



# Bradwell Village School



Powerful Knowledge Progression Art							
A Year Three child will come to Bradwell Village knowing:	Strand	Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing:	A KS3 child will learn:
Record and explore ideas from first-hand observation. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds	<b>Exploring and Developing Ideas using a sketchbook.</b>	<p>Explore ideas in response to stimulus, selecting from given tools and materials.</p> <p>Collect information from given sources, including from first-hand observation.</p> <p>Begin to make notes about intentions.</p>	<p>Explore ideas in response to stimulus, incorporating own selections, from given tools and materials.</p> <p>Collect information from a range of given sources including from first-hand observation.</p> <p>Annotate ideas and make links to final idea to show intentions.</p>	<p>Explore ideas in response to stimulus, incorporating own preferences and selections, from a range of tools and materials.</p> <p>Collect information from a range of given sources, including suggested first-hand observations.</p> <p>Annotate ideas making links to final idea to show individual intentions.</p>	<p>Explore ideas in response to stimulus, incorporating own preferences and selections, from a range of available tools and materials.</p> <p>Collect information from a range of given sources, including first-hand observations.</p> <p>Annotate ideas and make links to final idea to show individual intentions, linking to stimulus and artists studied.</p>	Use a sketchbook to explore ideas, gather information, research and annotate selections, in reference to intended outcome of final piece (when relevant)	How to develop a sketchbook, presenting original ideas, showing flow and development of presentation and links.
	<b>Powerful Vocabulary</b>	Stimulus, Selection, Intention Outcome, Record	Stimulus, Incorporate, Annotate	Subject specific	Subject specific		

A Year Three child will come to Bradwell Village knowing:	Strand		Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing:	A KS3 child will learn:
Experiment with a variety of media, controlling the types of marks made.	Drawing -	Shape	Draw shape and form and use lines and shades to represent observed objects	Use shading to show textures	To use shading to show texture and light	Shading to show texture light and depth	How to draw shape and form using tone, shade and texture.	Gain thorough formal and experimental drawing skills. Create accurate form with detail. Use their knowledge and understanding of proportion rules to create a very accurate shape that has effective application of a wide range of tone to add texture.
		Form	To represent a whole shape by identifying its component shapes.	Refine drawing of shapes by using proportion	One-point perspective	Two-point perspective Tonal gradation		
	Powerful Vocabulary		Shape Detail Component shape	Texture Shading Proportion Compare	Light, Shade and tint, Texture, Direction, Vanishing point, Horizon, In perspective, Distance 3 dimensional	Perspective, Distance, Light source, Shadow, Reflection Depth, 3 dimensional		
Use a variety of tools and techniques, including different brush sizes and types.	Painting		Control the application of paint using a range of tools and techniques studied.	Mixing primary colours to make secondary and tertiary colours, controlling the consistency and balance of colours.	Make tonal variations of secondary and tertiary colours, controlling the consistency and application.	Control the choice of colour application to suit a specific style.	How to use a range of tools and brushes to represent a range of styles using paint.	
	Powerful Vocabulary		Paint, Consistency, Brush control, Stroke direction, Dilute, Palette	Primary, Secondary, Tertiary, Paint application, Texture, Stipple, Impasto, Wash	Tint and tone, Primary Secondary, Tertiary, Complementary	Primary, Secondary, Tertiary Complementary, Analogous Textural qualities		

A Year Three child will come to Bradwell Village knowing:	Strand		Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing:	A KS3 child will learn:
Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work, or develop in future work.	Evaluate and analyse creative works.		Respond to the stimulus provided and be able to answer questions about the style and technique used.  Compare their own work to the work of others and discuss areas of success and areas for improvement.	Respond to the stimulus provided and be able to answer and ask questions about the style and technique used.  Compare their own work to the work of others and identify areas of success and make suggestions for improvement.	Respond to the stimulus provided and be able to answer and ask questions about the style and technique used, making individual observations.  Compare their own work to the work of others and suggest areas of success and make suggestions for improvement.	Respond to the stimulus provided and be able to answer and ask questions about the style and technique used, making more individual and independent observations.  Compare their own work to the work of others and suggest and review areas of success and make suggestions for improvement.	Use artistic language to talk about creative works, identifying style and techniques, giving preferences and making comparisons.	Develop responses to incorporate evaluation of techniques, style and purpose showing links to different artists.
	Powerful Vocabulary		Respond, Personal, Preference, Successful Style, Colour, Shape Foreground, Background		Focal point			
Look at a range of artists across a range of times and cultures for differences and similarities, verbalising their likes and dislikes.	Appreciation and knowledge of great artists	Culture	Greek pots and frescos Cave paintings	Roman mosaics and frescos	Egyptian wall art and hieroglyphs Saxon jewellery Viking prowls	Benin Plaques, masks and costumes	Know and recognise key styles and artists.	Learn how artists have used a variety of different techniques to create emotions in their work and use this information to adapt and refine their work.
		Artist	E.g. Rousseau, Warhol  Describe the work of some famous artists used for inspiration, expressing an opinion.	Van Gogh, Da Vinci, Seurat.  Describe and compare artists' work, expressing an opinion.	Hambling, Hockney, Hokusai  Describe and compare artists' work, expressing an opinion and preference to inform own work.	Lynne Taetzch Picasso Braque Munch Peter Thorpe  Describe and compare artists' work, expressing an opinion and making selections for their own work with justification		
	Powerful Vocabulary							