



Updated July 2021	Art and Design Essential Knowledge			
Embedding our learning culture	Curricular Goal: Know how to use a range of materials and techniques to create a desired effect KS2: How do I know how to use a range of materials and techniques to create a desired effect KS1: How do I know how to use different materials and techniques			
Learning to Live Developing knowledge and awareness of art and design in our world today. Learning about the work of Artists and Designers- now, in the past and from different cultures. Living to Love	Component 1: know how to draw effectively			
	Reception Essential Knowledge	Year 1 and 2 Essential Knowledge	Year 3, 4 and 5 Essential Knowledge	Year 6 Essential Knowledge

<p>Expressing themselves through Art and Design and developing an awareness of their creativity and how it makes them feel.</p> <p>Developing an appreciation of Art and Design in all its forms.</p> <p>Loving to Learn</p> <p>Exploring and experimenting with ideas, media and techniques in Art and Design.</p> <p>Exploring the work of artists and designers and the</p>	<p>Draw using pencil, crayons, chalk, pens to draw</p> <p>Marks, lines and curves can be used in an expressive and creative way</p>	<p>Use a viewfinder to select a view or shapes in an image</p> <ul style="list-style-type: none">record what is in the frame <p>Draw from observation</p> <ul style="list-style-type: none">use quick line and shape drawings adding colour and some features <p>Range of lines including</p> <ul style="list-style-type: none">straight, wavy, thick and thincreate different effects <p>Grades of pencil: HB, 2B and 8B</p> <ul style="list-style-type: none">create different effects <p>Line and tone</p> <ul style="list-style-type: none">represent things imagined, remembered or observed <p>Placement and size of an object on the page</p>		<p>How to use a viewfinder to select a view and visual clues in an image</p> <ul style="list-style-type: none">record what is in the frame <p>Draw from observation</p> <p>add light/dark tone, colour and features to create more realist quick studies from observation</p> <p>Range of lines</p> <ul style="list-style-type: none">hatching, cross hatching, blendingcreate different effects <p>Wider range of pencil grades: HB to 8B</p> <ul style="list-style-type: none">create different effectsselect grade based on intended outcome <p>Shading</p> <ul style="list-style-type: none">create light and dark tones and develop the idea of shadows		<p>Build up drawings and images of whole or parts of images</p> <p>Draw realist quick studies from observation</p> <ul style="list-style-type: none">develop by returning to each study to improve the accuracy/detail <p>Range of lines</p> <ul style="list-style-type: none">contour, descriptive, expressive, geometric, organicuse to demonstrate texture, shading and detail such as a facial expression, folds on clothing and proportion <p>More defined tonal qualities</p> <ul style="list-style-type: none">take into account the direction of light
	Main elements of art: line, colour, value, texture, shape, form, space					
	Component 2: know how to use paint effectively					
	<p>Match a range of colours to purpose</p> <p>E.g. blue sky, green grass</p> <p>Begin to experiment with colour mixing</p>	<p>Primary colours are mixed to create secondary colours</p> <p>Brown is made by mixing:</p> <ul style="list-style-type: none">all the primary colours /2 complementary colours	<p>Tints are created by adding white</p> <p>Tones are created by adding black</p> <ul style="list-style-type: none">more complex colour wheel	<p>Mix colours to match a specific palette</p>	<p>Match paint type to use</p> <ul style="list-style-type: none">types of paint: acrylic, watercolour, ready mix <p>Mix colours to match subtle tones and tints</p> <ul style="list-style-type: none">colour mixing	

inspiration for their work.	Paint can be applied using: fingers, brushes, sponges, thick brushes, card and sticks etc	Match thick and thin brushes according to purpose	Match thick and thin brushes according to purpose	The most appropriate sized brush <ul style="list-style-type: none">thick brush for large work, thin brush for smaller areas	Texture and movement <ul style="list-style-type: none">use paint tools to apply and work into paint
		Texture in paintings <ul style="list-style-type: none">add different things to it e.g. sand, sawdust, wood shavings etc		Complementary colours <ul style="list-style-type: none">brown can be made by mixing 2 complementary colours Contrasting colours Warm and cool colours <ul style="list-style-type: none">create a specific feeling	Watercolour washes <ul style="list-style-type: none">create a specific mood or atmosphere
		Paint techniques <ul style="list-style-type: none">layering and scraping through with combs and other found objects		Paint techniques <ul style="list-style-type: none">dripping and splatting Watercolour washes Thickened paint	Paint techniques create texture: <ul style="list-style-type: none">impasto, scumbling, dashes, pointillism and dabbing
	Main elements of art: colour, value, texture, space, texture				
	Component 3: know how to print effectively				
Marks and simple patterns can be created using natural and man-made objects Body parts can be used to print	Freeform pattern: <ul style="list-style-type: none">roll printing inks over found objects e.g. mesh, stencils		Build up an image or pattern on a printing block	Create a printing block/tile <ul style="list-style-type: none">use a simplified initial sketch in a sketch Relief/impressed method <ul style="list-style-type: none">create a pattern	
	Marbling technique Colour can be used to create a specific background <ul style="list-style-type: none">e.g. black ink for a night sky and add silhouettes		Overprinting technique <ul style="list-style-type: none">use 2 colours or patterns	Overprinting technique <ul style="list-style-type: none">use at least 3 colours or patternswork into a design using a range of media including pens, coloured pencils and paint	

		Repetitive patterns <ul style="list-style-type: none"> • use simple printing blocks along lines Maths: geometry - pattern	Continuous patterns <ul style="list-style-type: none"> • use and create own string rollers 	Design prints <ul style="list-style-type: none"> • for fabrics, book covers, wallpaper or wrapping paper etc
	Main elements of art: shape, space			
	Component 4: know how to create 3D pieces of artwork effectively			
	Manipulate malleable materials (playdoh, clay) using hands and rolling tools Represent something known using a range of materials	Sculptures following a basic plan <ul style="list-style-type: none"> • Use direct observation, imagination or story/song as starting point 	Sculptures following a basic plan <ul style="list-style-type: none"> • use sculptures by known artists and natural objects as starting points for own work 	Sculptures following a basic plan <ul style="list-style-type: none"> • use sculptures by known artists as a starting point with a particular focus on form, shape, pattern, texture, colour, emotion or mood
		Make a recognisable object <ul style="list-style-type: none"> • use a range of recycled, manmade and natural materials E.g. recreate a 2D image in 3D (e.g. Little pig's house) English: traditional tales Science: materials Weaving <ul style="list-style-type: none"> • tie, wrap, weave materials into a structure of sticks, canes, chicken wire etc • large and small scale 	Solid armatures <ul style="list-style-type: none"> • use cardboard, balloons, scrunched newspaper etc • cover using papier-mâché or Modroc <i>Easter Island heads</i> <i>Newspaper frame animals</i>	Malleable armatures <ul style="list-style-type: none"> • use wire • proportion sculptures to represent real life • could be built upon using newspaper, Modroc etc <i>Giacometti figures</i> <i>Austin Wright figures</i> P.E.: athletics/gymnastics

		Pinch and roll clay <ul style="list-style-type: none"> • make known objects using clay e.g. create a pinch pot or freeform tile The surface of a piece of work can be enhanced <ul style="list-style-type: none"> • carve a design into it or press objects onto the surface 	Coiling technique using slip and score <ul style="list-style-type: none"> • make a known object • pinch out pieces of clay to create texture History: Romans	Uniform tiles with embossed decoration <ul style="list-style-type: none"> • build up image using slip and score
	Main elements of art: form			
	Component 5: know how to create collages effectively			
	Simple collage can be created by gluing a range of materials onto a background <ul style="list-style-type: none"> • paper, magazine cuttings, fabric, found objects etc 	Represent a given idea based on properties such as colour or texture Science: materials and their properties	Simplify what is observed and recreate it in collage	Use a viewfinder to identify a particular part of an image to recreate Represent the qualities of a surface or thing e.g. water
		Cut, fold, crumple, tear and overlap a range of materials working on different scales	Overlap and layer a range of materials <ul style="list-style-type: none"> • represent objects or different textures 	Create depth using the overlap technique Techniques to enhance painted, printed or drawn backgrounds to create a specific effect

		Convey clear intentions in an image e.g. based on a story	Interpret stories, music, poems and other stimuli using mixed media elements	More abstract images based on images, stories, music and poems showing clear intention
	Main elements of art: colour, shape, value, texture, space			
	Component 6: know how to use digital technology to create effectively pieces of artwork			
	Use a digital camera to select and capture an image Computing	Simple art program <ul style="list-style-type: none"> • select simple tools • Lines: know how to alter the thickness of a line • Shape: know how to use shape and fill tools • Eraser: know how to use to alter the image Computing Maths: symmetrical patterns	Duplicate or repeat a pattern or shape Cut into/crop images to create a final image Computing	Special effects and filters for a specific purpose Layered images <ul style="list-style-type: none"> • from an original idea in a sketchbook Computing
			Use a painting program <ul style="list-style-type: none"> • make an image corresponding to their work in other art media Computing	Digital collage <ul style="list-style-type: none"> • use a digital camera to capture objects to be cut and pasted into another image Computing

	Main elements of art: line, shape, colour, shape			
	Component 7: How to use Materials and use and create Textiles			
	<p>Explore tactile qualities of materials and textiles.</p> <p>Select and combine materials and textiles to make patterns and pictures.</p>	<p>Explore</p> <p>Sort, match, name materials- natural and manmade</p>	<p>Explore</p> <p>Experiment with materials before using them.</p>	<p>Explore</p> <p>Build collections of materials: investigate and sort colours, textures, qualities before combining in their work.</p>
		<p>Design and make</p> <p>Join, position and manipulate materials with tying, gluing, simple stitching.</p> <p>Weave on simple frames for different effects.</p>	<p>Design and Make</p> <p>Make, cut, join with more independence.</p> <p>Further develop weaving skills, explore felting techniques.</p> <p>Use more advanced printing and dyeing techniques, combining different processes.</p>	<p>Design and Make</p> <p>Combine a range of sewing, printing, dyeing and joining techniques to good effect. Eg tie dye, resist, appliqué, embroidery, plaiting and finger knitting, weaving, felting etc together-2D and 3D</p> <p>Cut and fix more accurately.</p>

		Decorate Use paints, dyes, crayons and other media to make designs on textiles.	Decorate Embellish materials, including textiles to create patterns and textures	Decorate Embellish materials including textiles to create, textures and patterns with increasing detail.
	Main elements of art: shape, form, colour, texture			
	Ongoing Component: know how to use sketch books to record observations, review and revisit ideas			
	Record colours and create collections	Record what is seen in a sketch book Record new processes and techniques	Plan and develop ideas, gather evidence and investigating media, processes and techniques	
			Support the development of a design over several stages	Plan a painting, print or 3D piece using extended sets of drawings
		Annotate a piece of art to record understanding of art elements such as: shape and colour Express preferences English: labels and captions	Annotate a work of art to record techniques and express feelings English: annotations, text boxes, labels, captions and bullet points	Annotate a work of art to record techniques and express feelings <ul style="list-style-type: none"> • use this to inform design ideas and thumbnail drawings/designs English: annotations, text boxes, labels, captions and bullet points

		<p>Use simple annotations to show what has been learnt and what could be improved</p> <p>English: labels and captions</p>	<p>Annotate their own piece of work highlighting techniques used, what was successful and what needs to be improved</p> <p>English: annotations, text boxes, labels, captions and bullet points</p>
	Ongoing Component: learning about artists		
	Different artists as a starting point	<p>The work of a range of artists, craft makers and designers throughout history</p> <ul style="list-style-type: none"> describe the differences and similarities between different practices and disciplines, and make links to their own work <p>Age related artist studies to explore a particular technique or artist/designer</p> <p>History: chronology</p> <p>FBV: tolerance of other religions and cultures</p>	