



At Rufford Primary School we use the Kapow Scheme of work for Art and Design. This ensures that our provision has clear progression in both knowledge and skills from Early Years up to Year 6.

# Progression of Skills: Knowledge of Artists

|                                | EYFS: Reception   | Year 1   | Year 2  |
|--------------------------------|---|--|---|
|                                | <b>Pupils know:</b>   |  |   |
| <b>Meanings</b>                | <i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>   | <ul style="list-style-type: none"> <li>Some artists are influenced by things happening around them.</li> </ul>   | <ul style="list-style-type: none"> <li>Some artists create art to make people aware of good and bad things happening in the world around them.</li> </ul>   |
| <b>Interpretations</b>         | <i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>   | <ul style="list-style-type: none"> <li>Sometimes artists concentrate on how they are making something rather than what they make.</li> <li>Artists living in different places at different times can be inspired by similar ideas or stories.</li> </ul>             | <ul style="list-style-type: none"> <li>Art can be figurative or abstract.</li> </ul>  |
| <b>Materials and processes</b> | <ul style="list-style-type: none"> <li>Artists use modelling materials like clay to recreate things from real life.</li> <li>Artists choose colours to draw or paint with.</li> <li>Artists draw many different things and use different tools to draw with.</li> <li>Sometimes artists are inspired by the seasons.</li> <li>Some art doesn't last long- it is temporary.</li> <li>Sometimes artists cut and stick photos to make new images.</li> </ul> | <ul style="list-style-type: none"> <li>Artists can use everyday materials that have been thrown away to make art.</li> <li>Artists choose materials that suit what they want to make.</li> </ul>   | <ul style="list-style-type: none"> <li>Illustrators use drawn lines to show how characters feel.</li> <li>Artists try out different combinations of collage materials to create the effect they want.</li> <li>Artists can use the same material (felt) to make 2D or 3D artworks.</li> <li>Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</li> </ul>                                   |
|                                | <b>So that they can:</b><br>See skills progression <a href="#">here</a>   |  |   |
|                                | <p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>  | <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p> | <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> |

# Progression of Skills: Knowledge of Artists

|                        | Year 3   | Year 4  | Year 5  | Year 6   |
|------------------------|--|---|---|--|
|                        | <b>Pupils know:</b>  |   |   |  |
| <b>Meanings</b>        | <ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time.</li> </ul> | <ul style="list-style-type: none"> <li>Art can communicate powerful statements about right and wrong.</li> </ul>  | <ul style="list-style-type: none"> <li>Artists are influenced by what is going on around them; for example culture, politics and technology.</li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</li> <li>How an artwork is interpreted will depend on the life experiences of the person looking at it.</li> </ul> | <ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning.</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> </ul>  |
| <b>Interpretations</b> | <ul style="list-style-type: none"> <li>The meanings we take from art made in the past are influenced by our own ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Designers can make beautiful things to try and improve people's everyday lives.</li> <li>How and where art is displayed has an effect on how people interpret it.</li> </ul> | <ul style="list-style-type: none"> <li>Artists use self-portraits to represent important things about themselves.</li> <li>Artists create works that make us question our beliefs.</li> <li>Visual designs can represent big ideas like harmony with nature or peace.</li> </ul>  | <ul style="list-style-type: none"> <li>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.</li> <li>Art can be a form of protest.</li> <li>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.</li> <li>Art sometimes creates difficult feelings when we look at it.</li> </ul> |

# Progression of Skills: Knowledge of Artists

|                                | Year 3  | Year 4  | Year 5  | Year 6   |
|--------------------------------|---|---|---|--|
|                                | <b>Pupils know:</b>   |   |   |  |
| <b>Materials and processes</b> | <ul style="list-style-type: none"> <li>Artists have different materials available to them depending on when they live in history.</li> <li>Artists can make their own tools.</li> <li>Artists experiment with different tools and materials to create texture.</li> <li>Artists can work in more than one medium.</li> <li>Artist make decisions about how their work will be displayed.</li> </ul>   | <ul style="list-style-type: none"> <li>Artists can choose particular materials to communicate a message.</li> <li>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</li> <li>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>Artists use drawing to plan ideas for work in different media.</li> </ul> | <ul style="list-style-type: none"> <li>Artists can choose their medium to create a particular effect on the viewer.</li> <li>Artists can combine materials; for example digital imagery with paint or print.</li> <li>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> <li>Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> <li>Artforms are always evolving as materials and techniques change over time.</li> </ul> |
|                                | <b>So that they can:</b>  |   |   |  |
|                                | <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>  | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>         |

See skills progression [here](#).

# Progression of Skills: Knowledge of Artists

| Theme           | EYFS: Reception   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|-----------------|---|---|--|--|--|--|---|
| Nature          | Painting and mixed media: <a href="#">Paint my world</a><br>Seasonal crafts: <a href="#">Autumn wreaths</a> , <a href="#">Suncatchers</a> |   | Painting and mixed media: <a href="#">Life in colour</a> | Drawing: <a href="#">Growing artists</a><br>Painting and mixed media: <a href="#">Prehistoric painting</a>                   | Craft and design: <a href="#">Fabric of nature</a> | Craft and design: <a href="#">Architecture</a>   |   |
| Celebration     | Seasonal crafts: <a href="#">Salt dough decorations</a> , <a href="#">Egg threading</a>   |   |  |  |  |  | Sculpture and 3D: <a href="#">Making memories</a>   |
| Sustainability  |   | Craft and design: <a href="#">Woven wonders</a> |  |  | Sculpture and 3D: <a href="#">Mega materials</a>   |  |   |
| Identity        | Drawing: <a href="#">Marvellous marks</a>   | Sculpture and 3D: <a href="#">Paper play</a>    | Painting and mixed media: <a href="#">Life in colour</a> |  | Sculpture and 3D: <a href="#">Mega materials</a>   | Drawing: <a href="#">I need space</a><br>Painting and mixed media: <a href="#">Portraits</a> | Drawing: <a href="#">Make my voice heard</a><br>Painting and mixed media: <a href="#">Artist study</a><br>Sculpture and 3D: <a href="#">Making memories</a> |
| Stories         |   |   | Drawing: <a href="#">Tell a story</a>                    | Painting and mixed media: <a href="#">Prehistoric painting</a><br>Craft and design: <a href="#">Ancient Egyptian scrolls</a> | Sculpture and 3D: <a href="#">Mega materials</a>   | Sculpture and 3D: <a href="#">Interactive installation</a>                                   | Sculpture and 3D: <a href="#">Making memories</a>   |
| Right and wrong |   |   |  |  | Sculpture and 3D: <a href="#">Mega materials</a>   |  | Drawing: <a href="#">Make my voice heard</a>  |
| Symbols         |   |   | Craft and design: <a href="#">Map it out</a>             | Craft and design: <a href="#">Ancient Egyptian scrolls</a>   |  | Drawing: <a href="#">I need space</a>  | Drawing: <a href="#">Make my voice heard</a>  |