skills:</u> Explore the expressive qualities of line as part of their iterative process. Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Find a point in the distance to draw from (one-point perspective). Scale drawings up or down while aiming to keep proportion. <u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. <u>Evaluating and analysing:</u> Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. Kapow: Expressing Ideas
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	<u>Evaluating and analysing:</u> People make art to express emotion. People make art to portray ideas about identity. Kapow: Depth Emotion and Movement	
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Year 6	<u>Making skills:</u> Explore the expressive qualities of line as part of their iterative process. Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Find a point in the distance to draw from (one-point perspective). Scale drawings up or down while aiming to keep proportion. <u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. <u>Evaluating and analysing:</u> Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. Kapow: Expressing Ideas	<u>Enrichment:</u> <u>Formal elements:</u> Shape: Shapes can be used to place the key elements in a composition. Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Texture: How to create texture on different materials. <u>Making skills:</u> Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition. Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. Identify qualities and techniques that resonate and begin to develop personal style and preferences. Refine tonal shading to show greater graduations in tone. Blend to smooth transitions in tone. Use shading techniques such as cross hatching, to create texture as well as depth. Use sketching to experiment with ideas, layout and shading. Consider balance and symmetry / asymmetry in compositions. Start using size to develop a foreground, midground and background in compositions. <u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists can choose their medium to create a particular effect on the viewer.
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