



Art & Design

Essential Knowledge

CREATIVITY							
Creation							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Develops their own ideas through experimentation with diverse materials	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.	Develop techniques through experimentation to create different types of art.	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Create innovative art that has personal, historic or conceptual meaning.
Knowledge	Ideas can be developed through diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Visual elements include colour, line, shape, form, pattern and tone.	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Topic /		Spring Two: How can art be created?	Summer One: How can art represent the natural world?	Summer One: What can art tell us about popular culture?	Summer One: What does music look like?	Autumn Two: Can art show the passing of time?	Autumn One: How can different art movements inspire us to use a variety of techniques in our own artwork?

Generation of Ideas							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Experimenting with colour, design, texture, form and function	Produce creative work, exploring their ideas and recording their experiences.		Create sketchbooks to record their observations and use them to review and revisit ideas.			



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Skills	Develops their own ideas through experimentation with diverse materials	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Review and revisit ideas and sketches to improve and develop ideas	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
Knowledge	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
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Evaluation							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Share their creations, explaining the process they have used	Evaluate and analyse creative works using the language of art, craft and design.					
Skills	Expresses and communicates working theories, feelings and understandings using a range of art forms	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.



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Knowledge	Explanation of processes used to create	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork create.	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
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MATERIALS

Malleable Materials

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Develops their own ideas through experimentation with malleable materials	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed 3-D form.	Create a relief form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
Knowledge	Uses their increasing knowledge and understanding materials to explore their interests and enquiries through malleable materials	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.



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Paper & Fabric							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Develops their own ideas through experimentation with paper and fabric	Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.		Use a range of stitches to add detail and texture to fabric or mixed-media collages.		Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
Knowledge	Uses their increasing knowledge and understanding materials to explore their interests and enquiries through experimenting with paper and fabric	Collage is an art technique where different materials are layered and stuck down to create artwork.	Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.		Stitches include running stitch, cross stitch and blanket stitch.		Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.



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		Paint						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).				
Skills	Develops their own ideas through experimentation with paints	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.	
Knowledge	Uses their increasing knowledge and understanding to explore their interests and enquiries through paint, water colours	The primary colours are red, yellow and blue.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Different artistic movements often use colour in a distinctive way. Impressionist artists use complementary colours.	
Topic / Coverage		Autumn One: What makes a good superhero logo?	Summer One: How can art represent the natural world?	Summer One: What can art tell us about popular culture?	Summer One: What does music look like?	Autumn Two: Can art show the passing of time?	Autumn One: How can different art movements inspire us to use a variety of techniques in our own artwork?	



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Pencil, ink, charcoal and pen							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Develops their own ideas through experimentation with pencils, pens, charcoal, pastels etc	Use soft and hard pencils to create different types of line.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	Use line and tone to draw perspective.
Knowledge	Uses their increasing knowledge and understanding to explore their interests and enquiries through pencils, pens, charcoal, pastels etc	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
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National Curriculum	Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).				
Skills	Develops their own ideas through experimentation with natural objects and resources	Make transient art and pattern work using a range of natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.			Record natural forms, animals and landscapes with clarity, using digital photography.	Create art inspired by or giving an environmental message.
Knowledge	Uses their increasing knowledge and understanding to explore their interests and enquiries through Natural objects and resources (tools made out of natural objects – sticks, leaves and feathers)	Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.			Various techniques can help take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	Environmental art addresses social and political issues relating to natural and urban environments.
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	HUMANKIND						
	Human form						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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Essential Knowledge

National Curriculum	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Become proficient in drawing, painting, sculpture and other art, craft and design techniques.			
Skills	Uses lines to enclose a space, and begins to use drawing to represent observation, and experience	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.		Explore and create expression in portraiture.	
Knowledge	Represent observation, and experience through media	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	A drawing, painting or sculpture of a human face is called a portrait.	Artists draw, paint or sculpt human forms in active poses.		A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	
Topic / Coverage		Spring Two: How can art be created?	Summer One: How can art represent the natural world?	Summer One: What can art tell us about popular culture?		Autumn Two: Can art show the passing of time?	

	PLACE						
	Landscapes						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Art & Design

Essential Knowledge

National Curriculum	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Uses lines to enclose a space, and begins to use drawing/materials to represent observation, and experience	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, paint or photograph an urban landscape.		Use a range of materials to create imaginative and fantasy landscapes.	Draw or paint detailed landscapes that include perspective.
Knowledge	Represent observation, and experience through media	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	A landscape is a piece of artwork that shows a scenic view.	An urban landscape is a piece of artwork that shows a view of a town or city.		Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	Perspective is the art of representing 3-D objects on a 2-D surface.
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COMPARISON							
Compare and contrast							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn 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.		Learn about great artists, architects and designers in history.			



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Skills	Expresses and communicates working theories, feelings and understandings using a range of art forms	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between artwork on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Knowledge	Explanation of processes used to create and begin to compare	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Andy Goldsworthy's and Rachel Dein's art is similar because they both use natural materials to create different textures, they both use the theme of nature to inspire their work and they both create 3D work. Their work is different because Rachel Dein uses imprinting whereas Andy Goldsworthy uses natural materials.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Roy Lichtenstein and Andy Warhol were both pop artists. They were both inspired by popular culture and used bright, contrasting colours. Roy Lichtenstein used comic books to inspire his pop art. Andy Goldsworthy used a combination of different things in popular culture.	Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Keith Haring and Wassily Kandinsky are similar because they both painted to music, used contrasting colours in their work and created abstract art. They are different because they painted during different times, Kandinsky used a range of colours and shades whereas Haring mainly used primary and secondary colours, Kandinsky used different lines whereas Haring used solid lines.	Visual elements include line, light, shape, colour, pattern, tone, space and form.	Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.
Topic / Coverage		Autumn One: What makes a good superhero logo?	Summer One: How can art represent the natural world?	Summer One: What can art tell us about the natural world?	Summer One: What does music look like?	Autumn Two: Can art show the passing of time?	Autumn One: How can different art movements inspire us to use a variety of techniques in our own artwork?



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Significant people, artwork and movements							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn 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.		Learn about great artists, architects and designers in history.			
Skills	Expresses and communicates working theories, feelings and understandings using a range of art forms	Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
Knowledge	Explanation of processes used to create and begin to talk about the work of others	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Jack Kirby is a significant artist because he created lots of famous superheroes, including Captain America.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Rachel Dein is an important artist because she clearly shows the features of a natural artist and they show her thoughts and ideas about nature.	The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Andy Warhol is known as the founder of pop art. Pop art is all about making art by inspired by things from popular culture. Popular culture is anything from Coca Cola to pop stars to the clothes people like to wear.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Expressionist artists focused on capturing emotions and feelings, rather than what the subject actually looked like. Vivid colors, bold strokes and distorted lines were often used to exaggerate these emotions and feelings.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. "Impression, Sunrise" by Monet (1872) is a significant piece of art because it was the piece of impressionist art. It influenced other artists and was a new technique that showed visible brushstrokes, used bright colours and painted scenes that looked fuzzy.
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