



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Art and The Bramble Academy	
Intent statement:	Intent: At The Bramble Academy we believe that art is a vital part of children's education, with children having the opportunity to develop a range of skills and knowledge throughout their art journey in school, allowing children to discover a lifelong interest and talent in this area. The art curriculum will develop children's artistic abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, space, texture, colour, value, shape, form) will be developed by providing a curriculum which will enable children to reach their full potential. Strong cross curricular links have been made to ensure children can apply knowledge and deepen understanding through the context of art.
Substantive knowledge in Art:	Substantive Knowledge is the development of the formal elements (line, space, texture, shape, colour, form, value) by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers. The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. Substantive knowledge is also the knowledge of known artists, their style and period of art.
Disciplinary knowledge in Art:	Disciplinary knowledge is creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.
Vocabulary:	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum in order to ensure vocabulary is both progressive and ambitious.



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART		
EYFS- Nursery		
Substantive Knowledge		
Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art plays a huge part in everyday life and provision in Nursery and Reception and links are made throughout the others areas of development.		
Painting: - Use pre-made paints - Can name primary colours. - Mix primary colours - Explore mixing primary colours to make secondary colours - Hold paint brush in palm of hand to make marks - Start to use thinner paint brush to add detail to painting	Drawing: - Make marks - Draw circles and lines - Draw faces with features and give meaning to marks - Draw 'potato people' - Draw things that they observe - Draw simple things from memory	Collage: - Use glue sticks to join - Use glue and spatulas to join items with support - Explore different materials freely - Create a model with one texture
Sculpture: - Builds towers by stacking objects - Builds walls to create enclosing spaces. - Build simple models using a variety of resources - Explores clay/ playdoh using fingers - Makes marks in clay/ playdoh - Manipulates clay/playdoh- roll, cut, squash, pinch, twist	Role-play: - Play with familiar small world equipment like animals, dolls etc - Use own experiences to develop storyline	Printing: - Print with large blocks and sponges - Print using a range of materials
Vocabulary: Colour names, mix, paint brush, sponge, print, paint, draw, stick, join, roll, squash, twist, shapes, build, stack		

Sequence of Knowledge - ART		
EYFS- Reception		
Substantive Knowledge		
Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art plays a huge part in everyday life and provision in Nursery and Reception, and links are made throughout the others areas of development.		
Painting: - Mix primary colours to make secondary - Add white or black paint to alter tint or shade - Colour matching to a specific colour and shade	Drawing: - Draw people with increasing detail e.g limbs and features - Draw from memory in more detail	Collage: - Use glue sticks and glue spatula's independently - Join items with masking tape - Join is a variety of ways independently



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

• Use a thin paint brush to add detail • Hold a paint brush with a tripod grip •	• Begin to draw self-portraits landscapes and buildings	
Sculpture: • Build simple models in a variety of ways • Builds models to replicate those in real life • Make a model using clay/playdoh	Role-play: • Use experiences and learnt stories to develop storylines in their pretend play • Invent, adapt and recount narratives and stories with their peers and teachers	Printing: • Can select from a range of tools to improve painting e.g stampers, rollers • Create patterns or meaningful pictures when printing
Disciplinary knowledge		
Design: • Draw designs before making models • Begin to add labels to designs • Share their creations, explaining the process they have used		
Vocabulary: Colour names, mix, paint brush, thick, thin, sponge, print, paint, draw, stick, join, roll, squash, twist, shapes, build, stack design, model, tools, pattern		



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART		
KS1- Year 1		
Substantive Knowledge		
Term 1: Painting Make your mark 	Term 3: Painting and Mixed Media: Colour Splash 	Term 6: Drawing: Exploring line and shape 
Formal elements: Line Space texture Shapes Colour	Formal elements: Shapes Colour Texture Blend Mixing Applying	Formal elements: Form Shapes
Drawing - Experiment and use a variety of media: pencils, crayons, pastels, felt tips, chalk, charcoal - Through observation and imagination, begin to explore the use of line and shape, using different surfaces Painting - Use a variety of tools and techniques e.g brush sizes and techniques - Mix and match colours to artefacts and colours - Name and mix primary colours, shades and tones - Create different textures e.g. add sand, soap and use combs, sticks, fingers Printing: - Design patterns of increasing complexity and repetition - Take simple prints e.g. mono printing - Create simple printing blocks for press print - Experiment with overprinting	Textiles/ collage - Create images from imagination, experience and observation - Choose and use a wide range of media: fabric, tissue. - Apply decoration: beads, buttons & feathers	Drawing - Identify that some shapes are organic. - Connect lines to create shapes. - Use and recognise different types of lines when drawing shapes. - Identify basic shapes in everyday objects and artwork. - Talk about what they like or dislike in a piece of artwork.



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Disciplinary knowledge: A year 1 Artist will....

Exploring and developing ideas

- Record and explore ideas from first hand observations, experience and imagination.
- Ask and answer questions about the starting points for their work, and develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Evaluating and developing work

- Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook).
- Identify what they might change in their current work or develop in their future work.

Vocabulary:

Colour mixing applying collection evaluate observe, proportion landscape, portrait pattern, smudging, colour names, primary colour, secondary colour, seasons, autumnal, line, space, texture, shape, colour, form, shiny, smooth, rough, bumpy, print, indentation, collage,

Prior learning:

EYFS- Malleable materials and use of tools in CP

Cross curricular links and enhancements:

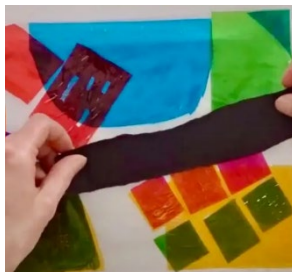
Maths- Shape, pattern

Science- links to seasons

History- how fossils were formed- 3D form using clay



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART					
KS1- Year 2					
Substantive Knowledge					
Term 1: Drawing: Understanding tone and texture.		Term 3: Drawing Map it out Linked to Geography topic of map drawing.		Term 6: Painting and mixed media: Life in colour	
Formal elements: Shapes Colour Space Line Form		Formal elements: Colour Texture Line		Formal elements: Form Collage Shapes	
Drawing: - Experiment with a range of materials to create marks and tones. - Use different pressures and control to make different marks. - Describe the texture of objects. - Identify how artists use tone. - Control shading to show tone.		Drawing: - Experiment using a variety of tools and techniques e.g. layering, mixing media - Work on different scales e.g. large brushes on large paper - Mix a range of secondary colours, shades and tones - Experiment with the visual elements: line, shape, pattern and colour through observation and the imagination - Layer different media e.g. crayons, felt-tips, pencils - Investigate tone by drawing light/dark lines, patterns and shapes		Painting: - Experiment using a variety of tools and techniques e.g. layering, mixing media - Work on different scales e.g. large brushes on large paper - Mix a range of secondary colours, shades and tones - Name the primary and secondary colours. - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Describe the colours and textures they see. - Try different tools to recreate a texture and decide which tool works best. - Show they can identify different textures in a collaged artwork.	
Disciplinary knowledge: A year 2 Artist will....					
Exploring and developing ideas Record and explore ideas from first hand observations, experience and imagination.					



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Evaluating and developing work

- Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook).
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

Vocabulary:

Tertiary printing weaving collage materials visual sketching techniques textiles overlapping overlaying charcoal smudging/sketching oil pastels, line, space, texture, shape, colour, form, value, pattern, colour, shape, artist

Prior learning:

Year 1- Make your mark

Year 1- Painting and mixed media (colour splash)

Year 1- Drawing, exploring line and shape

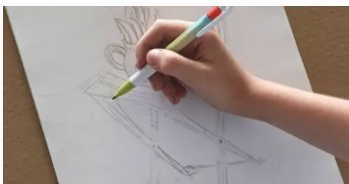
Cross curricular links and enhancements:

Maths- Shape properties, pattern

Science- links to animal habitats and part of a plant



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART		
KS2- Year 3		
Substantive Knowledge		
Drawing: Developing drawing skills. 	Painting and mixed media: Prehistoric media (linked in with Geography topic). 	Craft and Design: Ancient Egyptian scrolls. 
Formal elements: Colour Line Texture Blending	Formal elements: Charcoal Natural pigments Colour mixing Creating large-scale artworks	Formal elements: Stained 3D forms
Drawing: • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun	Drawing: • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large-scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours.	Craft and Design: • Sort map images into groups, explaining their choices. • Draw a map of their journey to school, including key landmarks and different types of mark-making. • Explore how to use texture and 3D forms to replicate a map in a new way. • Decide how to place 'jigsaw' pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice.
Disciplinary knowledge: A year 3 Artist will....		
Exploring and developing ideas • Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.		



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and developing work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt their work according to their views and describe how they might develop it further
- Annotate in sketch books

Vocabulary:

Observation, imagination, experience, awareness, craftspeople, annotate, dotting, scratching, splashing, sculpture-controlled, print, technique, colour, drip, impression, bold, bright, vibrant, colour names, primary, secondary, contrasting, paper mache, 3D effect

Prior learning:

Year 1- Exploring line and shape

Year 2 – Understanding tone and texture

Cross curricular links and enhancements:

Maths- Shape properties, pattern

Science- links to plants

History- Links to Egyptians- masks

English- Links to the Blue Umbrella text



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART			
KS2- Year 4			
Substantive Knowledge			
<u>Drawing: Exploring tone, texture and proportion</u> Power Prints 	<u>Painting and mixed medium:</u> Light and dark 	<u>Craft and Design:</u> Fabric of nature 	
Formal elements: Line Shape value	Formal elements: Line Shape Colour Texture Form	Formal elements: Line Shape Colour Texture Value	
Drawing: - Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage	<u>Painting:</u> - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions. - Paint with care and control to make a still life with recognisable objects.	Drawing and painting: - Describes objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries.	
Disciplinary knowledge: A year 4 Artist will....			
Exploring and developing ideas - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observation about starting points and select ideas to use in their work.			



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and developing work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt their work according to their views and describe how they might develop it further
- Annotate in sketch books

Vocabulary: Hue stumping commercial equipment reflecting affect surface placement light/dark shadows scale explore unusual line/tone/tint, artist, sketch, shade, line, space, texture, shape, colour, form, value, facial features, paint, skin tones, illustrator, shape properties, layers, rubbings,

Prior learning:

Year 3- Prehistoric media

Year 2 – Painting and mixed media

Year 1 – Exploring line and shape

Cross curricular links and enhancements:

Maths- Shape properties, pattern, angles

History – Links to British Monarchs, Aztecs



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART		
KS2- Year 5		
Substantive Knowledge		
Drawing: Depth, emotion and movement 	Painting and mixed media: Portraits 	Crafts and Design: Architecture 
Formal elements: Line Shape Texture Value	Formal elements: Line Shape Colour Texture Form	Formal elements: Observations Print making Designing
Drawing: - Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion. - Describe how artists have created an effective composition using a focal point and balance. - Use colour and line to convey emotion or movement in their sketch. - Design a print, considering the composition carefully. - Use a combination of marks to create tone and depth. - Describe how artists use tone to show depth in their artwork. - Create an effective printing plate. - Reflect and improve their sketchbook experiments and final work.	Drawing: - Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. - Try a variety of materials and compositions for the backgrounds of their drawings. - Communicate to their partner what kind of photo portrait they want. - Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Printing: - Create a successful print. - Use some Art vocabulary to talk about and compare portraits. - Identify key facts using a website as a reference. - Explain their opinion of an artwork. - Experiment with materials and techniques when adapting their photo portraits.	Drawing: - Sketch a house from first-hand or second-hand observation. - Use basic shapes to place key features and form the composition, measuring to work out proportions. - Notice small details to incorporate into the drawing by observing. - Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. - Follow steps to create a print with clear lines, with some smudging. - Purposefully evaluate their work, demonstrating what went well and what could be improved. - Create a building design based on a theme or set purpose. - Draw a plan view or front elevation of their building, annotating the key features. - Discuss Hundertwasser's work and recognise his style.



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

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| | <ul style="list-style-type: none">• Create a self-portrait that aims to represent something about them.• Show they have considered the effect created by their choice of materials and composition in their final piece | |
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Disciplinary knowledge: A year 5 Artist will....

Exploring and developing ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and developing work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

Vocabulary:

medium acrylic lighten graphite statues sustained potential complimentary & contrasting colours preliminary poly blocks/relief/mono printing , line, space, texture, shape, colour, form, value, layers, artist, colours, contrasting, blending, pastels, shading, hatching, overlapping, background, foreground, texture vocab

Prior learning:

- Year 4 – Drawing/ painting of monarchs
- Year 3 – Growing artists/ crafts and designs

Cross curricular links and enhancements:

Maths- Shape properties, pattern, angles

History – The Great British Empire, Vikings



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Sequence of Knowledge - ART			
KS2- Year 6			
Substantive Knowledge			
Drawing: Expressing ideas 	Painting and mixed media: Artist study 	Sculpture and 3D: Making memories	
Formal elements: Line Shape space Form	Formal elements: Line Colour Texture Shape	Formal elements: Line Texture Shape Colour Value	
Drawing: - Identify key features of street art and murals. - Discuss the intention and impact of street art. - Use various shading techniques to show texture, tone, form and depth. - Apply one point perspective in their work. - Enlarge a drawing by scaling using an accurately drawn grid. - Show an understanding of perspective, scale and proportion with a level of accuracy across their design. - Choose appropriate materials for their design and explain their choices and intention. - Use space effectively to enhance visual impact of their graffiti tag.	Drawing: - Demonstrate a wide variety of ways to make different marks with wet and dry media - Develop ideas using mixed media Manipulate and experiment with the elements of art: line, shape - Create shades and tints using black and white - Develop ideas using different or mixed media, using a sketchbook. - Identify artists that have worked in a similar way Painting: - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created - Develop a painting from a drawing	Drawing: - Discuss the work of artists that appreciate different artistic styles. - Create a sculpture to express themselves in a literal or symbolic way. - Reflect verbally or in writing about creative decisions. - Suggest ways to represent memories through imagery, shapes and colours. - Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. - Competently use scissors to cut shapes accurately. - Talk about artists' work and explain what they might use in their own work. - Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. - Successfully translate plans to a 3D sculpture. - Work mostly independently, experimenting and trying new things. - Identify and make improvements to their work	



Art at the Bramble Academy- Sequence of Knowledge (Disciplinary and Substantive) and Vocabulary

Disciplinary knowledge: A year 6 Artist will....		
Exploring and developing ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of art		
Evaluating and developing work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.		
Vocabulary: Mood/feeling expressive modifying analytical dimensions layering/intersecting manipulate pictorial Parallel one point/perspective definition strategy collaborative , line, space, texture, shape, colour, form, value, shade tint, sketch, shade, hatching, artist, bend, twist, shape, pattern, tessellation of shape		
Prior learning: Year 5- drawing and painting linked to rise and fall of British Empire		
Cross curricular links and enhancements: Maths- Shape properties, pattern, angles History – WW2 Science- application of knowledge of evolution and inheritance		