

Art programme of study: Knowledge and understanding of Art

National Curriculum: All pupils will produce creative work, exploring their ideas and recording their experiences. They will be proficient in drawing, painting, sculpture and other art, craft and design techniques. They will be able to evaluate and analyse creative works using the language of arts and craft. Pupils will know about great artists and understand the historical and cultural development of their art forms.

EYFS Expressive arts and designs	Expressive arts and designs	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Exploring and developing ideas

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can explore a range of materials creatively to design and make products. I can record and explore ideas from first hand observations, ask and answer questions about starting points for their work I can use sketchbooks to record thoughts and ideas and to	I can develop and share ideas, try things out and make changes. I can describe the differences and similarities between different practices and disciplines, and making links to their own work. I can think critically about art and design work. I can use sketchbooks to record thoughts and	I can use sketch books to record observations and use them to review and revisit ideas. I can record and explore ideas from first hand observations, experience and imagination. I can create personal artwork using the artwork of others.	I can record and explore ideas from first hand observations, experience and imagination. I can question and make thoughtful observations about starting points and select ideas for use in their work, recording refining and annotating in sketchbooks. I can think critically about	I can develop ideas through sketches in a sketchbook. I can record their observations and use to review and revisit ideas. I can record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. I can question and make thoughtful observations about	I can use a sketch book to record observations, annotating and trying out new techniques, using this to review and revisit ideas. I can record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. I can question and make thoughtful observations about starting points

	<p>experiment with materials.</p>	<p>ideas and to experiment with materials. I can use artist sources to develop their own original artwork. I can gain inspiration for artwork from the natural world.</p>		<p>their art and design work. I can use literary sources to inspire art. I can manipulate materials to achieve the desired effect. I can represent ideas from multiple perspectives. I can express thoughts and feelings through the tactile creation of art.</p>	<p>starting points and select ideas for use in their work, recording and annotating in sketchbooks. I can think critically about their art and design work. I can express thoughts and feelings about familiar products. I can create and invent for a purpose.</p>	<p>and select ideas for use in a sketchbook. I can think critically about my art and design work. I can develop personal, imaginative responses to a theme. I can express ideas about art through messages, graphics, text and images. I can produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.</p>
<p>Knowledge</p>	<p>I know how to record ideas. I know how to use a variety of tools and materials. I know that working collaboratively means, to work in a group on the same piece of work.</p>	<p>I know how to review my work and can say what I think and feel about it. I know how to evaluate different types of art.</p>	<p>I know how to evaluate a piece of work. I know how to get ideas for a piece of work and where to start.</p>	<p>I know the preparation and selection of ideas I need to make to plan a new piece of work.</p>	<p>I know how to evaluate my plans and make selections for improving my work.</p>	<p>I know how to develop informed plans demonstrating my research and observations.</p>

Drawing

<p>Skills</p>	<p>I can use drawing, painting and sculpture to develop and share ideas, experiences and imagination. I can experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chinks. I can explore mark making, experiment with drawing lines and use 2D shapes to draw.</p>	<p>I can draw lines and shapes from observations using different surfaces. I can invent lines and shapes in drawing. I can investigate tone by drawing light/dark lines, patterns and shapes, Investigate pattern and texture by describing, naming, rubbing and copying.</p>	<p>I can improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. I can draw for sustained lengths of time. I can use a sketchbook to collect and develop ideas from a range of sources. I can develop drawing skills by drawing from direct observations, applying and using geometry and tonal shading when drawing. I can use a range of drawing media.</p>	<p>I can experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. ☐ I can experiment with different grades of pencil to achieve varied tone. I can create texture and pattern in drawing with a range of implements. I can draw still life from observation and for mark making. I can further develop understanding of geometry and mathematical proportion when drawing.</p>	<p>I can work on sustained, independent, detailed drawings. I can develop close observational skills. I can use a sketchbook to collect and develop ideas. I can experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. I can further develop drawing from observation. I can draw using perspective, mathematical process, design, detail and line.</p>	<p>I can use different techniques for different purposes i.e. shading, hatching, blending. I can develop drawing using tonal contrast and mixed media. I can begin to use simple perspective in their work i.e. by using single focal point on horizon. I can begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p>
---------------	--	---	---	---	--	--

<p style="text-align: center;">Knowledge</p>	<p>I know that using different media will give a different effect.</p> <p>I know that 2D shapes are flat and 3D shapes are solid.</p> <p>I know that blending means gently intermingling two or more colours or values to create a gradual transition or to soften a line.</p> <p>I know horizontal lines go from left to right, across that page, like the horizon.</p> <p>I know cross hatch lines are overlapping parallel lines which run alongside each other.</p> <p>I know vertical lines go up and down, the length of the page, from top to bottom.</p>	<p>I know that different tone can be achieved by using different grades of pencil.</p> <p>I know tone means the darkness or the lightness of something.</p> <p>I know shading with varied tones make objects look 3D.</p> <p>I know there are different grades of pencils. H for hard and B for black.</p> <p>I know the higher the number for 'B', the darker the shade.</p> <p>I know a sketch is a light, fast drawing.</p>	<p>I know how to evaluate work and say how this can be improved.</p> <p>I know when shading blend tones gradually.</p> <p>I know how to improve shading by shading tones smoothly, in one direction and not leaving any spaces.</p> <p>I know the points, lines, shapes and space that make up a simple 2D and 3D shapes are known as 'geometry'.</p>	<p>I know that different tone can be achieved by using different grades of pencil.</p> <p>I know that horizontal lines run from right to left.</p> <p>Vertical lines run up and down, from top to bottom.</p> <p>Perpendicular lines are at right angles to each other.</p> <p>Parallel lines are two lines that are always the same distance apart and never touch.</p>	<p>I know which media to select by their suitability for my task.</p>	<p>I know which drawing techniques would be suitable for different tasks in my work.</p> <p>I know how to shade using pencil to create shadows, degrees or light and dark and a 3D effect.</p>
--	--	--	---	--	---	--

Painting

Skills	<p>I can use a variety of tools and techniques i.e. brush sizes and types. I can mix and match colours to artefacts and objects. I can work on different scales. I can develop skills and control when painting. I can paint with expression.</p>	<p>I can experiment with tools and techniques e.g. layering, mixing. I can create textured paint by adding material, i.e. sand or plaster. I can further improve skills and control when painting. I can paint with creativity and expression.</p>	<p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. I can increase skill and control when painting. I can apply greater expression and creativity to own paintings.</p>	<p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. I can develop skills and control when painting. I can paint with expression. I can analyse paintings by artists.</p>	<p>I can develop a painting from a drawing. I can experiment with different media and materials for painting. I can create imaginative work from a variety of sources e.g. observational drawing, music, poetry. I can control brush strokes and apply tints and shades when painting. I can paint with greater skill and expression.</p>	<p>I can mix and match colours to create atmosphere and light effects. Identify, I can mix and use primary, secondary, complimentary and contrasting colours. I can learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p>
Knowledge	<p>I know why I need a certain size brush. I know why the colours I choose need to match the artefacts.</p>	<p>I know how much material to add to create a texture. I know which technique would be the best to use.</p>	<p>I know I know which technique would be the best to use. I know primary colours are red, blue and yellow.</p>	<p>I know which effect to select for my task. I know and recognise the story behind a painting.</p>	<p>I know the stages I need to complete to create a piece of artwork.</p>	<p>I know the categories of colour and the effects I can create through my choices.</p>

	<p>I know how to make different shades of green, by mixing different amounts of yellow and blue together.</p> <p>I know primary colours are red, blue and yellow.</p> <p>I know that secondary colours are made by mixing the primary colours: Green (yellow and blue), orange (red and yellow), purple (red and blue).</p>	<p>I can name and mix primary colours, shades and tones.</p> <p>I know how to hold a paintbrush correctly so that I have control when painting.</p>	<p>I know that secondary colours are made by mixing the primary colours: Green (yellow and blue), orange (red and yellow), purple (red and blue).</p> <p>I know how to mix pastel colours by adding white to primary and secondary colours.</p>	<p>I can name and mix primary colours, shades and tones.</p> <p>I know how to hold a paintbrush correctly so that I have control when painting.</p> <p>I know primary colours are red, blue and yellow.</p> <p>I know that secondary colours are made by mixing the primary colours: Green (yellow and blue), orange (red and yellow), purple (red and blue).</p> <p>I know how to mix pastel colours by adding white to primary and secondary colours.</p>	<p>I know primary colours are red, blue and yellow.</p> <p>I know that secondary colours are made by mixing the primary colours: Green (yellow and blue), orange (red and yellow), purple (red and blue).</p> <p>I know how to mix pastel colours by adding white to primary and secondary colours.</p>	
--	---	---	---	---	---	--

3D Design

<p>Skills</p>	<p>I can explore sculpture with a range of malleable media. I can use a range of materials and techniques such as clay, sketching, printing and collage.</p>	<p>I can work safely with materials and tools. I can experiment with constructing and joining recycled, natural and manmade materials. I can use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>	<p>I can plan, design and make models from observation or imagination. I can use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>	<p>I can create textures and patterns in malleable materials including clay. I can make are from recycled materials, create sculptures, print and create using a range of materials. I can learn how to display and present work.</p>	<p>I can shape, form, model and construct from observation and imagination. I can develop skills in using clay including slabs, coils, slips etc. I can create mixed media art using found and reclaimed materials. I can select materials for a purpose.</p>	<p>I can plan a sculpture through drawing and other preparatory work. I can develop skills in using clay including slabs, coils, slips etc. I can produce patterns and textures in malleable materials. I can create photomontages, make repeating patterns using printing techniques, create digital art and 3D sculptural forms.</p>
<p>knowledge</p>	<p>I know which media would be best for a sculpture. I know how to use moulding clay or plasticine to make different shapes and create a sculpture. I know etching tools can be used to create patterns by scratching into a surface which you can then apply into and print from.</p>	<p>I know why I need to work safely, and I know how to do this. I know which resource would be the best to use when constructing or joining. I know weaving is the process of going under and over. I know clay needs to be used when it is wet and malleable.</p>	<p>I know why I have chosen the resources I have. I know how to bend, manipulate and join wire to create an object, such as a fish. I know how to shape smaller pieces of wire to add features, such as ears, nose and a tail.</p>	<p>I know which materials to select to achieve an effect.</p>	<p>I know which techniques I can use to create sculptures in clay or other materials.</p>	<p>I know some of the techniques I can use to create sculptures and other 3D work in clay.</p>

		<p>So that it is easy to use. I know rolling out clay flat can be worked into to make a patterned tile.</p>				
--	--	---	--	--	--	--

Work of other artists

Skills	I can have an awareness about 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.	I can study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms	I can develop an awareness of great artists, architects and designers in history. I can evaluate and analyse creative works using the language of art, craft and design	I can explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. I can evaluate and analyse creative works using the language of art, craft and design.	I can explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.	I can explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. I can evaluate and analyse creative works using the language of art, craft and design.
Knowledge	Artists work looked at: David Hockney, Vija Celmins, Bridget Riley, Jasper Johns, Beatriz Milhazes, Louis Wain, Ilya Bolotowsky, Wassily Kandinsky, Renata Bernal, William Morris, Louise Bourgeois, John Henry Dearle, Edouard Martinet,	Artists work looked at: Ed Ruscha, Max Ernst, Julian Opie, Edwina Bridgeman, Damien Hirst, Roy Lichtenstein, Leo Baxendale I know about different artists and understand how	Artists work looked at: Diego Velazquez, Walt Disney, Carl Giles, Sam McBratney I know about some architects and artists in history. I know the correct vocabulary to evaluate and analyse creative work.	Artists work looked at: Fiona Rae, David Hockney, Paula Rego, Pieter, Brughel, Edward Hopper, El Anatsui, Giuseppe Arcimboldo, Sam Francis, Sokari Douglas Camp I know vocabulary to evaluate and	Artists work looked at: Leonardo da Vinci, Paul Klee, Hermann Rorschach, Banksy, John Singer Sargent, Morag Myerscough I know vocabulary to evaluate and analyse creative works. I know the works of artists from	Artists work looked at: Kathe Kollwitz, Mark Wallinger, David Shrigley, Pablo Picasso, Edward Hopper, William Morris, Paul Cezanne, Edgar Degas, Eugene Henri Paul Gauguin, Stephens Jones, Bundle McClaren, Georges-Pierre Seurat, Claude Monet, Vincent Van Gogh, Auguste Renoir, Jaromir Funke, Ben

	<p>Susan Beatrice, Andrew Goldsworthy</p> <p>I know about different artists and can describe how their artwork is different to another artists.</p>	<p>they developed their art form.</p>		<p>analyse creative works. I know a range of works produced from specific artists.</p>	<p>different cultures and historical periods.</p>	<p>Nicholson, Ibere Camargo,</p> <p>I know vocabulary to evaluate and analyse creative works. I know the works of artists from different cultures and historical periods and I can compare and contrast their work.</p>
--	---	---------------------------------------	--	--	---	---

Textiles

Skills	I can apply colour with printing, dipping I can apply decoration using beads, buttons, feathers.	I can cut and shape fabric using scissors/snips. I can create fabrics by weaving materials, i.e. grass through twigs.	I can use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.	I can develop skills in stitching, cutting and joining.	I can experiment with a range of media to overlap and layer creating textures, effects and colours.	I can use fabrics to create 3D structures.
Knowledge	I know which material would be the best to use.	I know which material would be best for weaving. I know weaving is the process of going under and over.	I know which technique would work better when creating a textural effect.	I know which techniques to choose when joining textiles.	I know which media and techniques to choose to create a specific effect.	I know which fabrics, according to their attributes, are suitable for my sculpture.

Collage

Skills	<p>I can create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. I can collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.</p>	<p>I can arrange and glue materials to different backgrounds. I can fold, crumple, tear and overlap papers.</p>	<p>I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>I can use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p>I can add collage to a printed or painted background. I can use a range of media to create collages.</p>	<p>I can use different techniques, colours, textures when designing, and making pieces of work. I can use collage as a means of extending work from initial ideas.</p>
Knowledge	<p>I know why I have sorted materials in a different way. I know that recycled junk can be reused to create artwork or other things.</p>	<p>I know which materials would be most suitable for a collage. I know a collage means to make a piece of artwork from a collection of materials or objects.</p>	<p>I know which materials would be most suitable for a collage.</p>	<p>I know that I can use collage to display my research.</p>	<p>I know that there are different methods to create collage and I can select the correct method for an effect.</p>	<p>I know there are different effects created through collage and the techniques I need to create these effects.</p>

Evaluating

Skills	I can recognise and describe key features of their own and others art work.	I can compare other's work, identifying similarities and differences.	I can compare my own and other's work using an increasingly use of art language (formal elements).	I can build a more complex vocabulary when discussing your own and other's art.	I can develop a greater understanding of vocabulary when discussing my own and other's work.	I can use the language of art with greater sophistication when discussing my own and other's art.
Knowledge	I know how to describe what I feel about my work and the art of others.	I know how to describe choices and preferences using the language of art.	I am beginning to know how to reflect on my own work in order to make improvements.	I know how to reflect on my own work in order to make improvements. I know that art can be created based on an emotion or to evoke a feeling.	I know how to regularly analyse and reflect on my intentions and choices.	I know how to give reasoned evaluations of my own and others work which takes account of context and intention.

Printing

Skills	I can take simple prints i.e. mono-printing. I can design and build repeating patterns and recognise pattern in the environment.	I can create simple printing blocks for press print. I can experiment with overprinting motifs and colour.	I can create printing blocks using relief or impressed method. I can develop print techniques i.e. mono-printing, block printing, relief or impressed method.	I can create repeating patterns. I can print with two colour overlays.	I can create printing blocks using sketchbook ideas.	I can develop techniques i.e. mono-printing, block printing, relief/impressed method. I can experiment with overprinting motifs and colour.
Knowledge	I know how to create a repeating pattern. I know a motif is a small design which can be repeated to make a pattern.	I know what printing block to create to give a desired effect.	I know what printing block to choose to create a desired effect.	I know that I must choose a suitable pattern to repeat and I know the effect of my colour choices.	I know the possible ways to block print and I can select according to their effect.	I know about a range of printing methods and I can select according to the effect I wish to produce.

Art Terms

Art Terms					
<p>Year 1</p> <p>Abstract, composition, primary colours, secondary colours, shape, photorealism, optical illusions, bronze, contemporary, etching, land art, metallic, sculpture, pattern, sketch, symmetrical, textile, 2D shapes, 3D shapes, abstract, contemporary, shade, drawing mediums, narrative, printing, Tudor style house.</p>	<p>Year 2</p> <p>Choreograph, symbolism, collaboration, contemporary, Day of the Dead, illustrator, mixed media, dot matrix, sculpture, comic, self-portrait, air drying clay, concentric circles, repeating patterns, score, sketch, slip, tone, tessellation, overprinting, pop art, rubbing, frottage, 3D drawing, dada, surrealism.</p>	<p>Year 3</p> <p>Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tone, 3D form, facial features, geometric shapes, guidelines, shading, tones, sketching, template, cave artists, charcoal, texture, Iron age, line drawings, native, prehistoric, proportions, Stone age, tone.</p>	<p>Year 4</p> <p>Abstract, narrative, pop art, preparatory drawing, re-enact, lenticular prints, optical illusion, score, sequential order, thematic, composition, geometric pattern, optical effect, sketch, wax resist, upcycle, recycle, contrast (art).</p>	<p>Year 5</p> <p>Abstract art, anonymous, racism, Brexit, Emojis, immigration, pictograms, mural, symmetrical, street art, Analytical observational drawing, annotation, collage, computer aided design, continuous line drawing, diagram, sketch, exploded diagrams, invention, portrait, texture, client, collaborative, consumable, urban, design brief, font, heraldry, logo, pitch, presentation, prototype, slogan, soundbite, USP (unique selling point), template.</p>	<p>Year 6</p> <p>Cartoon or graphic, still life, charcoal, composition, greyscale, underpainting, hue, visual minutes, negative image, sketching, abstract, herringbone, milliner, mindfulness, pattern, symbolism, polyprint tile, prototype, zentangle patterns, realism, abstract, chiaroscuro, figurative, graffiti art, parallel lines, serif, tag, symbolism.</p>