



Understanding Different Types of Knowledge in Art and Design



Substantive Knowledge

Substantive knowledge is the subject-specific content of art and design which is taught through research and practice. Substantive knowledge in art is based on the knowledge of the elements of art. Children will develop an understanding of these throughout the term.

Elements of Art:

- line
- shape
- colour
- form
- tone
- pattern
- texture
- space

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art. Purposeful and natural links to other elements of art and design/artists and designers as well as other subject areas are identified in order to connect essential knowledge. The substantive knowledge of Art and Design is outlined in the National Curriculum. The Substantive knowledge detailed below is progressive and built upon year after year and complimented by the learning of disciplinary knowledge.

Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artist's work; evaluating style and technique and having the ability to appraise a piece of work.

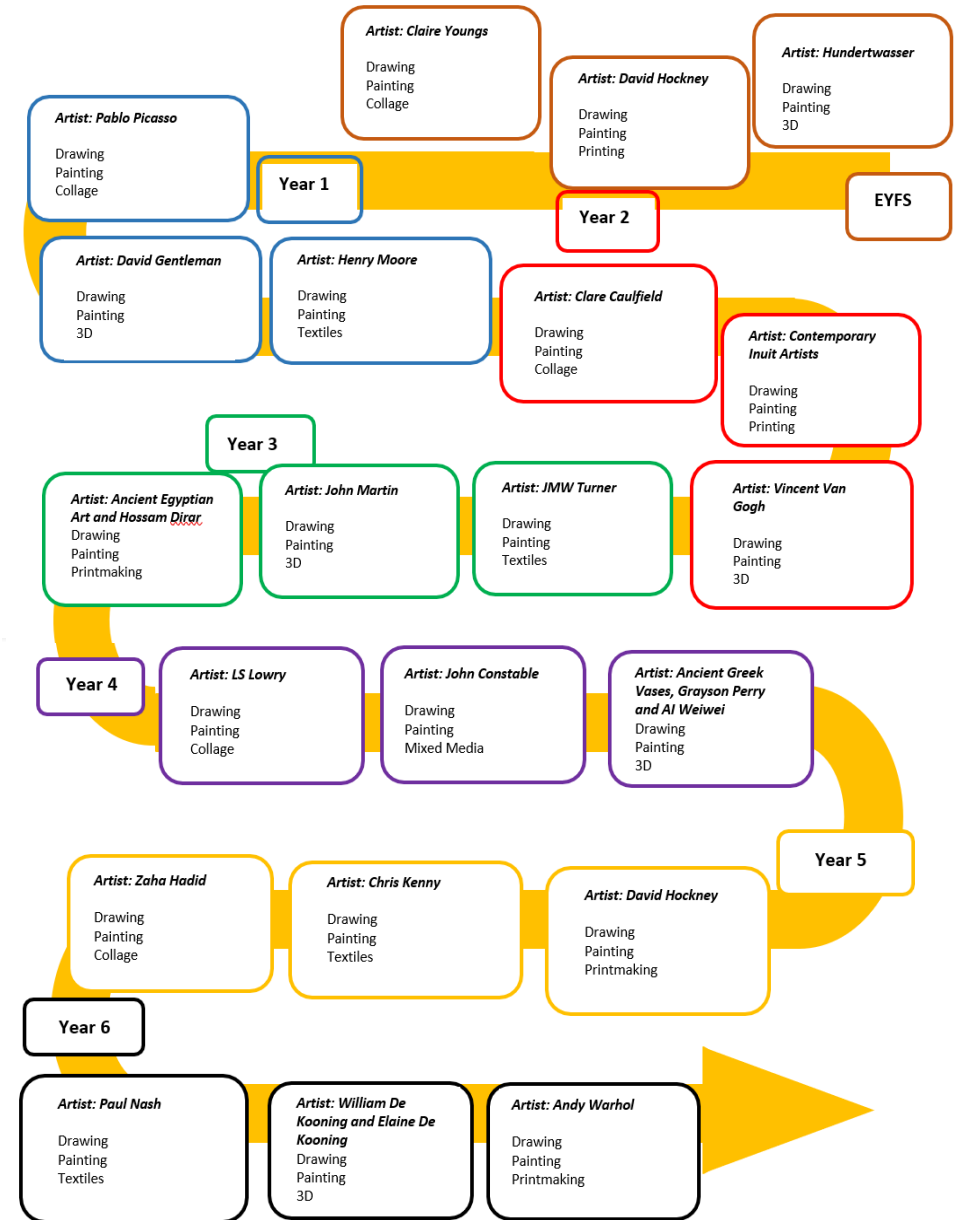
National Curriculum and EYFS Framework

Substantive Knowledge

- Knowledge of the elements of art.
- Theoretical knowledge of art movements and artists.

Disciplinary Knowledge

- Practical knowledge of artistic skills and techniques within the artistic disciplines of drawing, painting, printing, mixed media and 3D form.
 - Language of art



National Curriculum Programme of Study and EYFS Framework

EYFS	Key Stage 1	Key Stage 2
<p><u>Development Matters 4-5 Years:</u> Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills <u>ELG 16a:</u> Safely use & explore materials & techniques, experimenting with colour, design, texture, form and function <u>ELG 16b:</u> Share creations, explaining the process they have used <u>ELG 16c:</u> Make use of props and materials when role playing characters in narratives and stories.</p>	<ol style="list-style-type: none"> 1. To use a range of materials creatively to design and make products 2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. To 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. 	<ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. To learn about great artists, architects and designers in history

Substantive Knowledge – Knowledge of the elements of art

EYFS – Year 6

Line	Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.
Shape	Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.
Colour	<p>Color is light reflected off of objects. Color has three main characteristics: hue (the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).</p> <ul style="list-style-type: none"> • White is pure light; black is the absence of light. • Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors. • Secondary colors are two primary colors mixed together (green, orange, violet). • Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet. • Complementary colors are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.
Form	Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.
Tone/Value	Tone (sometimes called value) is the degree of lightness or darkness in a colour. Artists use shading and highlighting to create a range of tones, adding dimension and depth to their work. Tone is often associated with blending and pencil work.
Pattern	Pattern is a design that is created by repeating lines, shapes, tones or colours. This can be manmade like a design on fabric, or natural, such as the markings on animal fur.
Texture	Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.
Space	Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

Substantive Knowledge – theoretical knowledge of movements and artists							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art movements and artists	<p>Artist: Hundertwasser</p> <p>Artist: David Hockney</p> <p>Artist: Clare Youngs</p> <ul style="list-style-type: none"> Understand that artists work in different styles Understand that art has changed over time 	<p>Artist: Pablo Picasso</p> <p>Cubism</p> <ul style="list-style-type: none"> Cubism is a type of abstraction - it does not try to represent the subject as it really looks Cubists show multiple views of one image in one picture Picasso was one of the founders of cubism <p>Artist: David Gentlemen</p> <p>Artist: Henry Moore</p>	<p>Artist: Clare Caulfield</p> <p>Artist: Contemporary inuit Artists</p> <p>Artist: Vincent Van Gogh</p> <p>Post - Impressionism</p> <ul style="list-style-type: none"> Post-impressionists capture an artists' impression of a person or place, rather than an exact copy Impressionists left their brush strokes visible. This was adopted by some post-impressionists Post-impressionists used vivid colours to create atmosphere Van Gogh is a famous post-impressionist painter 	<p>Artist: JMW Turner</p> <p>Artist: John Martin</p> <p>Artist: Ancient Egyptian Art and Hossam Dirar</p>	<p>Artist: LS Lowry</p> <p>Artist: John Constable</p> <p>Artist: Ancient Greek Vases and Grayson Perry and Ai Weiwei</p>	<p>Artist: David Hockney</p> <p>Artist: Chris Kenny</p> <p>Artist: Zaha Hadid</p>	<p>Artist: Paul Nash</p> <p>Artist: William De Kooning and Elaine De Kooning</p> <p>Artist: Andy Warhol</p> <p>Pop Art</p> <ul style="list-style-type: none"> Pop Art was based around modern popular culture and mass media Pop Art is used bold & contrasting colours Andy Warhol is a famous pop artist Andy Warhol is worked in a variety of media but is best known for his screen prints Warhol used bright colours & repeated imagery

EYFS and Key Stage 1

Disciplinary Knowledge – <i>knowledge of artistic skills and techniques</i>			
	EYFS	Year 1	Year 2
Drawing Formal Elements: <ul style="list-style-type: none"> • Line • Shape • Tone • Texture 	<ul style="list-style-type: none"> • Experiment with using different tools on a variety of types of paper to draw with • Adds more detail to objects to create recognisable forms • Begins to add body and more detail to drawing of human figure • Can safely use and explore a variety of materials, tools and techniques • Uses a sketchbook to record what they see and collect, recording new processes and techniques • To recognise, name and categorise 2D shapes • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects 	<ul style="list-style-type: none"> • Can explore different techniques involved in drawing, such as shading, thick and thin lines • Can communicate something about themselves in their drawing • Can make observational drawings (landscapes/faces) • Explores different textures/patterns/line/tone • Can draw familiar things from different viewpoints and combine images to make new ones • To make a range of lines with the same medium eg. hatching, cross-hatching, swirls, spirals etc • To make rubbings of objects/surfaces • Can use appropriate vocabulary to describe different types of drawing 	<ul style="list-style-type: none"> • Uses drawing as a way to express feelings and share ideas and imagination • Can create a tonal scale, using light application of pencil to darker tones • Drawing with light and dark tones - explores light and shadows • Can confidently use charcoal, pencil and pastels • Can use a viewfinder to select a detail within a view/image and draw what is selected within the frame • Can draw lines of different shapes and thickness, using different grades of pencil • Can complete sets of drawings in sketchbook to plan a painting, print or 3D piece • Can draw round objects and recognise them from their silhouettes (e.g. spoon) • Can use appropriate vocabulary to demonstrate knowledge and understanding of different types of drawing (line drawing, self-portrait, landscape, etc)
Drawing Materials	<ul style="list-style-type: none"> • Chalk • Pencils • Clay 	<ul style="list-style-type: none"> • Graphite, pencils • Pens • Crayons 	<ul style="list-style-type: none"> • Graphite • Art pencils (of different grades) • Pens

	<ul style="list-style-type: none"> • Water • Graphite • Sand • Charcoal • Slime • Foam • Bubbles 	<ul style="list-style-type: none"> • Pastels • Charcoal • Colouring pencils • Oil pastel 	<ul style="list-style-type: none"> • Crayons • Pastels • Charcoal • Colouring pencils • Oil pastels • ICT software
<p>Painting</p> <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Pattern • Line • Texture • Shape 	<ul style="list-style-type: none"> • Can select preferred painting tool e.g. brush, hand, fingers to create own work • Can name primary colours • Can experiment to create different textures • Can choose particular colours to use for a purpose 	<ul style="list-style-type: none"> • Can use a thick/thin brush to create a variety of brush strokes. • Can mix thick paint (textured) • Can mix thin paint (watercolour) • Can name primary and secondary colours • Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes, and applying paint in layers • Can add white and black to alter tints and shades 	<ul style="list-style-type: none"> • Can develop imagery as a means for expressing and communicating ideas and stories • Can mix paint to create all the secondary colours • Can mix own brown paint • Can understand how artists use warm and cool colours to express different moods • Can choose colours and mix paint to express a particular mood in artwork • Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting • Can create a piece of work in response to another artist's work • Can make as many tones of one colour as possible (using white) • Can darken colours without using black • Can mix 'natural' colours e.g. skin tones • Can use appropriate vocabulary to demonstrate knowledge and understanding of primary /secondary /neutral colours, tints, etc

<p>Painting Materials</p>	<ul style="list-style-type: none"> • Ready-mixed paint • Different tools to apply paint, e.g. pencil ends, sticks, brushes or sponges 	<ul style="list-style-type: none"> • Watercolour paint • Ready-mixed paint • Different tools to apply paint, e.g. pencil ends or sticks 	<ul style="list-style-type: none"> • Watercolour paint • Ready-mixed paint • Powder paint • Textures • Sawdust • Sand • Glue
<p>Collage Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Line • Shape 	<ul style="list-style-type: none"> • Can make a simple collage using different textured materials and glue stick • To construct with a purpose in mind, using a variety of resources • To understand that different media can be combined to create new effects 	<ul style="list-style-type: none"> • Can gather and sort the materials needed to make a collage • Can cut and tear paper and card for collages • Can use scissors to cut materials for collage • Can tear papers for collage • Can glue a range of materials to paper to create new meaning 	<ul style="list-style-type: none"> • Can explore a variety of media possibilities for representing texture • Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea • Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange
<p>Collage Materials</p>	<ul style="list-style-type: none"> • Sand • Sawdust • Newspaper • Magazines • Tissue paper • Sugar paper • Glue sticks • Wooden sticks • Art straws • Cork • Foam shapes 	<ul style="list-style-type: none"> • Sand • Sawdust • Newspaper • Magazines • Tissue paper • Sugar paper • Glue sticks • Wooden sticks • Art straws • Cork • Foam shapes 	<ul style="list-style-type: none"> • Newspaper • Magazines • Photographs • Metallic paper • Tissue paper • Sugar paper • Glue sticks • Wooden sticks • Art straws • Cork • Foam shapes • Scissors • PVA glue • Drawn elements

<p>Sculpture Formal Elements:</p> <ul style="list-style-type: none"> • Form • Texture 	<ul style="list-style-type: none"> • Can experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners, straws, papier-mâché pulp • Can construct and destroy simple structures • Can shape and model play dough and add texture using tools • Can recognise the differences between 2D and 3D forms • Can make different kinds of shapes • Can cut, roll and coil materials such as clay, dough or plasticine • Can construct a form with a purpose in mind 	<ul style="list-style-type: none"> • Can use sculpture to share ideas and imagination • Can carve into clay using appropriate tools • Can pinch and roll coils and slabs using clay • Can make simple joins • Can apply texture to clay surfaces with a variety of tools/every day objects e.g. lego brick, orange, finger, pine cones etc • Can choose appropriate “found” forms to represent an idea or respond to a stimulus • Can join fabric using glue • Can add line and shape to work 	<ul style="list-style-type: none"> • Can join simple found forms together • Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay • Has an increased awareness of natural and man-made forms • Can express a personal experience or idea through a form • Can create shape and form from direct observation (using malleable and rigid materials) • Can replicate patterns and textures in a 3-D form after looking at work from other sculptors • Can use a simple casting method e.g. plaster of Paris & mould, jelly & mould • Can use appropriate vocabulary to demonstrate knowledge and understanding of sculpture
<p>Sculpture Materials</p>	<ul style="list-style-type: none"> • Sand • Bricks • Plasticine • Clay • Play dough • Tools • Papier mâché • Jelly • Pape 	<ul style="list-style-type: none"> • Clay • Card • Paper • Tubes • Art straws • Tools • Fabrics • Glue • Lego • Natural found objects • Papier mâché • Pipe cleaners 	<ul style="list-style-type: none"> • Plaster of Paris • Mod Roc • Clay • Lego • Papier mâché • Wire • Paper • Card

<p>Printmaking Formal Elements:</p> <ul style="list-style-type: none"> • Pattern • Colour • Line 	<ul style="list-style-type: none"> • Can make a print using a variety of objects –, bark, plasticine, card, vegetables, polystyrene etc • Has an awareness of repeating patterns • Can make a print using foam stamps/prints on large paper 	<ul style="list-style-type: none"> • Can identify symmetry and repeating patterns • Can use a stamp to print on a grid system • Can use printmaking as a means of experiment and expression • Can create own print by pressing objects into foamprint (such as pen ends, glue sticks, etc) 	<ul style="list-style-type: none"> • Can print with a growing range of objects • Can make own printing block using foamprint, ink it up using a roller and make a print • Can use this block to create rotational prints (turning block clockwise/anti-clockwise,etc) • Can independently roll out ink onto the surface. • Can create monoprints, using ink and paper - drawing onto back of paper • Can understand prints come out in reverse • Can create collagraph prints, by sticking masking tape to card /ripping surface of corrugated card and rolling ink over surface and pressing down on paper
<p>Printmaking Materials</p>	<ul style="list-style-type: none"> • Foam shapes • Water-based paint • Brushes • Paper • Card • Large rolls of paper 	<ul style="list-style-type: none"> • Water-based printing inks • Card • Wood • String • Clay • Polystyrene • Foamprint • Ink • Roller • Plate 	<ul style="list-style-type: none"> • Water-based printing inks • Card • Wood • String • Clay • Polystyrene • Foamprint • Ink • Roller • Plate
<p>Textiles Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Shape • Texture 	<ul style="list-style-type: none"> • Can decorate textiles with glue, to add colour and detail 	<ul style="list-style-type: none"> • Can use large eyed needles to create running stitches • Can decorate textiles by adding detail, colour and textures 	<ul style="list-style-type: none"> • Can select, organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product

	<ul style="list-style-type: none"> • Can join different textile surfaces together using glue and embellish with buttons and beads. • Can identify differences between textiles, such as see-through and opaque/light and heavy • Make ribbon sticks to explore how some textiles float and fly swirl and twirl • Can understand where different textiles come from, e.g. wool from sheep, cotton from a plant • Can identify textiles in the classroom/at home. Consider different uses and origins 	<ul style="list-style-type: none"> • Can create a simple paper weaving and discuss the resulting pattern • Can use a dyeing technique to alter a textile's colour and pattern • Can cut threads and fibres, stitch, sew together and decorate using adhesive and bead or buttons • Can weave in a simple loom and build constructed textile surfaces • Can understand how textiles create things we use in everyday life 	<ul style="list-style-type: none"> • Can create a hand stitch piece which uses a range of stitches and incorporates other materials such as bead and buttons Can group fabrics and threads by colour and texture. • Can weave with fabric and thread • Can deconstruct a textile to learn about its qualities • Can create simple appliqué work • Can explore and understand symbolic meaning in textiles from other countries. (eg: Adrinka cloth) • Considers sustainability and the impact textile designs may have on the world around them. • Can discuss and describe how fashion designers use different textiles to make clothes • Can use key vocabulary to demonstrate knowledge and understanding of textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set
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Key Stage 2

Disciplinary Knowledge – <i>knowledge of artistic skills and techniques</i>				
	Year 3	Year 4	Year 5	Year 6
Drawing Formal Elements: <ul style="list-style-type: none"> • Line • Shape • Tone 	<ul style="list-style-type: none"> • Can show the potential of various pencils - using different grades of pencil for different tasks 	<ul style="list-style-type: none"> • Identify and draw the effect of light, e.g. looking at drawing shadows and chiaroscuro 	<ul style="list-style-type: none"> • Can show the effect of light on objects from different directions 	<ul style="list-style-type: none"> • Can show the effect of light on people from different directions

<ul style="list-style-type: none"> • Texture 	<ul style="list-style-type: none"> • Can closely observe when drawing • Can draw both positive and negative shapes • Can create initial sketches as a preparation for painting • Can create accurate drawings of people • Can use a sketchbook for recording observations, planning and shaping ideas 	<ul style="list-style-type: none"> • Explore scale and proportion. Create relatively accurate drawings of whole people including proportion and placement • Work on a variety of scales • Can create computer generated drawings • Can develop their use of media through a variety of different mark making exercises. • Can use charcoal and pastel to create different effects and textures • Can use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome 	<ul style="list-style-type: none"> • Can interpret the texture of a surface • Can produce increasingly accurate drawings of people • Develop their mark making through a variety of media – investigate how to use the media in a variety of different ways • Can confidently use sketchbooks for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information 	<ul style="list-style-type: none"> • Can interpret the texture of a variety of surfaces, using a range of mark-making • Can produce increasingly accurate drawings of people, with marked improvement on key details such as proportion and facial features • Understand and demonstrate a concept of perspective • Develop their mark making through a variety of media – to confidently use media in different ways • Systematically investigate, research and test ideas and plans using sketchbooks. (Sketchbooks will show in advance how work will be produced)
<p>Drawing Materials</p>	<ul style="list-style-type: none"> • Pencils including 4B, 2B, HB and H • Graphite stick • Charcoal • White chalk • Rubber • Drawing pens 	<ul style="list-style-type: none"> • Charcoal • White chalk • Rubbers • Pencils of different weight • Graphite • I pads/tablets/digital drawing software • Drawing pens 	<ul style="list-style-type: none"> • Graphite, pencils • Pens • Crayons • Pastels • Charcoal • Colouring pencils • Oil pastel • Drawing ink • I pads/tablets/digital drawing software 	<ul style="list-style-type: none"> • Graphite, • Art pencils (of different grades) • Pens • Crayons • Pastels • Charcoal • Colouring pencils • Oil pastels • I pads/tablets/digital drawing software • Drawing ink

<p>Painting Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Pattern • Line • Texture • Shape 	<ul style="list-style-type: none"> • Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work • Can mix secondary and tertiary colours and create a colour wheel • Can use different types of brushes and techniques to apply colour 	<ul style="list-style-type: none"> • Can colour mix tints, tones and shades and begin to demonstrate accurate observation of colours through colour matching • Can identify suitable equipment for the task, thicker brush for larger areas, fine brush for line work • Can use colour to reflect a mood, emotion or season • Can explore pattern and mark-making and create a vocabulary of marks such as dotting, scratching and splashing 	<ul style="list-style-type: none"> • Can explore complementary, harmonious and contrasting colours and consider colour palettes • Can explore the use of texture in colour and painting • Can use at least two different paint mediums such as watercolour and poster/acrylic paint • Can select colour colour for specific purposes 	<ul style="list-style-type: none"> • Can demonstrate colour mixing, tones, shades within their own painting, and define and use a unique colour palette • Can create a painting which incorporates a range of formal elements including colour, pattern, line, texture and shape • Can explore new paint mediums and begin to use paint in combination with other materials e.g watercolour and fineliner pen
<p>Painting Materials</p>	<ul style="list-style-type: none"> • Ready mixed poster paint • Brushes in a range of sizes 	<ul style="list-style-type: none"> • Ready mixed poster paint • Brushes in a range of sizes • Other painting tools such as palette knives and sponges 	<ul style="list-style-type: none"> • Ready mixed poster paint • Brushes in a range of sizes • Watercolour paint • Acrylic paint • Other painting tools such as palette knives and sponges 	<ul style="list-style-type: none"> • Ready mixed poster paint • Brushes in a range of sizes • Watercolour paint • Acrylic paint • Other painting tools such as palette knives and sponges • Drawing materials such as fineliner pens
<p>Collage Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Line • Shape 	<ul style="list-style-type: none"> • Can use a variety of media within a textural collage <p>Can demonstrate good cutting skills, cutting out shapes and objects neatly and accurately</p>	<ul style="list-style-type: none"> • Can use a variety of textural materials to create a moodboard or board of things which they find inspiring <p>Can work independently to create a collage composition demonstrating a colour theme</p>	<ul style="list-style-type: none"> • Can use collage to begin exploring and expressing meaning and issues, for example contemporary issues which matter to them • Explore collage in different media, for 	<ul style="list-style-type: none"> • Can combine collage with other medias to create a successful artwork, for example printmaking, painting and/or drawing • Can use collage as a research and thinking tool within their sketchbooks

			<p>example paper and textiles</p> <p>Can work independently to create a collage composition demonstrating shape and line</p>	
Collage Materials	<ul style="list-style-type: none"> • Newspaper • Magazines • Photographs • Metallic paper • Tissue paper • Sugar paper • Glue sticks • PVA glue • Wooden sticks • Art straws • Cork • Foam shapes • Scissors • Drawn elements 	<ul style="list-style-type: none"> • Newspaper • Magazines • Tissue paper • Sugar paper • Glue sticks • Wooden sticks • Art straws • Cork • Foam shapes • Scissors • Sand • Sawdust 	<ul style="list-style-type: none"> • Newspaper • Magazines • Tissue paper • Sugar paper • Glue sticks • PVA glue • Wooden sticks • Art straws • Cork • Foam shapes • Scissors 	<ul style="list-style-type: none"> • Newspaper • Magazines • Photographs • Metallic paper • Tissue paper • Sugar paper • Glue sticks • PVA glue • Wooden sticks • Art straws • Cork • Foam shapes • Scissors • Other drawn, painted or printed elements
<p>Sculpture Formal Elements:</p> <ul style="list-style-type: none"> • Form • Texture 	<ul style="list-style-type: none"> • Can make a range of simple 3D forms e.g. sphere or cube • Can distinguish between natural and man-made forms and create shape and form from direct observation • Can apply a range of decorative techniques to a 3D surface • Can make work in response to that of a sculptor they have researched 	<ul style="list-style-type: none"> • Can plan and develop a piece of clay work, from drawing through to 3D outcome • Can develop their 3D skills in a new medium, for example wire sculpture • Can discuss their own work and work of other sculptors • Can analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> • Can demonstrate multiple clay skills, for example coiling and slab vessels • Can create an accurate 3D model in paper mache or fabric in response to an object e.g food • Can use a range of media and techniques to apply decoration to their sculptures 	<ul style="list-style-type: none"> • Can explore scale, making miniature maquettes and larger scale sculptures collaboratively • Can define what sculpture is, what materials sculptors use and speak about a sculpture artist
Sculpture Materials	<ul style="list-style-type: none"> • Plaster of Paris 	<ul style="list-style-type: none"> • Plaster of Paris 	<ul style="list-style-type: none"> • Plaster of Paris 	<ul style="list-style-type: none"> • Plaster of Paris

	<ul style="list-style-type: none"> • Mod Roc • Clay • Lego • Papier mâché • Wire • Paper • Card • Fabric • Paint 	<ul style="list-style-type: none"> • Mod Roc • Clay • Lego • Papier mâché • Wire • Paper • Card • Fabric • Paint 	<ul style="list-style-type: none"> • Mod Roc • Clay • Lego • Papier mâché • Wire • Paper • Card • Fabric • Paint 	<ul style="list-style-type: none"> • Mod Roc • Clay • Lego • Papier mâché • Wire • Paper • Card • Fabric • Paint • Cardboard • Wire • Bamboo • Willow
<p>Printmaking Formal Elements:</p> <ul style="list-style-type: none"> • Pattern • Colour • Line 	<ul style="list-style-type: none"> • Can make own printing block using foamprint, and use this to create a repeating pattern • Can use ink to explore different colour combinations and layer prints • Can create multi layered monoprints, using ink and paper - drawing onto back of paper 	<ul style="list-style-type: none"> • Can use a sketchbook for recording textures/patterns • Can Interpret natural and manmade patterns within printmaking foam • Can create a collagraph which explores elements of pattern and texture • Can modify and adapt print, for example testing out printing blocks and then improving lines and forms before re-printing 	<ul style="list-style-type: none"> • Can use monoprinting as a thinking tool for development within their sketchbook work and in combination with a drawing project • Can explore a new form of printmaking such as stencil screen print or single layer lino print • Can use key vocabulary from printmaking e.g roller, ink, palette, printing plate • Can discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> • Can create a reduction lino print • Can build up drawings and images of whole or parts of items using various print techniques • Can research and discuss the work of one printmaker and create a piece in response to their work • Can create a complex collagraph which portrays an object or scene
<p>Printmaking Materials</p>	<ul style="list-style-type: none"> • Water-based printing inks • Roller • Card • String • Polystyrene 	<ul style="list-style-type: none"> • Water-based printing inks • Roller • Card • String • Polystyrene 	<ul style="list-style-type: none"> • Water-based printing inks • Roller • Card • String • Polystyrene 	<ul style="list-style-type: none"> • Water-based printing inks • Roller • Card • String • Polystyrene

	<ul style="list-style-type: none"> • Plate • Palette • Drawing materials • Sketchbook • Cardboard • Mountboard • Tape • Sandpaper • Safeprint foam • Lino • Silk screen • Paper • PVA • Varnish 	<ul style="list-style-type: none"> • Plate • Palette • Drawing materials • Sketchbook • Cardboard • Mountboard • Tape • Sandpaper • Safeprint foam • Lino • Silk screen • Paper • PVA • Varnish 	<ul style="list-style-type: none"> • Plate • Palette • Drawing materials • Sketchbook • Cardboard • Mountboard • Tape • Sandpaper • Safeprint foam • Lino • Silk screen • Paper • PVA • Varnish 	<ul style="list-style-type: none"> • Plate • Palette • Drawing materials • Sketchbook • Cardboard • Mountboard • Tape • Sandpaper • Safeprint foam • Lino • Silk screen • Paper • PVA • Varnish
<p>Textiles</p> <p>Formal Elements:</p> <ul style="list-style-type: none"> • Colour • Shape • Texture 	<ul style="list-style-type: none"> • Can create a simple cross stitch sample using Aida and thread • Can create a simple textile collage which explores colour • Can use methods such as dying to change the colour of the textile surface 	<ul style="list-style-type: none"> • Can create a more complex weave using yarn on a simple loom • Can explore colour through a textile medium such as simple feltmaking • Can explore processes used in textile design such as repeat surface patterns or moodboards for inspiration 	<ul style="list-style-type: none"> • Can demonstrate 3/4 hand embroidery stitches • Can use textile collage or applique to begin to create recognisable forms • Can explore manipulating fabric surfaces to create 3D form e.g using wadding, quilting and making soft sculpture 	<ul style="list-style-type: none"> • Can create a hand stitch piece which uses a range of stitches and incorporates other materials such as bead and buttons • Can use textile mediums to create a recognisable image e.g felt-making or applique • Can change and manipulate the textile surface using a range of techniques such as printing, dying and stitch • Can research and discuss the work of one textile artist and create a piece in response to their work

Disciplinary Knowledge – language of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and analysing	<ul style="list-style-type: none"> Know and use the names of different art processes (drawing, painting, printing, collaging, etc) and explain them. Use the correct vocabulary for some tools and materials. 	<ul style="list-style-type: none"> Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Share their response about classmate’s work. 	<ul style="list-style-type: none"> Know about the materials, techniques and processes they have used, using an appropriate vocabulary Talk about intention. Share responses to own and classmates work, appreciating similarities and differences. 	<ul style="list-style-type: none"> Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate’s work, appreciating similarities and differences. Listen to feedback about your own work and respond. 		<ul style="list-style-type: none"> Know how to describe the processes they are using and how they hope to achieve high quality outcomes Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might... I was inspired by....”). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate’s work, appreciating similarities and differences. Listen to feedback about your own work and respond. 	
Art in context - Artists, Craftspeople, Architects and Designers	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explore the work of significant artists in relation to different projects and disciplines 	<ul style="list-style-type: none"> Choose a piece of work by a given artist to draw from and create independent research in your sketchbook 	<ul style="list-style-type: none"> Explore the work of significant artists, crafts people and designers and compare them to artists- how are they similar or different? Explore the work of artist, craftspeople and designers from different 	<ul style="list-style-type: none"> Can do independent research and find artists, designers and architects who they find inspiring. Can make work in response to multiple artists e.g choose the colours of one artist,

						cultures and contexts	techniques of another <ul style="list-style-type: none"> • Can discuss the differences between art, design and architecture
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Vocabulary

Developing vocabulary: our aim is to ensure that our children are familiar with frequently occurring words that appear in various contexts and topics (including terms and concepts).

KEY VOCABULARY: Early Years		
COLOURS	ACTIONS	TEXTURES
Red	Mix	Smooth
Yellow	Blend	Rough
Blue	Cut	Hard
Green	Build	Soft
Purple	Draw	Bumpy
Orange	Print	Shiny
Black	Roll	Thick

White	Stick	Thin
Shade (light/dark)	Fold	MARKS AND SHAPES
TOOLS	Play	Curved
Paintbrush	Create	Straight
Glue	Join	Line
Pencil	TYPES OF ART	Circle
Chalk	Painting	Square
Clay	Sculpture	Triangle
Paint	Drawing	Pointed
Palette	Collage	Pattern

Key Vocabulary: Key Stage 1				
LANGUAGE	DRAWING	PAINTING	SCULPTURE	PRINTMAKING

Artist	Pencil	Colour	Form	Monoprint
Style	Pastel	Primary	Shape	Ink
Technique	Charcoal	Secondary	3 dimensional	Roller
Medium	Rubbing	Ink	Rounded	Plate
Craft	Shade	Marbling	Sharp	Line
Designer	Tone	Mix	Soft	Surface
Sketch	Observe	Palette	Smooth	Multiple
Maker	Pattern	Paintbrush	Rough	Relief
COLLAGE	Texture	Palette knife	Textured	Foam
Crease	Hatching	Texture	Material	Press
Fold	Graphite	Surface	Cast	Colour
Stick	Stippling	Blend	Modelling	FORMAL ELEMENTS
Overlap	Stencil	Mood	Environment	Line
Layers	Line	Bright	Site-specific	Tone
Tissue	Light	Dark	Scale	Colour

Paper	Dark	Primary	Perspective	Composition
Ground	Foreground	Secondary	Angle	Form
Glue stick	Background	Vibrant	Positive	Shape
Mixed media	Perspective	Viewpoint	Negative	Pattern
Collage	Shape	Perspective	Viewpoint	Texture




Key Vocabulary: Key Stage 2

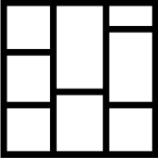


LANGUAGE	DRAWING	PAINTING	SCULPTURE	PRINTMAKING
Artist	Pencil	Colour	Form	Monoprint
Style	Pastel	Primary	Shape	Collagraph
Sketch	Charcoal	Secondary	Mould	Ink
Plan	Rubbing	Ink	3 dimensional	Roller
Draft	Shade	Marbling	Rounded	Plate
Technique	Tone	Mix	Sharp	Line

Medium	Observe	Palette	Soft	Surface
Craft	Pattern	Paintbrush	Smooth	Multiple
Design	Texture	Palette knife	Rough	Process
Develop	Hatching	Texture	Textured	Repeat
Inspire	Graphite	Surface	Material	Multiples
COLLAGE	Stippling	Blend	Cast	Screenprint
Crease	Stencil	Mood	Recycled	Relief
Fold	Linear	Bright	Modelling	Foam
Stick	Light	Dark	Assemblage	Press
Overlap	Dark	Layers	Installation	Intaglio
Mixed media	Foreground	Primary	Environment	Colour
Layers	Background	Secondary	Site-specific	Monochrome
Tissue	Perspective	Abstract	Scale	FORMAL ELEMENTS
Paper	Shape	Realistic	Perspective	Line

Ground	Line	Vibrant	Angle	Tone
Process	Pattern	Viewpoint	Positive	Colour
Glue stick	Fill	Perspective	Negative	Composition
Collage	Outline	Colour	Viewpoint	Form

Symbols

	<p>Drawing</p>
	<p>Painting</p>
	<p>Sculpting</p>

	Collage
	Printmaking
	Textiles

Book Links:

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