

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiry Questions</b>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks.</p> <p>Which colour shall I choose?</p> <p>What happens to paint when I mix it?</p> <p>Can you find the colour to match?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks. (Use Y1/2 skills)</p> <p>Why is colour important in art?</p> <p>What are the different ways food is represented in art?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks.(Use Y1/2 skills)</p> <p>How do artists make more colours?</p> <p>What are the different ways in which houses are represented in art?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks. (Use Y3/4 skills)</p> <p>How do artists use shape in art?</p> <p>Is Street Art vandalism?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks. (Use Y3/4 skills)</p> <p>How do artists create texture in art?</p> <p>What are the different ways in which buildings are represented in art?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks. (Use Y5/6 skills)</p> <p>What are the different ways in which artists use light in art?</p> <p>What are the different ways in which trees are represented in art?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>	<p>What is a sketchbook? Whole school project to reintroduce sketchbooks. (Use Y5/6 skills)</p> <p>How do artists create different effects in art?</p> <p>How is the past represented in art?</p> <p>How can we celebrate Lightmoor through the Arts? (Whole school project in the summer term)</p>
<b>Substantive Knowledge</b>	<p>Children will know how to : <u>Generate Ideas</u> Practical – knowledge about how we make art Thoughts and feelings about art. Exploring,</p>	<p>Children will know how to: <u>Generate Ideas</u> Thoughts and feelings about</p>	<p>Children will know how to: <u>Generate Ideas</u> Thoughts and feelings about art. Inventing,</p>	<p>Children will know how to: <u>Generate Ideas</u> Thoughts and feelings about</p>	<p>Children will know how to : <u>Generate Ideas</u> Thoughts and feelings about art. Inventing,</p>	<p>Children will know how to: <u>Generate Ideas</u> Thoughts and feelings about art. Inventing, describing, designing.</p>	<p>Children will know how to: <u>Generate Ideas</u> Thoughts and feelings about art. Inventing,</p>

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<p>Theoretical – knowledge of art and its history</p>	<p>playing, describing, designing. Take their ideas and try to make it/represent it.</p> <p><u>Make</u> Different types of art for different reasons. Explore a variety of materials and tools and experiment with them.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Tell you about their creation. Tell you what they were trying to do and what they liked about it.</p>	<p>art. Inventing, describing, designing. Talk about and show their own ideas in their artwork</p> <p><u>Make</u> Different types of art for different reasons. Experiment with and select the correct tools and materials appropriate to the technique.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Say what they think about their artwork and the artwork of others.</p>	<p>describing, designing. Try different activities and choose what to do next. Record their ideas using drawing.</p> <p><u>Make</u> Different types of art for different reasons. Use the skills appropriate for their year group and choose techniques deliberately for a purpose.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Express clear preferences about their artwork (and the work of others)</p>	<p>art. Inventing, describing, designing. Gather and review information, references and resources to help with their ideas. Use a sketchbook as a tool for recording observations, describing and planning their artwork.</p> <p><u>Make</u> Different types of art for different reasons. Develop the skills appropriate for their year group and choose techniques for a purpose. Explain why they chose</p>	<p>describing, designing. Select and use relevant resources, stimuli and references to help with their ideas.</p> <p>Develop their ideas in a sketchbook and plan for an outcome.</p> <p><u>Make</u> Different types of art for different reasons. Use the skills appropriate for their year group and choose techniques for a purpose. Apply these new skills to improve the quality of their work.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Reflect on their artwork and the artwork of others, giving reasons for their comments and</p>	<p>Engage in open ended research to develop their own personal ideas.</p> <p>Show in their sketchbook where they have recorded, observed, developed ideas, tested materials and planned and recorded information.</p> <p><u>Make</u> Different types of art for different reasons. Investigate new and unfamiliar materials and tools to learn new skills. Use their technical learning to make work which shows their ideas and intentions.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Analyse and reflect on what they have achieved and the quality of their work,</p>	<p>describing, designing.</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality. Show evidence in their sketchbook of how they have researched, tested, developed ideas and planned how artwork will be produced and which materials will be used.</p> <p><u>Make</u> Different types of art for different reasons. Use their technical knowledge to improve their mastery of skills. Use relevant processes in order to create successful and finished work independently.</p> <p><u>Evaluate</u> What is good? How can you make it better? Say what</p>
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			and give some reasons for them. E.g. I like that because...	particular tools and materials.  <u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like. Explain how they could improve their work or how they would do it differently next time.	identifying how to improve it.	considering how they could make improvements.	you like and don't like. Provide a reasoned evaluation of their own and others' work. Explain the context and intentions behind the work.
<b>Painting</b>	<p><u>Skills</u> Explore what happens when they mix colours. Experiment to create different textures. Manipulates materials to achieve a planned effect.</p> 	<p><u>Skills</u> <u>Colour</u> Identify primary colours by name. Mix primary and secondary shades and tones</p>  <p><u>Texture</u> Create different textures e.g.</p>	<p><u>Skills</u> <u>Colour and Texture</u> Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint</p>	<p><u>Skills</u> <u>Tone, Colour and Texture</u> Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary. Experiment with different</p>	<p><u>Skills</u> <u>Colour, tone, form and texture</u> Show increasing independence and creativity with the painting process.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to</p>	<p><u>Skills</u> <u>Form, Texture</u> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to</p>	<p><u>Skills</u> Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p>

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		<p>use of sawdust.</p> <p>Create textured paint by adding sand and plaster.</p> <p>Explore the work of Giuseppe Arcimboldo, Picasso, Seurat (artists who use colour)</p> 	<p>and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Develop the use of different brushstrokes to create desired effects.</p> <p>Explore the work of the artist Vincent Van Gogh.</p>  <p>African art, Lowry, Constable</p>	<p>effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Explore the work of Robert Delaunay</p>  <p>Sonia Delaunay, Kandinsky</p> <p>Cave Painting – mixing colours workshop Modern day cave painting –</p>	<p>to what they need for the task.</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately</p> <p>Explore the work of Egyptian artist, Alaa Awad</p>  <p>Explore cityscapes artists: Rackstraw Downes, Piet Mondrian -Broadway Boogie Woogie, Van Gogh –Café Terrace</p>	<p>what they need for the task.</p> <p>Colour</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language</p> <p>Explore the work of Balla Giacomo</p>  <p>Gainsborough, Tacita Dean, Alex Katz, Paul Nash, Peter Doig, ai Weiwei</p>	<p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition). Observe colour, tone and experiments with textures of paints.</p> <p>Explore the work of Banksy</p>  <p>Keith Haring, Subway art, Street art Digital new media – create pixel art – abstract</p>
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				Lascaux/Chauvet			
<b>Drawing</b>	<p><u>Skills</u> Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Encourage accurate drawings of People.</p>  	<p><u>Skills</u> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Develop art techniques with <u>pattern, line and space</u></p>	<p><u>Skills</u> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Develop art techniques with <u>pattern, line and space</u></p>	<p><u>Skills</u> Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, pattern and space.</p>	<p><u>Skills</u> Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line, pattern, shape and space</p>	<p><u>Skills</u> Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements line, shape and space.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Pop Art Warhol/Lichtenstein et al Big art – banners, decoration, stages sets</p>	<p><u>Skills</u></p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, form, space and shape.</p>

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<p><b>3D</b></p>	<p><u>Skills</u> Capture experiences and responses with a range of media, combining to create new effects.</p> <p>Experiment to create different textures.</p> 	<p><u>Skills</u> <u>Shape</u> Explore sculpture and experiment with, construct and join recycled, natural and man-made materials.</p>  <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p>  <p>Andy Goldsworthy / Richard Long, Agnes Denes ,</p>	<p><u>Skills</u> <u>Shape</u> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping for a variety of purposes.</p> <p>Understand the safety and basic care of materials and tools.</p>  <p>Explore the work of: Gordon Matta-Clark, Houses in Munich – Wassily Kandinsky, Richard Woods, Rachel Whiteread</p> <p><u>Form</u> Experiment with constructing and joining recycled,</p>	<p><u>Skills</u> <u>Shape</u> Plan, design and make models from observation for imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> 	<p><u>Skills</u> <u>Show an understanding of shape, space and form.</u></p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> <p>Mosaic – Gaudi, Joan Miro, Roman mosaics, Islamic art</p>	<p><u>Skills</u> <u>Form, Texture</u> Use recycled, natural and man-made materials to create sculptures.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Develop skills in using Modroc or clay.</p> <p>Produce detailed patterns and textures in a malleable media.</p> <p>Armature and clay slab – artists Degas, Barbara Hepworth, Alberto Giacometti</p> <p>Explore the work of Reza Ben Gajra to create animation videos</p>	<p><u>Skills</u> Recognise sculptural forms in the rainforest environment: trees, animals and rivers.</p> <p>Use sketchbooks to collect and record visual information from different sources and to plan how to join parts of the sculpture.</p> <p>Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Create sculpture and constructions with increasing independence.</p>
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		Robert Smithson , Mathilde Rousset	natural and manmade materials, more confidently.				Explore the work of Andokides (Ancient Greek potter), Tomoko Konno and Elisabeth Frink for sculptures.   Clay pots -coiling, pinch, carving, Ceramic Artists: Bernard Leach, Clarice Cliff
<b>Other media</b>	Straw blowing String painting Printing with objects Collage	Printmaking Marble rolling; relief, objects	Weaving techniques - Henri Matisse – transform paper into shapes, Rob Brydon, op art – Bridget Riley,	Printmaking – explore printing with found objects/ make a collagraph of a landscape (Lightmoor)	Collage Use a range of media to create collage. – soft/hard oil pastels, watercolour, card, paper, tissue rainforests in art – Artists: Henri Rousseau – jungle with lion and tiger in tropical storm surprised; compare with Jeannie Baker (collage)	Photography – photomontage investigating light/space/negative space Artists: David Hockney, Raoul Hausmann, Nancy Spero, Jesse Treece	Digital new media – create pixel art – abstract
<b>Disciplinary Knowledge</b>	Know : How to use art vocabulary to	Know: Simple characteristics	Know: How to talk about materials,	Know: How to talk about	Know: How to talk about materials, processes	Know: How to describe the process in a particular	Know: How to use technical vocabulary to show

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knowledge of how quality and value have been expressed by experts	describe what they are doing and talk about what they have made.  Know what an artist is.	of different art, craft and design tools and techniques that have been used. How to discuss the work of artists.	processes and techniques used using appropriate vocabulary. That creative works are made by people from all cultures and times.	materials, processes and techniques used using appropriate vocabulary. How to compare the work of different artists.	and techniques used using appropriate vocabulary. Which aspects of an artist's work inspired me to create my artwork?	project and how to achieve high quality outcomes. How to share their knowledge and understanding about various artists, designers and craftspeople and their cultural backgrounds and intentions.	the qualities of different materials and processes. How to describe and interpret the work, ideas and practices of different artists, craftspeople and designers.
<b>Concept threads</b>	<p><b>Formal Elements</b> : Line Shape - Tone – Colour - Pattern - Texture - Form - Composition</p> <p><b>Sources</b>: artist, craftsperson, designer or, can be poem, newspaper article – anything that inspires.</p> <p><b>Movement and Periods</b>: significant groups or periods in art that have influenced visual culture.</p> <p><b>Themes in Art</b>: Central topic, subject matter or message within the artwork.</p> <p><b>Creativity, Ideas, Imagination and Intentions</b>: using ideas and imagination to create new forms.</p> <p><b>Observation</b>: develop the artists' eye; see things that are often unseen.</p>						
<b>Outcomes</b>	<p><b>Progression Reception</b> <b>ELG: Creating with materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations,</p>	<p><b>Progression Y1</b></p> <p>Be able to mix primary colours by name and match colours. Create textured paint. Show pattern, lines and textures in my drawing. Learn a range of dry materials (pencils,</p>	<p><b>Progression Y2</b></p> <p>Mix a range of secondary colours, shades and tones. Be able to experiment with and explore brush strokes. Show different tones using pencils. Use a rolling pin and cutter and joining techniques. Use a range of techniques to</p>	<p><b>Progression Y3</b></p> <p>Mix secondary / tertiary colours and tones. Work confidently on a range of scales. E.g. thin brush on a small picture. Understand how to use light pencil marks, then a wash and then</p>	<p><b>Progression Y4</b></p> <p>Learn how to mix and match colours with increasing accuracy. Use more specific colour language, e.g. tone, tint, shade, hue. Sketch lines and shapes from first hand observation. Record patterns and colours from first hand observation.</p> <p>Use slabbing technique and</p>	<p><b>Progression Y5</b></p> <p>Be able to colour match accurately Be able to mix a full range of secondary, tertiary colours, tints and tones. Understand how to use light pencil marks, then a wash, before adding layers and detail Be able to use a range of brush strokes to achieve different effects. Work in a sustained and independent way from observation,</p>	<p><b>Progression Y6</b></p> <p>Understand how to use a range of techniques to mix dry materials and match colour. Create shades and tints using black and white. Recognise/understand the difference between marks to represent texture and marks to portray light and dark blending, layering.</p>

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	<p>explaining the process they have used</p> <p>Make sure of props and materials when role playing characters and narratives and stories.</p>	<p>pastels, chalk and charcoal.</p> <p>Make a clean print and print a repeated pattern. Be able to choose materials to print own picture and explain reasons for their choices. Create and manipulate media in a variety of ways. Use shapes to create 3-D forms. Discuss and develop ideas about how to create and attach.</p>	<p>create different textures.</p> <p>Use basic weaving techniques. Learn a range of simple sewing techniques collage with torn paper and paste</p>	<p>adding layers and detail.</p> <p>Design and make own print block based on patterns. Print using two colours. Be able to adapt and improve designs and prints. Understand how to consider and design a model from 3D perspective. Be able to apply tight bandages.</p>	<p>dragging clay to join. Learn how to pinch out and pull out clay. Explore the properties and use of charcoal. Apply basic stitching techniques (running and cross) Learn how to use a range of stitches for different purposes and functions (to hold and attach) Choose colours and textures for effect and suitable for the purpose.</p>	<p>experience and imagination. Design and make own press print block using polystyrene and wood Be able to line up and overlay print block to build up image using several colours Be able to make a precise pattern by cutting accurate print blocks Be able to make several clean prints. Be able to maintain a tidy and organised work station. Be able to create more complex shapes using scrunched, torn and plaited paper to form a human figure. Understand how to consider model from 3D perspective and adapt and improve model where necessary. Be able to apply tight bandages. Create a good quality finish to their models (smooth). Use paper to 'dress' their model.</p>	<p>To create a model by reapplying knowledge of making thumb pots, rolling and pulling out clay. Use knowledge of pattern and texture to impress designs into the figure. Revise knowledge of dragging clay to join. Revise knowledge of dragging clay to join.</p> <p>Be able to record accurately from first hand observation. Use imagination to apply skills by designing and drawing their own imaginary creature. Learn how to make fabric resist dye. Develop understanding of RESIST. Reapply sewing techniques to add design details and pattern.</p>
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<p><b>Enrichment</b></p>	<p>Whole school/Big Art projects Ironbridge Museum Cinderloo project Gas Gallery/Wolverhampton Museum visit</p>	<p>Whole school exhibition Mosaic Competition/ Ironworks sculpture centre Book theme exhibitions</p>	<p>Art Clubs Artists in Residence (new)</p>
<p><b>Reading and storytelling across Art</b></p>			
<p><b>Further Reading</b></p>	<p><b>Compilations/Non-Fiction</b></p>		
<p><b>Diversity in Art</b></p>			

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Name	Genre	Time	Nationality	Gender
Michelle Reader	Sculpture	Late 20 <sup>th</sup> C -Now	British	Female
Eduardo Paolozzi	Pop Art (founder)	20 <sup>th</sup> C. - Now	British	Male
Meeshac Gaba	Sculpture/photographer	20 <sup>th</sup> C - Now	African	Male
Deborah Jones	Neo- Renaissance/Designer	20 <sup>th</sup> C.	British	Female
Rose Wylie	Abstract/ Naive	20 <sup>th</sup> C.	British	Female
Parviz Tanavoli	Sculpture/Pop Art	20 <sup>th</sup> C. - Now	Iranian	Male
Nam June Paik	Video Art	20 <sup>th</sup> C. - Now	Korean	Male
Francis Alÿs	Photography / Contemporary	20 <sup>th</sup> C. -	Belgian	Male
Susanna Duncombe (née Susanna Highmore)	Renaissance	18 <sup>th</sup> C – 19 <sup>th</sup> C	British	Female

### **Homes Past and Present (Paintings of London)**

Name	Genre	Time	Nationality	Gender
George Hyde Pownall	Pre-Raphaelite / Impressionist	19 <sup>th</sup> -20 <sup>th</sup> C	British	Male
Claude Monet	Impressionist	19 <sup>th</sup> C	French	Male
André Derain	Fauvism (founder)	19 <sup>th</sup> -20 <sup>th</sup> C	French	Male
JMW Turner	Romantic / Printmaker	18 <sup>th</sup> -19 <sup>th</sup> C	British	Male
Patricia Clements	Contemporary	20 <sup>th</sup> C - Now	British	Female
Sara Sherwood	Abstract	20 <sup>th</sup> C - Now	British	Female

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Liz Allen	Naive	20 <sup>th</sup> C - Now	British	Female
Andre Derain	Fauvism	20 <sup>th</sup> C	French	Male
Lieve Verschuier	Dutch Golden Age	17 <sup>th</sup> C	Dutch	Male

### Castles and Palaces

Name	Genre	Time	Nationality	Gender
William of Volpiano	Architect	11 <sup>th</sup> C	Italian	Male
Jules Hardouin- Mansart	Architect	17 <sup>th</sup> -18 <sup>th</sup> C	French	Male
Jeffry Wyattville	Architect	18 <sup>th</sup> – 19 <sup>th</sup> C	British	Male
Henry Emlyn	Architect	18 <sup>th</sup> -19 <sup>th</sup> C	British	Male
Giles Downes	Architect	20 <sup>th</sup> C - Now	British	Male
Edward Blore	Architect / Agricultural Designer	18 <sup>th</sup> – 19 <sup>th</sup> C	British	Male
Anthony Salvin	Architect	18 <sup>th</sup> – 19 <sup>th</sup> C	British	Male
Hugh May	Architect	17 <sup>th</sup> C	British	Male
Edward Dalyngrigge	Architect	14 <sup>th</sup> C	British	Male
Jacopo Barozzi	Architect	16 <sup>th</sup> C	Italian	Male
Matthias of Arras	Architect	13 <sup>th</sup> -14 <sup>th</sup> C	French	Male
Peter Parler	Architect	13 <sup>th</sup> – 14 <sup>th</sup> C	German- Bohemian	Male
William Robertson	Architect	18 <sup>th</sup> -19 <sup>th</sup> C	British	Male
Eugène Viollet-le-Duc	Architect	18 <sup>th</sup> C	French	Male

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### Exploring

Name	Genre	Time	Nationality	Gender
El Anatsui	Sculptor	20thC - Now	African	Male
Aboudia Abdoulaye Diarrassouba	Contemporary	20 <sup>th</sup> C - Now	African	Male
Nnenna Okore	Abstract Sculptor	20 <sup>th</sup> C - Now	African	Female
Sokari Douglas Camp	Sculptor	20 <sup>th</sup> C - Now	African	Female
Edward Saidi Tingatinga (Tinga Tinga Art)	Modern	20 <sup>th</sup> C - Now	African	Male
African rock paintings		c. 500BC	African	
Nik sculptures		c. 500BC – 500AD	African	
African Tribal Masks				
M.F. Husain	Western Modernism / Cubism / traditional Indian	20 <sup>th</sup> C	Indian	Male
Francis Newton Souza	Progressive	20 <sup>th</sup> C	Indian	Male
Amrita Sher-Gil	Modern	20 <sup>th</sup> C	Hungarian-Indian	Female
Bharti Kher	Modern / Sculptor	20 <sup>th</sup> C - Now	British-Indian	Female
Arpita Singh	Moderist	20 <sup>th</sup> C - Now	Indian	Female
Indian Folk art			Indian	
Stephen Mopope	Mural	20 <sup>th</sup> C	Native American	Male

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Ma-Pe-Wi	Impressionist / Modernist	20 <sup>th</sup> C	Native American	Male
Woody Crumbo	Printmaker	20 <sup>th</sup> C	Native American	Male
Allan Houser	Sculptor	20 <sup>th</sup> C	Native American	Male
Pablita Velarde	Traditional	20 <sup>th</sup> C	Native American	Female
Fritz Scholder	Post Modern / Pop Art	20 <sup>th</sup> C	Native American	Male
Roxanne Swentzell	Contemporary / Sculptor	20 <sup>th</sup> C	Native American	Female
Native American symbols				

### **Ancient Egypt**

Name	Genre	Time	Nationality	Gender
Art of the Predynastic Period in Egypt	Wall Paintings / hieroglyphics	c. 6000 - c. 3150 BCE	African	
Early Dynastic	Sculpture / hieroglyphics	c. 2900–2350 BC	African	
Old Kingdom	Sculpture / Wall Paintings / Architecture / hieroglyphics	c. 2686–2181 BC	African	
First Intermediate Period	Wall paintings / hieroglyphics	c. 2181–2055 BC	African	
Middle Kingdom	Jewellery, sculpture	1975 BC to 1640 BC	African	
Second Intermediate Period/New Kingdom	Tomb Paintings / Headdresses / Bust of	c. 1570 - c. 1069 BCE	African	

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	Nefertiti / Death Mask of Tutankhamun			
Fattah Hallah Abdel	Symbolist	20 <sup>th</sup> C - Now	Russian	Female
Alaa Awad	Muralist	20 <sup>th</sup> C - Now	African	Male

### The Shang Dynasty

Name	Genre	Time	Nationality	Gender
Shang Dynasty	Mural and wall painting / calligraphy / folding fans / silk painting / pottery	1600 B.C. and 1046 B.C	Chinese	

### Stone Age and Iron Age (<https://www.theartist.me/art-movement/bronze-and-iron-age-art/>)

Name	Genre	Time	Nationality	Gender
Stone Age	Cave art / sculptures / Sgraffito /	2.2 million BC – 3,000 BC		
Iron Age	Jewellery / Totems	800 BC and ends in AD 43		
Banksy	Street / Graffiti	20 <sup>th</sup> C- Now	British	Male
Natalia Rak	Street / Graffiti	20 <sup>th</sup> C- Now	Polish	Female
Shamsia Hassani	Street / Graffiti	20 <sup>th</sup> C- Now	Afghani	Female
Minhau	Street/ Graffiti	20 <sup>th</sup> C - Now	Brazil	Male

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

### Ancient Greeks

Name	Genre	Time	Nationality	Gender
Ancient Greek	Painting / Sculptures / Pottery / architecture / Theatre masks	447 – 432 BC	Greek	
Sandro Botticelli	Renaissance	15 <sup>th</sup> C- 16 <sup>th</sup> C	Italian	Male
Walter Crane	Art Nouveau	19 <sup>th</sup> C– 20 <sup>th</sup> C	British	Male
İzzet Senemoğlu	Architect	20 <sup>th</sup> C - Now	Turkish	Male

### Ancient Romans

Name	Genre	Time	Nationality	Gender
Ancient Romans	Sculpture / Mosaic / architecture / wall painting / Frescoes	753BC – 476 BC	Italian	Male
Raffaello Sanzio da Urbino	Architect / High Renaissance	15 <sup>th</sup> – 16 <sup>th</sup> C.	Italian	Male
Iaia of Cyzicus	Painter / engraver	116–27 BC	Turkish	Female

### Vikings and Anglo Saxons

Name	Genre	Time	Nationality	Gender
Norse Art	Engraving / Styles of art: Oseberg, Borre, Jellinge, Mammen, Ringerike, Urnes, Early Urnes, Mid-	8th-11th		

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

	Urnes, Late Urnes, Urnes-Romanesque			
Viking	Architecture	8th-11th	Scandinavian	
Elmgreen and Dragset	Sculpture / architecture	20 <sup>th</sup> C - Now	Danish-Norwegian	Male
Edvard Munch	Expressionism	19 <sup>th</sup> -20 <sup>th</sup> C	Norwegian	Male
Olafur Eliasson	Photographic / technological /architecture	20 <sup>th</sup> C - Now	Danish Icelandic	Male
Peder Balke	Romanticism	19 <sup>th</sup> C	Norwegian	Male
Nikolai Astrup	Neo-romanticism	19 <sup>th</sup> – 20 <sup>th</sup> C	Norwegian	Male

### **The Victorians**

Name	Genre	Time	Nationality	Gender
William Morris	Modern (Fantasy) / Textile	19 <sup>th</sup> C	British	Male
LS Lowry	Naïve	20 <sup>th</sup> C	British	Male
Marie Spartali Stillman	Pre-Raphaelites	19 <sup>th</sup> C	British-Cypriot (Greek)	Female
Evelyn De Morgan	Renaissance / Sculpture	19 <sup>th</sup> – 20 <sup>th</sup> C	British	Female
Georgiana Burne-Jones	Arts and Crafts Movement / Aestheticism	19 <sup>th</sup> /20 <sup>th</sup> C	British	Female
Architecture	Arts and Crafts Movement / Classical / Gothic Revival	19 <sup>th</sup> C	British	
Rene McIntosh	Architect	19 <sup>th</sup> -20 <sup>th</sup> C	British	Male
Arthur George Walker	Sculpture	19 <sup>th</sup> -20 <sup>th</sup> C	British	Male
Charles Bell Birch	Sculpture	19 <sup>th</sup> C.	British	Male

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

### The World at War

Name	Genre	Time	Nationality	Gender
Paul Nash	Surrealist	20th C.	British	Male
Edward Ardizzone	Illustrator / Printmaker	20 <sup>th</sup> C	Italian-English	Male
Edith Birkin née Hofmann	Expressionism	20 <sup>th</sup> C	Czech	Female
Stanislawa De Karłowska	Post-impressionist	19 <sup>th</sup> - 20 <sup>th</sup> C	Polish	Female
Gehard Demetz	Sculpture	20 <sup>th</sup> C - Now	Italian	Male
Marie Uchytlová	Sculpture	20 <sup>th</sup> C - Now	Czech	Male
Erich Mendelsohn	Architect	19 <sup>th</sup> -20 <sup>th</sup> C	German	Male
El Lissitzky	Architect	19 <sup>th</sup> – 20 <sup>th</sup> C	Russian	Male

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

<b>Key Vocabulary</b>	<b>Drawing</b>	<b>Painting</b>	<b>3D</b>	<b>Collage</b>	<b>Print</b>	<b>Photography</b>	<b>Textiles</b>
Delicate, simple, bold, thick, thin, subtle, contrasting, dramatic, rough, fine, smooth, uneven, vibrant, colourful, bright, dark, simple, complex, modern, abstract, busy, plain, engaging, boring	crayons, pastels, chalk, charcoal, ink, paper, dry media, straight, sharp, smooth, thick, thin, wavy	paint, colour, primary colours, mixing, warm, cool, paintbrush	clay, form, tone, line, texture, shape	pattern, repeated pattern, random, scissors, glue, fabric, cardboard	Pattern, repeated pattern, Random pattern, wavy, straight, thick, thin	Lens, zoom, light, dark, exposure, aperture	fabric, dye, weave, quilt, sew, stitch, running stitch, back stitch, cross stitch
<b>KS1 Vocabulary</b>							
<b>Composition</b>	<b>Colour</b>	<b>Texture</b>	<b>Mood</b>	<b>Line</b>	<b>Shape</b>	<b>Tone</b>	
symmetrical asymmetrical calm still complex peaceful irregular balance geometric place distant near scale size space proportion	bright pure vivid strong dramatic vibrant intense powerful primary secondary dull delicate gloomy faded gentle blend	uneven bumpy rough jagged gritty grainy smooth plain soft glossy cross-hatching fine flat brushstroke dull delicate	cheerful joyful vibrant lively positive sad moody gloomy miserable negative soothing calming restful peaceful gentle mysterious	angular broken confident faint flowing fluent free hesitant scribble woolly rhythm fine thick heavy solid sketched	geometric organic angular body form model mould precise rough sculpt sharp jagged sharp man-made rounded curved	Light dark deep heavy strong pale faded bright contrast smooth value lightness darkness	

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

foreground middle ground background scale angle repeat	cold & warm deep neutral mixed tint tone opaque complementary transparent shade value translucent		delicate disturbing exciting expressive fresh humorous		natural irregular & regular overlapping floating perspective enlarge aerial view pointed 3D 2D		
<b>KS2 Vocabulary</b>							
<b>Composition</b>	<b>Colour</b>	<b>Texture</b>	<b>Mood</b>	<b>Line</b>	<b>Shape</b>	<b>Tone</b>	
symmetrical asymmetrical calm still complex peaceful precise irregular off-center lively energetic balance active geometric blurred confused harmony distant near perspective	bright pure vivid strong dramatic vibrant intense powerful primary secondary tertiary intermediate dull delicate gloomy faded gentle blend clash cold & warm	uneven bumpy rough jagged coarse gritty grainy smooth plain soft glossy silky cross-hatching fine flat brushstroke glaze dull delicate	cheerful joyful vibrant lively positive sad moody gloomy miserable negative soothing calming restful peaceful gentle sinister mysterious alive delicate disturbing	angular broken confident faint flowing fluent free hesitant scribble sweeping woolly rhythm fine thick heavy solid sketched	geometric organic angular body figure conical form model mould precise rough sculpt sharp uniform jagged sharp man-made rounded curved natural	light dark mid-tone deep heavy rich strong pale faded bright contrast crisp fair harsh smooth value emotion range shade	

## Lightmoor Village Primary School Progression of Knowledge and Skills in Art and Design

plane proportion foreground middle ground background scale viewfinder angle repetition variation	deep neutral mixed tint tone opaque complementary transparent shade value translucent		exciting expressive fresh humorous imposing nostalgic		irregular & regular overlapping floating perspective enlarge aerial view pointed 3D 2D asymmetrical		
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