

# Knowledge, Skills and Understanding for Art and Design

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Painting		<p><b>Expressive arts and design creating with materials</b>                      *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;                      * Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Physical Development</b>  <b>ELG: Fine Motor Skills</b>                      * Hold a pencil effectively in preparation for fluent writing                      * Use the tripod grip in almost all cases                      * Use a range of small tools, including scissors, paint brushes and cutlery                      * Begin to show accuracy and care when drawing.</p>	<p><b>KS1 National Curriculum</b>                      - Pupils should be taught to use a range of materials creatively to design and make products                      - Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                      - Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>KS2 National Curriculum</b>                      - Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>					
	<b>Knowledge</b>	<p>Know how to use poster paint, powder paint and water colour paints.</p> <p>Know that different tools can be used to apply paint to different surfaces including paper.</p>	<p>Know that we can use a variety of paintbrushes, holding them in a variety of ways to make marks.</p>	<p>Understand watercolour is a media which uses water and pigment.</p> <p>Know how to use water to change the vibrancy of water colours.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p>	<p>Understand that paint acts differently of different surfaces.</p>	<p>Understand the marks created by different types of paintbrushes.</p>	<p>Know how brush strokes can follow the direction of movement within an image.</p> <p>Know which paints to add first to show light.</p> <p>Know the right amount of pressure to apply to a paintbrush.</p>	<p>Understand the texture produced by different paint marks.</p> <p>Understand that using a small quantity of paint with water will create a light colour and to strengthen the colour you need more paint. Therefore tints are not achieved by adding white but by the amount of water and paint.</p>	
	<b>Skills</b>	<p>Explore and create pictures using different types of paint and tools.</p>	<p>Choose a primary or secondary colour to express my mood.</p>	<p>Apply the correct amount of pressure and water to use water colour paints effectively.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties on the medium.</p>	<p>Create a colour wash using watercolour paints.</p>	<p>To use close observation and try different hues and tones to capture 3D form in 2 dimensions.</p>	<p>Make variations of white.</p> <p>Consider the order in which to add paints.</p>	<p>Can use a variety of brush strokes (side sweeping, paint ribbons, dots, dashes, thick and thin lines)</p> <p>Explore painting with shapes (Spirals of different sizes, waves, squares, circles, triangles, and hearts).</p> <p>Create different shades of colours using water colour paints.</p>	
			<p>Use a thick brush for blocks of colour and a thin brush to add detail.</p> <p>Paint without a fixed image of what you are painting in mind.</p>	<p>Select the correct thickness of brush for the purpose.</p>	<p>Use and select appropriate tools to paint their own design onto a pre-made sculpture.</p>	<p>Using different sized brushes and brushstrokes in a variety of directions to create texture.</p> <p>Use a variety of brush strokes to recreate a small portion of an impressionist painting. (dabbing, dragging)</p>	<p>Use a variety of brush strokes and directions to recreate a small portion of a painting.</p> <p>Using different painting techniques and colour to enhance texture of a tactile element.</p>	<p>Combine a variety of brush strokes in order to recreate a famous artwork.</p> <p>Use rollers to produce a backdrop.</p> <p>Create a painting of a figure using shapes.</p>	
			<p>Know that there are different materials that can be used for mark making and drawing.</p>	<p>Know different sketching pencils create different shades of lines.</p> <p>Understand drawing is a physical activity.</p> <p>Know the similarities and differences between using charcoal and sketching pencils for line drawings.</p>	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Observational drawing should only include what you can see not what you think is there,</p> <p>Holding a sketching pencil is different to holding a pencil for general use.</p>	<p>Understand that HB means Hard black and pencils are graded according to how hard and black they are.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p>	<p>Understanding of cross hatching to create tone.</p> <p>Shade/shadow is created by the absence of light.</p> <p>Know proportions of the features of a face.</p> <p>Know that oil pastels create a bold and vibrant colour.</p> <p>Sketching pencils should not leave a ridge in paper. They should be softer and moved gently across the page.</p> <p>Know you can draw on fabric as well as paper.</p>	<p>Know that charcoal produces quick, bold and easily smudged out marks.</p> <p>Know that the length of the lines and density can cause shadow and shade.</p> <p>Understand that the higher the B in sketching pencils the blacker the mark without having to press harder.</p> <p>Know reflections can distort images.</p> <p>Know that you can work on a bigger scale than the actual size.</p> <p>Know techniques for adding shading and texture.</p> <p>How to sit and carry out an observational drawing looking closely where the lines and shadow full.</p>	<p>Be able to sketch a body with distorted proportions and add texture and shade.</p> <p>Know that tracing works better with sketching pencils of a higher number.</p> <p>Know that observational drawings is more about looking at the subject not the page.</p> <p>H pencils can be sharpened to a fine point and when used lightly, they will not show through paint.</p> <p>Understanding the proportions of a body and how it can be split into eighths and how you can distort these.</p>
	<b>Knowledge</b>	<p>Create lines and circles pivoting from the shoulder and elbow</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.</p> <p>Explore shape to draw the outline of an animal.</p> <p>Use soft &amp; hard pencils to create different types of line.</p> <p>Create lines of different shape and thickness using charcoal.</p>	<p>Use simple lines and shapes to convey a human body in movement.</p> <p>Experimental mark making using graphite, soft pencil and handwriting pen.</p> <p>Make drawings inspired by sound.</p> <p>Work with care and focus, enjoying making drawings which are unruled.</p> <p>Explore quality of line, texture and shape.</p>	<p>Use lines and shapes to convey a human body in movement and add detail to the body.</p> <p>Sketch a series of simple faces using lines, experimenting with different sketch pencils to convey a feeling.</p> <p>Use black felt pens to create continuous patterns using lines.</p> <p>Use a range of sketching pencils to complete a picture in the style of the artist.</p>	<p>Drawing a facial expression using a variety of line drawing techniques. (Continuous line, 8 lines many lines)</p> <p>Use lines and shapes to convey the body language of the subject.</p> <p>Use different grades of sketching pencils to shade and add tones and textures.</p> <p>Use different pressure to create different shades and tones with sketching pencils.</p> <p>Sketch a portrait in the style of Cubism.</p> <p>Create a drawing of a figure in profile.</p> <p>Create facial expressions using sketching techniques learnt.</p>	<p>Use charcoal to complete a series of quick observational sketches of the human form focusing on relative lengths of arms, legs etc.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Draw simple objects using lines and marks to produce texture.</p> <p>Sketch a series of faces reflected in curves using lines.</p> <p>Charcoals to sketch shapes for background.</p>	<p>Produce an observational drawing of a figure using one continuous line.</p> <p>Explain why I have added items to my drawings.</p> <p>Use 2 different drawing implements during two-handed drawing.</p> <p>Create a sketch using line, tone, shape and colour, to represent figures and forms in movement.</p>	
<b>Skills</b>	<p>Know that different colours can be created by mixing two or more colours together.</p> <p>Be introduced to the terms primary and secondary colour.</p>	<p>Understand that primary colours can be mixed together to make secondary colours.</p> <p>Name the primary colours</p> <p>Know what a secondary colour is and name them.</p> <p>Know how to make a secondary colour.</p>	<p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand what a colour wheel is.</p>	<p>Be able to predict with accuracy the colours that they mix?</p>	<p>Know how colour can express how a subject is feeling.</p> <p>Know how to create a high pigment colour wash. More pigment, less water = Depth of colour.</p>	<p>Know that a tint is a lighter version of a colour made by adding white.</p> <p>Know that a shade is a darker version of a colour made by adding black.</p>	<p>Know that adjacent shades on a colour when compliment and opposite shades are contrasting which can also make a great effect.</p> <p>Know which colours contrast and compliment from the colour wheel.</p>		
		<p>Explore colour and colour mixing to create new colours.</p> <p>Explore how to make colours lighter / darker.</p>	<p>Mix paint to create secondary colours.</p> <p>Explore how colour can be used to create a feeling.</p>	<p>Mix colours to create a brown.</p> <p>Choose three colours from the colour wheel and mix these only using primary colours.</p> <p>Use white to make tints of a primary colour.</p> <p>Use black to create shades of a primary colour.</p> <p>Create a primary colour wash using water colours.</p>	<p>Continue to develop colour mixing skills.</p> <p>Begin to mix colours with more accuracy.</p>	<p>Mix paint to create skin tones.</p> <p>Know which colours on the colour wheel complement and contrast.</p> <p>Use black and white to make tints and shades of my skin tone.</p>	<p>How to mix shades and tints of a colour.</p> <p>Explore colour mixing, working intuitively to mix hues and tints, but also articulate the process involved.</p> <p>Mix colour intuitively to create painted sheets.</p>	<p>Be able to explain to others how to mix a desired colour.</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Mix their chosen colours using the primary colours and white and black.</p>	
<b>Knowledge</b>									
<b>Skills</b>									

## Art and Design Techniques

# Knowledge, Skills and Understanding for Art and Design

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Knowledge	Know that different objects / tools can be used to create a print other than paint brushes.	Understand prints are made by transferring an image from one surface to another.	Understand that a print can be made by rolling as well as pressing.	Know you can print onto a range of mediums.	Understand that screen prints are made by forcing ink/paint over a stencil.  Screen prints can be used to create prints which use thicker lines and or shapes.	Understand that there are different techniques which can be used with carbon paper to create shade and shadow.  Understand monoprints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.	Know how to use a variety of printing methods.
	Skills	Use hands and fingers to make simple prints, (see Van Gogh work in Artists selection below)  Independently select additional tools (stamps, rollers etc) to improve their paintings.  Create patterns or meaningful pictures when printing.	Creating a simple print and pattern using a single colour. (Vegetables)  Design and make a simple printing block using plasticine.  Create a background using a repeated pattern with two colours.  Explore concepts like 'repeat', 'pattern' and 'sequencing'.	Design and make a rolling print block using plasticine.  Use acrylic paint effectively to print onto fabric by pressing and rolling using a single colour.  Explore a variety of printing techniques (block, screen, Perspex, comb) to convey texture.	Design and make a multilayer print block adding detail using plasticine and string.  Use two colours on a printing block to print onto fabric.	Use screen printing with at least 4 colours.	Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper exploring the qualities of line.  Perspex printing using multiple colours.	To be able to select an appropriate printing method.
Sculpture	Knowledge	Know that art can be found in many forms not just painting and drawing.	Understand that Sculpture is the name sometimes given for artwork which exists in three dimensions.	Understand the role of an architect.  Understand that when we make sculpture by adding materials it is called construction.	Know that sculptures although breakable stand the test of time better than paintings.  Sculptures can be viewed from all sides and angles.	How to join two pieces of clay.  Know how to make clay smooth.  Understand that when we make sculpture by moulding with our fingers it is called modelling.	Understand that sculptures can be viewed from all sides and angles and discuss whether it has a back/front/preferred view.  Know how 2D and 3D representations differ.  Understand that sculptures can be made from any mediums.	That clay and Modroc are soft materials which finally dry/set hard.
	Skills	Use fingers to sculpt clay into a thumb pot to create a diva.  Use a variety of tools to cut, mould, sculpt playdough.	Cut, roll and coil plasticine to create a printing block.  Use tools to create shapes in clay to convey texture.  Cut, roll and coil clay to create a simple sculpture.	Cut, roll and coil plasticine to create a rolling print block.  Cut, roll, coil, join and smooth to create a coiled clay pot.	Roll, cut, score and carve clay to make a plate.  Use papier mache to create a familiar shape.  Use a range of materials to add detail to a sculpture.	Use pinching, rolling, shaping, joining and smoothing techniques to join clay.  Construct a simple clay base for extending and modelling other shapes.  Manipulate clay with increasing control and accuracy.  Layer different shapes of cardboard to create a cubist style sculpture of a face.	Experiment with and combine materials and processes to design and make 3D form.  Explore overlapping more than one print in clay.  Create a sculpture from wire.  Create a mask using Modroc and materials to represent myself.  Use non art objects to create texture.	Create a sculpture using wire to recreate a line drawing and different shapes and layers of tissue paper to deepen colour.  Create a puppet sculpture using various techniques and materials.
Digital	Knowledge		Understand that art can be created digitally.	I know that artwork created digitally can be printed.	Understand that art forms and styles have changed and continue to develop with technology.	Know that images can be altered and not always true to life.	Understand how to develop mood within a piece of digital art.	Understand art can take a digital form and is increasing popularity.
	Skills		Use a paint programme to recreate a painting using simple shapes and different sized paint strokes.	Edit a photograph they have taken by using a paint programme to add illustration and colour.	Taking a photograph and editing it to be black and white.	Creating a digital collage using images relating to self to create a boarder.  Take and edit photos to show a message or feeling thinking about facial expressions, body language, props and positioning and lighting.	Take a photograph through a 'viewfinder' without any other unwanted background  Create a piece of art work which includes the integration of digital images I have taken.	Be able to select the correct programme for a project.
Textiles and Collage	Knowledge	Be introduced to collage and know that it is created by using different materials.	Understand collage is the art of using elements of paper to make images.  Explore the look and feel of different textiles.  Know a collage is created using different materials.	Understand that we can combine collage with other disciplines such as drawing, printmaking and making.  Knows what a cross stitch is	Knows what a running stitch is.	Knows what a back stitch is.	Know which thickness of needle to select for the given fabric.	Understand how to use a number of different stitches creatively to produce different patterns and textures.
	Skills	Explore a variety of materials and ways that they can be used to create a piece of artwork.	Select appropriate materials to convey texture.	Add 3D elements to a background I have painted to create a collage.  Use a range of collage materials for a purpose.  Use a range of fabrics to convey texture.	Use cut-up digital images to create a mosaic tile image.	Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.  Create a portrait using collaging of other portraits thinking about the tactile qualities.	Can combine visual and tactile qualities to express mood and emotion.	Cut shapes from paper (free hand) and use as elements with which to collage combined with printmaking to make a creative response to an original artwork.
			Use simple weaving techniques with fabric to create a background.	Sew simple stiches in Binca.	Use simple stitching techniques to add colour and texture to a print on fabric.	Quilting using more than one type of stich to add detail to a piece of work.	Use embroidery to embellish work.	Use sewing skills and textiles to create a Shakespeare puppet and create their own patterns for clothing.
					<b>KS2 National Curriculum</b> - Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas			
Sketchbooks	Knowledge		Know how to ask sensible questions about a piece of art.  Begin to understand what a sketchbook is for.  Understand a sketchbook is owned by the pupil for experimentation and exploration.	Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them.	Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them and there is no right or wrong way to use it.	Understand that artists use sketchbooks for different purposes and that each artist will find their own way of working in a sketchbook.  Express opinions about a series of paintings produced by one artist over his lifetime.  Compare and contrast different artistic styles of one artist.	Understand that artists use sketchbooks for different purposes and that each artist will find their own way of working in a sketchbook and begin to show their own style.	Use my sketch book to express my feelings about various subjects and my likes and dislikes.
	Skills		Be able to try out colour mixing, drawings and printing in my sketchbook.	Draw a series of simple sketches improving each time.  Make visual notes about artists studied.  Make close observational drawings of small objects drawn to scale, working slowly, developing mark making.	Compare and contrast depictions of a character in different mediums.  Make visual notes using a variety of media using the 'show me what you see' technique when looking at other artists work to help consolidate learning and make the experience your own.	Analyse a selection of self-portraits to find out about the artist.  Reflect on my own work and compare it to the work which inspired it.  Create a series of sketches and annotate to show which parts were effective, how it could be improved and the design you have chosen.  Make visual notes to record ideas and processes discovered through looking at other artists.  Brainstorm pattern, colour, line and shape.	Make visual notes to capture, consolidate and reflect upon the artist studied.  Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood and lightening.  Create a series of quick sketches before deciding on their favourite to recreate,  Reflect whether a sketch shows movement and texture.  Create a series of sketches from a stimulus.  Annotate a piece of artwork with the colours identified and where they sit in relation to each other on the colour wheel.  Comment on the feel of tactile elements in different directions.	Make visual notes to capture, consolidate and reflect upon the artists studied.  Leave feedback on others work.  Annotate a piece of artwork with thoughts and questions  Adapt and refine my work to reflect its meaning and purpose keeping notes and annotations of the process.  Annotate why final designs were chosen and why others were successful/unsuccessful.  Evaluate which design to create into a sculpture.  Comment on similarities and differences between two pictures depicting the same theme.
		<b>KS1 National Curriculum</b> - Pupils should be taught 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.			<b>KS2 National Curriculum</b> - Pupils should be taught about great artists, architects and designers in history.			

# Knowledge, Skills and Understanding for Art and Design

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Artists and Artwork</b>	<b>Knowledge</b>	<p>Kandinsky's Concentric circles and shape pictures. - Creating concentric circles with different materials – paint, felt tips, crayons, rolling playdough, using shapes (circles and triangles) to create a piece of art work.</p> <p>Van Gogh's starry night – printing with cold winter colours.</p> <p>Use the colours in a tray and create swirls with fingers and lay paper on top. Or Cover card with foil put paint on top and create a swirly pattern with fingers to create a printing block.</p> <p>William Wordsworth Daffodil poem and then paint daffodils and add 3D tubes for trumpets.</p> <p>Yayoi Kasama – Dots link with Africa using different fruits and finger painting dots.</p>	<p>Know that a range of art forms exist and that art can be drawn, painted and sculpted.</p>	<p>Understand that an artist's experience feeds into their work.</p> <p>Know the difference between portrait and landscape.</p>	<p>Understand that you can learn about history from artworks.</p> <p>Understand that visual artists look to other art forms for inspiration.</p>	<p>Understand the key features of an artistic movement (Cubism).</p> <p>Understand the term Impressionism.</p> <p>Learn about the lives of famous artists and recognise that their artistic styles develop over time.</p> <p>Know what a portrait is and that it can be created from different mediums.</p> <p>To understand that profile means side on and some parts can't be seen.</p>	<p>Know that in the past, women did not have the same opportunities to study art and pursue an artistic career outside of the home.</p> <p>Understand the term Surrealist.</p> <p>Understand the processes, intentions and outcomes of different artists.</p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both art and ourselves.</p>
	<b>Artists Covered</b>	<p>Geoff Stein – Tortoise Drawing (Pencil Drawing)</p> <p>Eileen Agar – Fish Circus (Collage)</p> <p>Henri Rousseau – Surprised (Oil Painting)</p> <p>Franz Marc – Large Blue Horses (Oil Painting)</p> <p>Bernini – Elephant Sculptures (Marble Sculpture)</p>	<p>Joel Stewart – The Magic Paintbrush book (Illustration – Ink/Painting)</p> <p>Nikki Daily – Jamela's Dress (Illustration - Painting)</p> <p>Janette Winter – Biblioburro (Illustration - Painting)</p> <p>Margarita Engel/Rafael Lopez – Drum Dream Girl (Illustration - Painting)</p>	<p>Medusa representations by – Caravaggio (Oil painting), Pablo Picasso (Lithography print and Glass sculpture), Arnold Boecklin (Plaster sculpture), Ancient Greek Mosaic.</p>	<p>Luke Haynes – portraits in quilt (Textiles)</p> <p>Bisa Butler – portraits in quilt (Textiles)</p> <p>Faith Ringgold – portraits in quilt (Textiles)</p> <p>Pablo Picasso – Self-portraits (Oil painting and Charcoal) Weeping Woman (Oil painting)</p> <p>Vincent Van Gogh – Self-portraits, Sunflowers, Starry Night (Oil painting)</p> <p>Frieda Khalo – The Frame and other Self-portraits (Mixed medium, Oil painting)</p> <p>Wangari Mathenge – Various artworks (Oil painting)</p> <p>Cindy Sherman – Photographic self-portraits (Photography).</p> <p>Andy Warhol – Marilyn Monroe, Elizabeth Taylor, Jackie Onassis (Screen prints).</p> <p>Annie Leibowitz – Various portraits (Photography)</p>	<p>Eileen Agar – The Archer (Acrylic print)</p> <p>Anish Kapoor – The Bean/Cloudgate (Stainless steel sculpture)</p> <p>Lorenzo Quinn – Building Bridges (Stone sculpture)</p> <p>Arnaldo Pomodoro – Sphere within a sphere (Bronze Sculpture)</p> <p>Jan Fabre – The man who measures the clouds (Silicone bronze sculpture)</p> <p>Gail Lucas/Karoline Hiuz – Absorbed by Light (Plaster sculpture)</p> <p>Degas – Little Dancer Aged Fourteen (Bronze sculpture)</p> <p>Antony Gormley – Angel of the North (Steel sculpture)</p> <p>Henry Moore – Sheep sketches/Variou sculptures (Ink, pencil and stone sculpture)</p> <p>Barbara Hepworth – various sculptures (Bronze, wood, stone, marble and bronze Sculpture)</p> <p>Melissa Zexter – Embroidered portraits (Photography and textiles)</p>	<p>Franz Marc – The Tower of Blue Horses, Little Blue Horse, Blue Horses, The Blue Rider (Oil painting)</p> <p>Marc Chagall – The Green Donkey (Gouache painting)</p> <p>Henri Matisse – The Parakeet and the Mermaid (Gouache painting, collage and charcoal)</p> <p>Connie Adams – Various sculptures (Wire sculptures)</p> <p>John William Waterhouse – Miranda, The Tempest (Oil painting)</p> <p>Variou costume design sketches</p>	