























Art and Design - Key Knowledge and Skills

	Early Years Autumn <i>CL & PD</i>	Early Years Spring <i>CL, PD & EAD</i>	Early Years Summer <i>EAD</i>
Nursery Skills and Knowledge	<ul style="list-style-type: none"> ● Pays attention to more than one thing at a time ● Use a wider range of vocabulary ● Understand a question or instruction that has two parts ● Understand why questions ● Use talk to organise themselves ● Use large muscle movements to paint and make marks ● Use one handed tools and equipment ● Use a comfortable grip with good control when holding pens and pencils ● Show a preference for a dominant hand 	<ul style="list-style-type: none"> ● Pays attention to more than one thing at a time ● Use a wider range of vocabulary ● Understand a question or instruction that has two parts ● Understand why questions ● Use talk to organise themselves ● Use large muscle movements to paint and make marks ● Use one handed tools and equipment ● Use a comfortable grip with good control when holding pens and pencils ● Show a preference for a dominant hand ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ● Explore colour and colour mixing 	<ul style="list-style-type: none"> ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ● Explore colour and colour mixing
Cross Curricular if any	<i>Communication and Language, Physical Development</i>	<i>Communication and Language, Physical Development</i>	Expressive Arts and Design
Reception Skills and knowledge	<ul style="list-style-type: none"> ● Use longer sentences of four or six words ● Pays attention to more than one thing at a time ● Use a wider range of vocabulary ● Understand why questions ● Use one handed tool and equipment ● Use a comfortable grip with good control when holding pens and pencils ● Show a preference for a dominant hand ● Explore colour and colour mixing ● Show different emotions in their drawings and paintings ● Draw with increasing complexity and detail ● Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> ● Use new vocabulary through the day ● Ask questions to find out more ● Articulate their ideas and thoughts in well formed sentences ● Use talk to work out problems and organise thinking and activities ● Develop their small motor skills so they can use a range of tools competently, safely and confidently. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen. ● Use a range of small tools, including scissors, paintbrushes. ● Begin to show accuracy and care when drawing ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used.

			<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 			
Cross Curricular if any	Communication and Language, Physical Development, Expressive Arts and Design		Communication and Language, Physical Development, Expressive Arts and Design		Communication and Language, Physical Development, Expressive Arts and Design	
	Autumn Area of Focus	Autumn Pathway	Spring Area of Focus	Spring Pathway	Summer Area of Experience	Summer Technique
Year 1	Drawing and Sketchbooks	Spirals	Surface and Colour	Exploring Watercolour	Working in Three-Dimension	Playful Making
Suggested Artists	Molly Haslund		 Paul Klee, Emma Burleigh	Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett		
Key concepts	<ul style="list-style-type: none"> I create drawings using my whole body. I use colours and lines in my drawing to engage people. I use a sketchbook for personal exploration. I can use a continuous line to create a drawing. I talk respectfully about my own and other people's artwork.  		<ul style="list-style-type: none"> I know that watercolour has special characteristics. I identify artists who use watercolour. I use lines and shapes to develop imagery. I talk respectfully about my own and other people's artwork.  		<ul style="list-style-type: none"> I form and share my opinions about sculpture. I build understanding of properties of materials through manipulation. I know that sculpture is partnership between materials, ideas, hands, and tools. I reflect upon my intention when we see physical ideas. 	
Cross Curricular if any						
Year 2	Drawing and Sketchbooks	Explore and Draw	Surface and Colour	Exploring the World through Monoprint	Working in Three-Dimension	Be an Architect
Suggested Artists	Rosie James, Alice Fox		 Xgaoc'o X'are, Leonardo Di Vinci	 Hundertwasser, Zaha Hadid, Heatherwick Studios		
Key concepts	<ul style="list-style-type: none"> I know that artists explore the world for inspiration. I can explore my own environment to create Art.  I can use close observational drawing. I can use the shape of the page to create compositions. I can take creative risks. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  		<ul style="list-style-type: none"> I can create creative responses to different stimuli. I create impressions of drawings and understand that a range of marks will create different effects. I create playful narratives and inventions through drawing. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  		<ul style="list-style-type: none"> I use digital tools to explore architecture. I know that architects take inspiration from their environment and people in the environment. I use my imagination to make architectural models and explore how we can design buildings to respond to a stimulus. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  	
Cross Curricular if any						
Year 3	Drawing and Sketchbooks	Gestural Drawing with Charcoal	Surface and Colour	Working with Shape and Colour	Working in Three-Dimension	Making Animated Drawings
Suggested Artists	Heather Hansen, Laura McKendry, Edgar Degas		 Henri Matisse, Claire Willberg	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber		
Key concepts	<ul style="list-style-type: none"> I use charcoal to draw and make gestural marks. I know that cave people used charcoal in early drawing. I use expressive marks to create a sense of drama. I use light and charcoal to make a subject more dramatic. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  		<ul style="list-style-type: none"> I can be inspired by key artworks and make my own work in creative response. I can use shape and colour to simplify elements of the world. I know that shapes have both positive and negative element. I can arrange shapes to make exciting compositions. I use collage to inspire prints and can build up imagery by layering shapes. 		<ul style="list-style-type: none"> I know that artists can make animations by creating sequences. I can use mark making skills to make drawings visually engaging. I use my own moving drawings to share narratives. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  	

			<ul style="list-style-type: none"> I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 			
Cross Curricular if any	History - Stone age					
Year 4	Drawing and Sketchbooks	Storytelling Through Drawing	Surface and Colour	Exploring Still Life	Working in Three-Dimension	Festival Feasts
Suggested Artists	Laura Carlin, Shaun Tan		Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato		Claes Oldenberg, Lucia Hierro, Nicole Dyer	
Key concepts	<ul style="list-style-type: none"> I tell stories through drawings. I use text with my drawings to add meaning. I sequence drawings to help viewers respond to a story. I use shape, colour, line and composition to develop evocative and characterful imagery. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 		<ul style="list-style-type: none"> I know that still life is a relevant genre in Art. I know when artists work with still life, they bring their own comments and meanings to the objects they portray. I create still life in response to different media e.g. drawing, painting, collage, relief. I use shape, line, colour, texture and form to give meaning to my work. I explore composition, foreground, background and negative space. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 	<ul style="list-style-type: none"> I respond to a creative stimulus through different media e.g. pen, paint, modelling, materials, fabric. To work towards drawing, painting, collage and sculpture. I use my knowledge of line, shape and colour to make playful and inventive Art. I make my own individual sculptures to contribute towards a collaborative piece of artwork. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at.  		
Cross Curricular if any						
Year 5	Drawing and Sketchbooks	Typography and Maps	Surface and Colour	Making Monotypes	Working in Three-Dimension	Set Design
Suggested Artists	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny		Kevork Mourad		RTiny Inventions, Rose Hurley	
Key concepts	<ul style="list-style-type: none"> I know that we use the way words look to help communicate ideas. I create my own typography and combine with other visual elements to make artwork about chosen themes. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 		<ul style="list-style-type: none"> I identify monotypes made by different artists. I vary the tool, hold, pressure, speed and intention when mark making. I make Art by expressing my personal response to literature or film. I combine monotype with other disciplines e.g. painting and collage. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 	<ul style="list-style-type: none"> I explore work of set designers and respond in my sketchbook. I consider characters, mood, setting and narrative when designing my set. I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 		
Cross Curricular if any						
Year 6	Drawing and Sketchbooks	2D Making to 3D Drawing	Surface and Colour	Activism	Working in Three-Dimension	Brave Colour
Suggested Artists	Claire Harrup		Luba Lukova, Faith Ringgold, Shepard Fairey		Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	
Key concepts	<ul style="list-style-type: none"> I identify the features in food packaging. 		<ul style="list-style-type: none"> I use Art to express my opinions. 	<ul style="list-style-type: none"> I can react emotionally to colour. 		

	<ul style="list-style-type: none"> • I understand that food packaging is made by using a net. • I know that drawing can be used to transform a 2D surface, which can be manipulated to make a 3D object. • I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 	<ul style="list-style-type: none"> • I choose images carefully to create powerful messages. • I can reflect on my own work and the work of others, and think about what can be improved next time and what we are good at. 	<ul style="list-style-type: none"> • I know that artists can create immersive environments using colour, light and form and sometimes sound. • I explore the relationship between colour and form. • I test ideas, use my imagination and share a vision with others by creating 2D and 3D models.
Cross Curricular if any	Maths - Nets.	History - links to activism e.g. Suffragettes.	