



ART

EYFS				
Knowledge, Skills and Understanding breakdown for Art				
Colour, Pattern and Texture	Tools	Drawing and Painting	Design and Make	
<ul style="list-style-type: none"> - To be able to explore colours and develop an understanding of how to mix - Explore colour mixing techniques which allow them to match the colours they see and want to represent - To notice features in the natural world and describe colours, shapes, textures and smells in their own words - Create repeated patterns using a variety of natural and man made tools 	<ul style="list-style-type: none"> - To be able to use simple tools and techniques appropriately - To select tools needed to create a planned effect 	<ul style="list-style-type: none"> - To use lines to enclose a space and begin to use these shapes to start to represent objects - Explore, use and refine a variety of artistic effects to express their ideas and feelings - Use artists work to generate inspiration in their own work - - To look at and create pieces of work from different cultures 	<ul style="list-style-type: none"> - To construct with a purpose using a variety of resources - To be able to manipulate materials to achieve a planned effect - To create work collaboratively, sharing ideas, resources and skills - To discuss and how they might be solved if they arise 	
Challenge				
	<u>Colour, Patter and Texture</u>	<u>Tools</u>	<u>Drawing and Painting</u>	<u>Design and Make</u>
EYFS	<ul style="list-style-type: none"> - To choose particular colours and textures to represent a mood or object and explain why 	<ul style="list-style-type: none"> - To select appropriate tools and use them with increased independence 	<ul style="list-style-type: none"> - To create a clear representation of events, people or objects 	<ul style="list-style-type: none"> - To reflect on their work and how they achieved their end goal

Year 1 and 2

Knowledge, Skills and Understanding breakdown for Art

Colour	Drawing	Pattern, Texture and Printing	Design and Make
<ul style="list-style-type: none"> - To be able to name colours, including the primary and secondary colours - To be able to mix colours from primary to secondary - To create hot and cold colours and explain how they make you feel 	<ul style="list-style-type: none"> - To be able to spontaneously expressive using marks, lines and curves - To be able to use lines to represent objects that have been observed or imagined - To use a variety of media to explore tone and shade 	<ul style="list-style-type: none"> - Develop an awareness of textures around us and how they look and feel different - Explore pattern and texture in the local environment, natural and man made and discuss the properties of these - To use tools and equipment's to create different textures and patterns including repeated patterns through printing 	<ul style="list-style-type: none"> - To use basic skills of cutting, sticking and joining to make products - To select appropriate tools - Use a range of materials and explore their qualities and properties' - To be able to make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
Shape, Form and Space	Painting	Artists	Sketchbooks
<ul style="list-style-type: none"> - To be aware of shape, form, feel and texture - To show an awareness of shape, form, feel and texture by recreating an image in 3D form - To consider composition and space when create a final piece 	<ul style="list-style-type: none"> - To be able to handle and grip a variety of brush sizes - To be able to select an appropriate brush size - Experiment with various painting tools e.g. fingers, combs to create different effects 	<ul style="list-style-type: none"> - To be able to talk about likes and dislikes of their own work as well as artists, craft makers and designers - To be able to discuss art work at home, in school and in the local environment - To identify similarities in art e.g. themes, colours and moods - To look at and create pieces of work from different cultures 	<ul style="list-style-type: none"> - Children understand that art is unique and sketchbooks are used to record their own creative journey - Children to experiment freely and without judgment

Challenge

Year 1	<p>Colour</p> <ul style="list-style-type: none"> - To understand how to create different shades e.g. light and dark 	<p>Drawing</p> <ul style="list-style-type: none"> - To choose the appropriate media for a piece and reflect on the outcome 	<p>Artists</p> <ul style="list-style-type: none"> - To be able to describe how their work has been inspired by an artists, discussing similarities and differences 	<p>Design and Make</p> <ul style="list-style-type: none"> - Think carefully about the purpose of the product they are designing and draw a range of ideas
	<p>Pattern and Texture</p> <ul style="list-style-type: none"> - Select appropriate objects to create a desired pattern, texture or design and explain your choice 	<p>Painting</p> <ul style="list-style-type: none"> - To use controlled strokes using the appropriate tools 	<p>Shape, Form and Space</p> <ul style="list-style-type: none"> - Consider size when thinking about composition perspective and explain your reasoning 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> - To develop specific techniques for construction and modelling before making final products - Engage in more complex activities such as overlapping and sewing a variety of materials to create new textures
Year 2	<p>Colour</p> <ul style="list-style-type: none"> - To mix colours to represent appropriate feelings and/or moods in a piece of art 	<p>Drawing</p> <ul style="list-style-type: none"> To experiment with using texture, colour, line or form to create moods, feeling, movement of art 		
	<p>Pattern and Texture</p> <ul style="list-style-type: none"> - Engage in more complex activities such as overlapping and sewing a variety of materials to create 	<p>Painting</p> <ul style="list-style-type: none"> - To use controlled strokes using the appropriate tools including water colours 		

EYFS, Year 1 and Year 2 Suggested Artists and Vocabulary

Knowledge, Skills and Understanding breakdown for ART

Colour	Drawing	Pattern, Texture and Printing
Primary (blue, yellow & red) Secondary (2 primary colours mixed together - purple, green & orange) Shade Light Dark Bright Cool (blues, greens and violets) Warm (aggressive – reds, oranges, yellows) Pale Palette	Thin Broad Short Wiggly Circular Zigzag Light Spiralling Curved Straight Long Sweeping Thick Black Shadow White Contrast Light	Hard Smooth Soft Feathery Furry Rough Scratchy Shiny Repeated Surface Background Environment Man made Natural Symmetrical Rotation
Design and Make	Shape, Form and Space	Painting
Cutting Sticking Joining Connecting Properties Tools Technique	Shape (2/3D): Large Small Symmetrical Solid Form (3D) Construction Flexible Modelling Sculpture Collage Perspective	Stroke Brush (size) Grip Light Dark Control Expression
Artists	Tools	
Local Environment Gallery Techniques Skills Opinion Culture Diversity	Please discuss as appropriate.	

Draw— Self Portraits	Paint—Printing	Sculpture—Dragon Eyes
<ul style="list-style-type: none"> -Use a wide range of mark makers (cross hatching, thickness of line and depth of shade) - Use line in abstract work to create direction and movement horizontal, vertical and diagonal using just black and white. - Identify black, white, grey, dark and light in other artists work. - Develop tone by working from black & white - Make copies of artists work using similar media. Diversity of artists. - Use line and colour and discuss differences and effects. - Draw from observation with an awareness of basic shapes that they are seeing. 	<ul style="list-style-type: none"> - Use a variety of drawing mediums – paint and pastels - Discuss adding colour on top of colour of texture -Reproduce sense of texture by use thick paint and what effect this has - Improve my mixing skills including shades and be more accurate. - Mix colours with <i>control</i> using <i>small</i> amounts on a palette. - Make complimentary colours and use them to show effects. - Use different ways of applying colour, e.g. thick, scrape, wash, focussing on technique. - Learn to lay out a printing table and the mechanics of printing with ink and a roller - Explore tessellated shapes by drawing, painting and printing. - Prepare more complex paint printing block designs (e.g use of tracing paper and continuous pattern). - Produce work with an emphasis on shape by drawing painting and using collage. - Create an accurate print design. 	<ul style="list-style-type: none"> - Add textures to paint by adding sand, Artex, wood chip. - Put textures together in abstract designs, using rubbings, tools and clay. - Produce work with an emphasis on shape by drawing painting and using collage. - Work with flexible and rigid shapes. - Explore shape and form through 2D and 3D art. - Make objects with symmetrical shapes. - Understand the concept of asymmetrical shapes. - Experiment with arranging, folding repeating and overlapping with materials. - Look at regular and irregular patterns. - To understand how to use natural materials such as clay and what tools can create different textures - Look at natural forms as a basis for making pattern.

KNOWLEDGE: Suggested Artists and Vocabulary -Develop use of a sketchbook; compare work of artists: explore various cultures, explore periods of time, understand viewpoints/ feelings through images of people, what the artist is trying to, -Use the web to research an artist or style of art.

Sketchbooks

Children understand that art is unique and sketchbooks are used to record their own creative journey and for children to experiment freely and without judgment.

T1—Print out Colour thesaurus for children to stick in the front cover of art book to refer to

IT

Use printed images they take with a digital camera and combine them with other media.

Use IT programs to produce a piece of work that includes their own work and that of others (using web).

Art Week Enrichment —Term 5.

CHALLENGE

	<u>DRAW</u>	<u>PAINT</u>	<u>SCULPTURE</u>
Year 3	<ul style="list-style-type: none"> -Look at the work of artists and make copies looking carefully at the quality of the lines. How were they made? What kind of line are they? - Begin to understand the word contrast. - Clear range of lines and mark making 	<ul style="list-style-type: none"> -Name the complementary colours and how you make them. -Demonstrate how to making different colours. -Understand how to make cool blues and greens, hot reds and oranges. -Print using at least four colours. 	<ul style="list-style-type: none"> -Print onto different materials. -Identify pattern in a range of artefacts and artists work. -See the shapes in something that I am observing. -Understand the terms form and shape (Teach techniques for making shapes in clay, wire, and card. If 3D use the term 'form'; if 2D use the term shape). -Use the environment as a source for pattern/design from natural or people-made patterns. - Make sculptural pieces with an emphasis on textural qualities.

Draw—Tudor Portraits	Paint—Seascapes	Sculpture
<ul style="list-style-type: none"> - Confident understanding of contrast and tone. - Use a wide range of mark makers (cross hatching, thickness of line and depth of shade) - Use line in abstract work to create direction and movement horizontal, vertical and diagonal using just black and white. - Identify black, white, grey, dark and light in other artists work. - Develop tone by working from black & white newspaper photographs. - Make copies of artists work using similar media. Diversity of artists. - Use line and colour and discuss differences and effects. - Draw from observation with an awareness of basic shapes that they are seeing. 	<ul style="list-style-type: none"> - Use a variety of drawing mediums – paint, charcoal, chalk, pastels - Discuss adding colour on top of colour, i.e. to create thickness of paint. - Reproduce sense of texture by use thick paint to (through use of brushstrokes). - Improve my mixing skills including tints and shades and be more accurate. - Mix colours with <i>control</i> using <i>small</i> amounts on a palette. - Copy other artists work with more accuracy of matching colour. - Make complimentary and tertiary colours and use them to show effects. - Use different ways of applying colour, e.g. thick, scrape, wash, focussing on technique. - Learn to lay out a printing table and the mechanics of printing with ink and a roller - Explore tessellated shapes by drawing, painting and printing. - Prepare more complex paint printing block designs (e.g use of tracing paper and continuous pattern). - Produce work with an emphasis on shape by drawing painting and using collage. 	<ul style="list-style-type: none"> - Work on covered forms e.g. bandaging forms with modroc/papier mache. (Teach techniques for making shapes in clay, wire, and card. If 3D use the term 'form'; if 2D use the term shape). - Add textures to paint by adding sand, Artex, wood chip. - Put textures together in abstract designs, using rubbings etc. - Look and collect a range of textured surfaces and demonstrate techniques to record and make. - Work in dry media on top of prints to add interest/ texture/ further detail. - Produce work with an emphasis on shape by drawing painting and using collage. - Work with flexible and rigid shapes. - Explore shape and form through 2D and 3D art. - Make objects with symmetrical shapes. - Understand the concept of asymmetrical shapes. - Experiment with arranging, folding repeating and overlapping with materials. - Look at regular and irregular patterns. - To understand how to natural materials such as clay - Look at natural forms as a basis for making pattern. - Create an accurate print design

KNOWLEDGE: Suggested Artists and Vocabulary -Develop use of a sketchbook; compare work of artists: explore various cultures, explore periods of time, understand viewpoints/ feelings through images of people, what the artist is trying to, -Use the web to research an artist or style of art.

Sketchbooks

Children understand that art is unique and sketchbooks are used to record their own creative journey and for children to experiment freely and without judgment .

IT

Use printed images they take with a digital camera and combine them with other media.

Use IT programs to produce a piece of work that includes their own work and that of others (using web).

Art Week Enrichment —Term 5.

CHALLENGE

	<u>DRAW</u>	<u>PAINT</u>	<u>SCULPTURE</u>
Year 4	<ul style="list-style-type: none"> -Look at the work of artists and make copies looking carefully at the quality of the lines. How were they made? What kind of line are they? - Create realistic depth in their drawings. -Analyse and use tone by working from artists' work. - Clear evidence of contrast and depth - Detailed range of mark making 	<ul style="list-style-type: none"> -Name the tertiary colours and how you make them. -Use moods created by colour in different artist's work and begin to discuss. -Use colour to express emotions in work. -Print using a number of colours. -Look very carefully at the methods they use and make decisions about the effectiveness of their printing measures. 	<ul style="list-style-type: none"> - Produce the illusion of texture by using drawing and - painting. - Describe matt and shiny in artwork -Record pattern in different ways; rubbing and drawing -Analyse pattern. What is making the pattern? -Create different depths of tone by using different papers and layering.

Draw—Industrial revolution	Paint—Art in Religion	Sculpture—Clay pots
<ul style="list-style-type: none"> -Use abstract work to create meandering, branching, exploding, spiralling -Show how different ways of lines create different effects in black and white. -Work on the above but with colour. -Possible use of ICT: use Digital photography to demonstrate movement. -Use high contrasts in a painting using black and white. ink -Create a sense of space by the use of tone. -Use a variety of tones using single colours. -Use tone and contrast to portray emotion history -Understand the impact that different sketching pencils can have on a drawing. -Look at work of artists draw upon to use in own work 	<ul style="list-style-type: none"> -Imply colour texture with colour (adding sand, Artex, wood chip to paint) -Demonstrate further colour mixing skills: make a surface more interesting by ways of applying (equipment used to apply textured paint e.g. palette knives, Artex combs) -Look at artists work: discuss how and why they have used colour in a particular way. -Work to develop my use of colour in their own work. -Explore overprinting with different colours Combine printing with different media -Print on different backgrounds - Draw and paint using techniques that produce different effects of texture as above. -Work from other artists’ work that show texture. -Make patterns that reflect the subject matter in a story or to decorate a script (ancient texts religious scripture). -Use patterns for a variety of needs, e.g. to decorate objects, paper, wall paper, buildings, surface decoration, etc. -Combine visual and tactile qualities to express mood and emotion. -Use software packages to create pieces of digital art and design. 	<ul style="list-style-type: none"> -Look at objects for drawing in terms of simple shapes. -Look at a negative space (the space between objects). -Analyse artists work in terms of shape arrangement. -Work from natural forms to produce personal work. -Work in 3 dimensions a range of materials or combined materials (clay/wire etc) -Use pattern in my work to include textiles by drawing/ collaging /printing alternative ideas. - Use ceramic mosaic to produce a piece of art. - Confident use of tools to create texture. - Observe artists who work in 3D

KNOWLEDGE: Suggested Artists and Vocabulary -Develop use of a sketchbook; compare work of artists: explore various cultures, explore periods of time, understand viewpoints/ feelings through images of people, what the artist is trying to, -Use the web to research an artist or style of art.

Sketchbooks

Children understand that art is unique and sketchbooks are used to record their own creative journey and for children to experiment freely and without judgment .

IT

Use printed images they take with a digital camera and combine them with other media.

Use IT programs to produce a piece of work that includes their own work and that of others (using web).

Art Week Enrichment –Term 5.

CHALLENGE		
<u>DRAW</u>	<u>PAINT</u>	<u>SCULPTURE</u>
<p>Year 5</p> <ul style="list-style-type: none"> -Use the vocabulary of line and practice it with confidence. 	<ul style="list-style-type: none"> -Explain my understanding of primary, secondary, tertiary, warm, cold, shade and tint. -Consolidate and refine learning from previous years, making informed choices about materials and methods -Discuss the effect of texture in different artists’ work and how they produce the particular textures. -_Explain how different artists have used colour and for what purpose with confidence. -Respond to sounds, physical, movement, music, rhythms 	<ul style="list-style-type: none"> - Work in 3 dimensions using a range of materials or combination of materials (clay/wire etc)

Draw— Evacuee Perspective	Paint—Lino Printing	Sculpture—Wire/Modrock
<ul style="list-style-type: none"> - Look at one point perspective -Draw and point from observed still life -Draw from objects that are lit to create strong contrasts. -Look at work of artists who achieve observational drawings and draw upon to use in own work. Create a piece of art which can be used as part of a wider presentation. -Use line in conjunction with colour (lines crossing, filling negative spaces) -Begin to use vocabulary of soft, dark, light, contour, broken, circular, broad. -Create mood by using strong contrast. -Use a variety of mediums to create illusion of tone (sketching pencils, rubbers, paint and collage) 	<ul style="list-style-type: none"> -Use negative shapes – space between objects. -Look at different cultural uses of pattern (Moorish, Islamic, Indian, Aztec, Greeks...). -Organise patterns using my own knowledge and choices. -Use software packages to create pieces of digital art and design. - Use colour for different purposes in work. Why use this colour? What effect will it have? -Explain choices why have used colour in a particular way. - Overprint using different colours -Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. -Analyse artists’ work in terms of shape arrangement with confidence. 	<ul style="list-style-type: none"> - Explore feathery, furry, shiny, waxy and wet and how painting, drawing could show these effects (either thorough application or adding). -Look at how people/objects are arranged in a picture using shapes to analyse the arrangement and relationship of figures or objects. -Work in 3 dimensions using a range of materials or combination of materials (clay/wire etc). -Discuss the effect of texture in different artists’ work and how they produce the particular textures. -Express mood using pattern (intensity and arrangement). - Observe artists who work in 3D .

KNOWLEDGE: Suggested Artists and Vocabulary -Develop use of a sketchbook; compare work of artists: explore various cultures, explore periods of time, understand viewpoints/ feelings through images of people, what the artist is trying to, -Use the web to re-search an artist or style of art.

Sketchbooks

Children understand that art is unique and sketchbooks are used to record their own creative journey and for children to experiment freely and without judgment .

IT

Use printed images they take with a digital camera and combine them with other media.

Use IT programs to produce a piece of work that includes their own work and that of others (using web).

Art Week Enrichment —Term 5.

CHALLENGE		
DRAW	PAINT	SCULPTURE
<ul style="list-style-type: none"> - Clear understanding of one-point perspective. -Use the vocabulary of line and practice it with confidence. 	<ul style="list-style-type: none"> - Successfully demonstrate the use of negative space. -Consider how to imply texture (through use of brushstrokes). -Explain how different artists have used colour and for what purpose with confidence. -Explain how different artists have used colour and for what purpose with confidence. -Produce work with more complex shape arrangement and composition. 	<ul style="list-style-type: none"> -Look at forms that are heavy or light in appearance. - Work in 3 dimensions using a range of materials or combination of materials (clay/wire etc). - Make sculptures with a variety of textures or giving illusion of texture.

Year 6

KS2 Suggested Artists and Vocabulary

Knowledge, Skills and Understanding breakdown

Colour	Drawing	Texture
<p>Names of colours, including burnt umber, sienna etc</p> <p>Bright</p> <p>Clashing</p> <p>Cool (receding – blues, greens and violets)</p> <p>Complimentary (opposite colours on colour wheel e.g blue and orange)</p> <p>Dark</p> <p>Light</p> <p>Deep</p> <p>Dull</p> <p>Earth</p> <p>Hue (variations on a colour e.g. Royal, Cobalt, Navy blue)</p> <p>Intense (e.g. Raw pigments)</p> <p>Pale</p> <p>Pastel</p> <p>Palette</p> <p>Pigment ('pure' raw ingredients)</p> <p>Primary (blue, yellow & red)</p> <p>Secondary (2 primary colours mixed together - purple, green & orange)</p> <p>Tertiary (1 primary + 1 secondary colour mixed)</p> <p>Shades</p> <p>Tints (Colour + white e.g. Apple white, sail white)</p> <p>Warm (aggressive – reds, oranges, yellows)</p> <p>Alberto Burri (war/ burnt and melted materials)</p> <p>Jackson Pollock (action painting)</p> <p>Brigit Riley (pop art/ pattern)</p> <p>Wassily Kandinsky (symbolism/shape)</p> <p>Alfred Wallis (Sea/lighthouses)</p> <p>Hokusai (Japanese art/ line)</p> <p>Leonid Afremov,</p> <p>Adam Breaky</p> <p>Van Gogh</p>	<p>Angular</p> <p>Flowing</p> <p>Rhythmic</p> <p>Thin</p> <p>Broad Shade Marc Chagall (pastels)</p> <p>Grid</p> <p>Short</p> <p>Vertical Edgar Degas (pastels)</p> <p>Broken</p> <p>Hard Leonardo Da Vinci (sketching/ redrawing/ink blots)</p> <p>Smooth</p> <p>Wiggly</p> <p>Circular</p> <p>Horizontal</p> <p>Soft Lowry</p> <p>Zigzag</p> <p>Contour</p> <p>Light Monica Lee</p> <p>Spiralling Antonio Finelli</p> <p>Curved Arinze Stanley</p> <p>Linear</p> <p>Straight</p> <p>Dark Minty Sainsbury</p> <p>Long Dai Wynn</p> <p>Sweeping Angela</p> <p>Diagonal outline</p> <p>Thick</p> <p>Black</p> <p>Shadow</p> <p>White</p> <p>Contrast</p> <p>Dark</p> <p>Grey</p> <p>High key</p> <p>Highlight</p> <p>Light</p> <p>Low key</p> <p>Monochrome</p>	<p>Coarse</p> <p>Dry</p> <p>Feathery</p> <p>Furry</p> <p>Glossy Lucienne Day (1950s, pattern)</p> <p>Hard India Flint (alchemy/ plants/ natural)</p> <p>Matt shiny</p> <p>Rough Gunta Stolzl (weaving/colour)</p> <p>Scratchy Fabrics from different cultures (African/ Indian/Aboriginal etc)</p> <p>Shiny</p> <p>Silky slimy</p> <p>Smooth</p> <p>Soft</p> <p>Waxy</p> <p>Wet</p>
Printing	Shape and Form	Collage and Pattern
<p><i>Imprint</i></p> <p><i>Impression</i></p> <p><i>Mould</i></p> <p><i>Monoprint</i></p> <p><i>Background</i></p> <p><i>Marbling</i></p> <p><i>Surface</i></p> <p><i>Absorb</i> Roy Lichtenstein (dots, colour, Pop Art)</p> <p><i>Stencil</i></p> <p><i>Pounce</i></p> <p><i>Negative image</i></p> <p><i>Positive image</i> Angie Lewin (linocuts, plants, seeds)</p> <p>Rembrandt (etchings)</p> <p>Andy Warhol (Pop Art, portraits, screen printing)</p>	<p>Shape (2/3D):</p> <p>Asymmetrical Henry Moore (subtractive/ abstract)</p> <p>Complex Richard Shilling (assemblages, transient, natural world)</p> <p>Geometric</p> <p>Large</p> <p>Made</p> <p>Natural negative</p> <p>Simple</p> <p>Small</p> <p>Symmetrical Alberto Giacometti (figurative)</p> <p>Solid Phillip Jackson (modern figurative)</p> <p>Tessellating Louise Nevelson (assemblages/ Picasso</p> <p>Form (3D):</p> <p>Carving Kumi Yamashita</p> <p>Cone Vincent Bal</p> <p>Construction Prisac Nicolae</p> <p>Cylinder Emma Biggs</p> <p>Cube</p> <p>Flexible</p> <p>Mass</p> <p>Malleable</p> <p>Modelling Jim Bachor</p> <p>Natural</p> <p>Organic (fluid and natural)</p> <p>Rigid</p> <p>Sculpture</p>	<p>Border</p> <p>Change</p> <p>Decorative</p> <p>Gelleometric</p> <p>Grid</p> <p>Irregular</p> <p>Natural</p> <p>Regular</p> <p>Repeat</p> <p>Rhythm</p> <p>Rotation</p> <p>Symmetrical</p> <p>Tessation</p> <p>Joan Miro</p> <p>Bridget Riley</p> <p>Escher</p> <p>Paul Klee</p> <p>Antoni Gaudo (Mosaic)</p> <p>Miranda Lloyd</p> <p>Bryan Nash Gill</p> <p>Walter Mason</p>

IT

Layer Green screen Enhance
Layer palette
Scale
Overlay
Transparent

Green screen
Move tool
Magic wand
Hue

Saturation
Entrance

Harold Cohen (creator of AARON)
David Hockney
Richard Hamilton (Pop Art)
Jeff Wall (photography, conceptual art)