

## EDWALTON KNOWLEDGE PROGRESSION DOCUMENT– Art & Design

Features				
<ul style="list-style-type: none"> <li>At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> </ul>				
<ul style="list-style-type: none"> <li>At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:                             <ul style="list-style-type: none"> <li>Use colour, pattern, texture, line, form, space and shape</li> <li>Drawing (including using different materials)</li> <li>Painting (including using different materials)</li> <li>Sculpture (including using different materials)</li> <li>Range of artists, craft makers and designers</li> </ul> </li> <li>These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups (with the exception of using sketchbooks which starts at KS2 in the NC)</li> </ul>				
<ul style="list-style-type: none"> <li>At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:                             <ul style="list-style-type: none"> <li>Use colour, pattern, texture, line, form, space and shape</li> <li>Drawing (including using different materials)</li> <li>Painting (including using different materials)</li> <li>Sculpture (including using different materials)</li> <li>Using sketchbooks</li> <li>Study of great artists, architects and designers</li> </ul> </li> <li>These strands have been chosen as they reflect the National Curriculum content and enable progression to be shown across all the year groups (with the exception of using sketchbooks which starts at KS2 in the NC)</li> </ul>				
<ul style="list-style-type: none"> <li>Skills are dependent on specific knowledge. skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.</li> </ul>				
<ul style="list-style-type: none"> <li>These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>				
<ul style="list-style-type: none"> <li>When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for art for their age group.</li> </ul>				
Early Years Framework				
Early Years	Early Years Statutory Framework: Educational Programme Expressive Arts and Design	Early Learning Goal Creating with Materials	Early Learning Goal Fine Motor Skills	Early Learning Goal Past and Present
	<p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p>	<ul style="list-style-type: none"> <li><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</i></li> <li><i>Share their creations, explaining the process they have used;</i></li> <li><i>Make use of props and materials when role playing characters in narratives and stories.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></li> <li><i>Use a range of small tools, including scissors, paint brushes and cutlery</i></li> <li><i>Begin to show accuracy and care when drawing.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Talk about the lives of the people around them and their roles in society</i></li> <li><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></li> </ul>

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National Curriculum Subject Content						
Strand	Use colour, pattern, texture, line, form, space and shape	Drawing (including using different materials)	Painting (including using different materials)	Sculpture (including using different materials)	Range of artists, crafter makers and designers	
Key Stage 1	<ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>Study 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</li> </ul>	
Strand	Use colour, pattern, texture, line, form, space and shape	Drawing (including different materials)	Painting (including different materials)	Sculpture (including different materials)	Using Sketchbooks	Study of great artists, architects and designers
Key Stage 2	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>Taught about great artists, architects and designers in history</li> </ul>

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Strand	Year 7
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> <li>know how to hold a pencil demonstrating, using a developmentally appropriate grip</li> <li>know how to effectively make marks on paper</li> <li>know how to use closed shapes with continuous lines</li> <li>know and practice a range of gross motor movements that support the mechanics of drawing</li> </ul>	<ul style="list-style-type: none"> <li>know how to use anti-clockwise movements</li> <li>know how to retrace lines on their own artwork</li> <li>know how to hold a pencil using the tripod grip</li> <li>know how to apply pressure to create different effects</li> <li>know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing</li> </ul>	<ul style="list-style-type: none"> <li>know and use lines and geometric shapes to create individual artwork</li> <li>know how lines can take different forms (e.g. curved, wavy, zigzag)</li> </ul>	<ul style="list-style-type: none"> <li>know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork</li> <li>know how to use fine and broad media to develop control of line, shape and pattern</li> </ul> <p>(London artwork)</p>	Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> <li>know how to use line, tint, tone, shape, form and colour to create a sense of dimension</li> </ul>	<ul style="list-style-type: none"> <li>know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork</li> </ul> <p>(Movement in Greek artwork)</p>	<ul style="list-style-type: none"> <li>know how to use form to create the illusion of 3 dimensional art</li> </ul>	<ul style="list-style-type: none"> <li>AD6.1 know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (including digital art)</li> </ul>	Range of materials, increased proficiency, analysis and evaluation	<ul style="list-style-type: none"> <li>colour symbolism and connotations</li> </ul>
		<ul style="list-style-type: none"> <li>know how to use the space available to make choices in their drawings</li> </ul>		<ul style="list-style-type: none"> <li>know how to explore and use space for effect in individual artwork</li> </ul> <p>(Joan Miro-linked to farm)</p>		<ul style="list-style-type: none"> <li>know how to create a sense of proportion in their own artwork</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce artwork using increasingly accurate proportion and scale</li> </ul>	<ul style="list-style-type: none"> <li>know how to create perspective in art using one point of perspective</li> </ul>	<ul style="list-style-type: none"> <li>know how to create perspective in art using two points of perspective</li> </ul>		

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		<ul style="list-style-type: none"> <li>know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing)</li> <li>know how to create a simple pattern</li> </ul>	<ul style="list-style-type: none"> <li>know how to create rubbings (e.g. from a textured surface)</li> <li>know how to create a repeating pattern (for example in print)</li> </ul>	<ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul> <p><b>(Woodland animals-linked to woods)</b></p>				<ul style="list-style-type: none"> <li>know how to create a surface pattern by repeat printing a motif or simulate a repeating pattern (potentially using digital technology)</li> <li>know and identify natural and manmade patterns</li> </ul>	<ul style="list-style-type: none"> <li>know how to over print to create patterns</li> </ul>		
						<ul style="list-style-type: none"> <li>know about contrasting and complimentary colours via the creation of a colour wheel</li> </ul>		<ul style="list-style-type: none"> <li>to select colours to create mood</li> </ul>			
<b>Drawing (including using different materials)</b>	<ul style="list-style-type: none"> <li>know how to represent a person</li> <li>know how to use drawing to represent ideas</li> <li>know that drawing communicates meaning</li> </ul>	<ul style="list-style-type: none"> <li>know how to draw a person including facial features</li> <li>know how to draw a detailed figure taking shape, form and perspective into consideration</li> <li>know how to use drawing to</li> </ul>	<ul style="list-style-type: none"> <li>know how to use drawing to develop and share ideas using a range of different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce drawings based on experiences or imagination using a range of different materials (for example pencil, charcoal, ink)</li> </ul>	<b>Drawing (including using different materials)</b>	<ul style="list-style-type: none"> <li>know how to produce drawings with increasing control, experimenting with different materials (for example pencil, charcoal, ink)</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce drawings with increased control and accuracy, experimenting with different materials (for example pencil, charcoal, ink)</li> </ul> <p><b>(Volcano artwork)</b></p>	<ul style="list-style-type: none"> <li>know how to produce drawings with control, accuracy and close observation, experimenting with different materials (for example pencil, charcoal, ink)</li> </ul>	<ul style="list-style-type: none"> <li>know how to draw with precision using previous taught techniques, using different gradient pencils or other materials for effect</li> </ul>	<b>Range of materials, increased proficiency, analysis and evaluation</b>	<ul style="list-style-type: none"> <li>explore and investigate a range of materials, techniques and processes.</li> <li>drawing methods, mark making &amp; tonal values with a range of materials, techniques and processes</li> <li>further develop,</li> </ul>

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		communicate and express ideas and feelings <ul style="list-style-type: none"> <li>know and understand the term observational drawing</li> <li>know what is good about their drawing</li> </ul>									broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art
			<ul style="list-style-type: none"> <li>know how to experiment with pencils to create lines of different thickness in drawings</li> </ul>	<ul style="list-style-type: none"> <li>know how to use pencil to create different tones</li> </ul>		<ul style="list-style-type: none"> <li>know how to use different grades of pencil to shade and to show different tones and textures</li> <li>know how to investigate light and dark using shading</li> </ul>	<ul style="list-style-type: none"> <li>know how to use shading to convey shape depth (for example in a landscape)</li> </ul>				<ul style="list-style-type: none"> <li>increasing control with drawing, painting and sculpture with adventurous development, using an increasing variety of tools to create specific effects.</li> </ul>
				<ul style="list-style-type: none"> <li>know and practice basic drawing techniques (for example stippling and blending)</li> </ul>		<ul style="list-style-type: none"> <li>know how to use shading techniques effectively to create atmosphere and shadow</li> </ul>	<ul style="list-style-type: none"> <li>know how to develop further a range of drawing techniques (for example, hatching, cross-hatching, smudging, accent lines)</li> </ul>	know how to use previously taught drawing techniques to create mood			<ul style="list-style-type: none"> <li>emphasis on refinement and quality of finish</li> </ul> <p>critically and technically analyse and evaluate their own and others</p>

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							(Volcano artwork)				work, identify key features, make comparisons and use this information to inform developments
											<ul style="list-style-type: none"> <li>develop and use creative, critical and technical language, using quality talk and speaking like an artist.</li> </ul>
<b>Painting (including using different materials)</b>	<ul style="list-style-type: none"> <li>know paint can be used to capture known experiences</li> </ul>	<ul style="list-style-type: none"> <li>know that paint can be used to capture imagination</li> </ul>	<ul style="list-style-type: none"> <li>know how to use painting to develop and share ideas, using a range of different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce paintings based on experiences or imagination, using a range of different materials</li> </ul>	<b>Painting (including using different materials)</b>	<ul style="list-style-type: none"> <li>know how to produce paintings with increasing control, experimenting with different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce paintings with increased control and accuracy, experimenting with different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce paintings with control, accuracy and close observation, experimenting with different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to make inventive choices as to paint type and technique to create a desired outcome</li> </ul>	<b>Range of materials, increased proficiency, analysis and evaluation</b>	<ul style="list-style-type: none"> <li>explore and investigate a range of materials, techniques and processes.</li> <li>colour mixing methods with a range of materials, techniques and processes</li> </ul>
	<ul style="list-style-type: none"> <li>know the names of all primary colours</li> <li>know how to explore colour mixing to create different colours.</li> </ul>	<ul style="list-style-type: none"> <li>know how to select colour for purpose</li> <li>know the names of all primary and a wider range of secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>know the names of all primary and secondary colours and how to mix all secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>know how to mix primary and secondary colours to create an increasing number of tertiary colours (e.g. turquoise,</li> </ul>			<ul style="list-style-type: none"> <li>know how to use watercolour to use different types of paints to produce washes for backgrounds and add</li> </ul>	<ul style="list-style-type: none"> <li>know and explore wash and transparency, marks and strokes when painting</li> </ul>			<ul style="list-style-type: none"> <li>Further develop, broaden and extend skills, knowledge and understanding of materials, techniques and</li> </ul>

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		<ul style="list-style-type: none"> <li>know how to mix paint to create secondary colours.</li> <li>know how to use paint to lighten or darken a colour</li> </ul>		violet, indigo, crimson <ul style="list-style-type: none"> <li>know how to create brown with paint</li> <li>know how to create tints with paint by adding white</li> <li>know how to create tones with paint by adding black</li> </ul>			detail (for example water colours, inks)  <b>(turtle artwork)</b>				processes through the key processes of Art <ul style="list-style-type: none"> <li>increasing control with drawing, painting and sculpture with adventurous development , using an increasing variety of tools to create specific effects.</li> </ul>
	<ul style="list-style-type: none"> <li>know that different resources can be used for painting</li> </ul>	<ul style="list-style-type: none"> <li>know how to use a paintbrush to create a desired effect</li> <li>ADR.20 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers)</li> </ul>	know how to use a variety of tools when painting with increasing control (e.g. brush, sponges, fingers, hands, sticks, sponge rollers)			<ul style="list-style-type: none"> <li>know how to experiment with different types of brush for a purpose</li> </ul>		<ul style="list-style-type: none"> <li>know and experiment with a variety of tools (other than paint brushes) to create effects in painting</li> </ul>			<ul style="list-style-type: none"> <li>emphasis on refinement and quality of finish</li> <li>critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments</li> </ul>
				know how to begin to use a range of painting techniques such as dotting, scratching and splashing		<ul style="list-style-type: none"> <li>know how to use and develop a greater range of painting techniques</li> </ul>		<ul style="list-style-type: none"> <li>know how to develop layers in paintings (for example through the use of acrylics)</li> <li>know and experiment with how to add texture to a painting (for example through the</li> </ul>			<ul style="list-style-type: none"> <li>develop and use creative, critical and technical language, using quality</li> </ul>

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								inclusion of sand)			talk and speaking like an artist
<b>Sculpture (including using different materials)</b>	<ul style="list-style-type: none"> <li>know how to explore and select materials, expressing their own ideas</li> <li>know how to make snips in paper using scissors</li> <li>know how to select one-handed tools for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>know how to effectively and safely use simple tools to change materials</li> <li>know how to use and experiment with a variety of materials and techniques</li> <li>know how to manipulate materials to create a desired outcome</li> <li>know how to select and explain their choice of materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to use sculpture for a purpose and to develop and share ideas, using a range of different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to use own experiences and imagination to create a simple sculpture for a purpose using a range of materials</li> </ul>	<b>Sculpture (including using different materials)</b>	<ul style="list-style-type: none"> <li>know how to produce sculpture with increasing control and purpose, experimenting with different materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce sculpture with increased control and accuracy, experimenting with different materials  (Greek pots)</li> </ul>	<ul style="list-style-type: none"> <li>know how to produce sculptures with control, accuracy and close observation, experimenting with different materials (including natural versus manmade)</li> </ul>	<ul style="list-style-type: none"> <li>know how to combine techniques and different materials, according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mache etc)</li> </ul>	<b>Range of materials, increased proficiency, analysis and evaluation</b>	<ul style="list-style-type: none"> <li>explore and investigate a range of materials, techniques and processes.</li> <li>further develop, broaden and extend skills, knowledge and understanding of materials, techniques and processes through the key processes of Art</li> <li>increasing control with drawing, painting and</li> </ul>



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	<ul style="list-style-type: none"> <li>know how to make snips in paper using scissors</li> <li>know how to use a rolling pin to alter the appearance of malleable materials</li> </ul>	<ul style="list-style-type: none"> <li>know how to select, cut, assemble, tear, stick and collage different materials</li> <li>know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough)</li> </ul>	<ul style="list-style-type: none"> <li>know how to cut, roll and coil materials</li> <li>know how to select, cut, assemble, tear, stick and collage different materials, with increasing confidence</li> <li>know why we manipulate malleable materials to create a particular effect</li> </ul>	<ul style="list-style-type: none"> <li>know how to make simple joins when creating a sculpture (for example how to use 'slip' when making joins in clay)</li> </ul>		<ul style="list-style-type: none"> <li>know how to use techniques to create a sculpture (for example, coiling, pinching, slab construction etc)</li> </ul>	<ul style="list-style-type: none"> <li>know further joining techniques (for example fold, insert, slot, tie, wrap, tabs)</li> </ul>	<ul style="list-style-type: none"> <li>know how to develop further techniques to create a sculpture (for example, carving, modelling, casting, constructing etc)</li> </ul>	<p>know how to join different materials both for strength and aesthetics</p>		<p>sculpture with adventurous development , using an increasing variety of tools to create specific effects.</p> <ul style="list-style-type: none"> <li>emphasis on refinement and quality of finish</li> <li>critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform developments</li> <li>develop and use creative, critical and technical language, using quality talk and speaking like an artist</li> </ul>
			<ul style="list-style-type: none"> <li>know how to manipulate malleable materials in a variety of ways including rolling, pinching and kneading</li> </ul>	<ul style="list-style-type: none"> <li>know how to use simple tools when producing a sculpture</li> </ul>			<ul style="list-style-type: none"> <li>know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools</li> </ul> <p><b>(Greek pots)</b></p>				

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					<b>Using Sketchbooks</b>	<ul style="list-style-type: none"> <li>know how to use a sketchbook to record basic observations to inform a final piece of art using different tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>know how to use sketchbooks to collate ideas from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs , sketches etc)</li> </ul> <p><b>(turtle artwork)</b></p>	<ul style="list-style-type: none"> <li>know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork</li> </ul>	<ul style="list-style-type: none"> <li>know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these</li> </ul>	<b>Recording observations</b>	<ul style="list-style-type: none"> <li>draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, communicate in order to support the creative design process.</li> <li>create sketchbooks and methods of recording to generate, develop, research and record observations and use them to review and revisit ideas.</li> </ul>
									<ul style="list-style-type: none"> <li>know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork</li> <li>know and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks</li> </ul>		

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Range of artists, craft makers and designers	<ul style="list-style-type: none"><li>• know what an artist is</li><li>• know artists who are in the local community</li><li>• know how to create a piece of artwork</li></ul>	<ul style="list-style-type: none"><li>• know how to explore and discuss artwork from the past and present</li><li>• know how to create a representation of famous artwork</li><li>• know who artists are within the local community and wider world and how they inspire others</li></ul>	<ul style="list-style-type: none"><li>• know how to describe what can be seen and give an opinion about the work of an artist, craft maker and / or designer</li></ul>	<ul style="list-style-type: none"><li>• know how artists, craft makers and/or designers have used colour, pattern and shape</li></ul>	Study of great artists, architects and designers	<ul style="list-style-type: none"><li>• know and identify the techniques used by different artists, architects and / or designers</li></ul>	<ul style="list-style-type: none"><li>• know and experiment with the styles used by other artists, architects and / or designers</li></ul>	<ul style="list-style-type: none"><li>• know how to research the work of an artist, architect and / or designer and use their work to replicate a style</li></ul>	<ul style="list-style-type: none"><li>• know and explain how their own artwork has been influenced by a famous artist, architect and or designer</li><li>• know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey</li></ul>	History of Art	<ul style="list-style-type: none"><li>• know about art, craft and design of different periods and cultures, understanding the development of the work, the context of the artists, as well as the historical, political, spiritual, cultural, social, moral, environmental context(s) in which the work(s) was, were or are created.</li><li>• know the relationship to the creative Industries</li></ul>
		<ul style="list-style-type: none"><li>• know the similarities between artists and illustrators</li></ul>	<ul style="list-style-type: none"><li>• know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer</li></ul>	<ul style="list-style-type: none"><li>• know how to create a piece of art in response to the work of another artist, craft maker and / or designer</li></ul>		<ul style="list-style-type: none"><li>• know how to compare the work of different artists, architects and / or designers</li></ul>	<ul style="list-style-type: none"><li>• know how different artists, designers and / or architects developed their specific style</li></ul>	<ul style="list-style-type: none"><li>• know what a specific artist, architect and / or designer is trying to achieve in any given situation</li></ul>			
							<ul style="list-style-type: none"><li>• know when art is from different historical periods</li></ul>	<ul style="list-style-type: none"><li>• know how art provides a viewpoint about the past</li></ul> <p>(Greek pots)</p>	<ul style="list-style-type: none"><li>• know why artists, designers and / or architects are / were considered influential</li></ul>		

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Strand	Year 7
						<ul style="list-style-type: none"><li>• know when art is from different cultures</li></ul>		<ul style="list-style-type: none"><li>• know reasons why artists, architects and designers make decisions based on cultural influences</li></ul>			