



Hanslope Primary School

Spring 1 Art Knowledge Organiser

Years 1 & 2 – Expressive Painting

How does this link to my previous learning?

- To use a range of art and design techniques using colour, pattern, texture, line, shape, form and space.

What key vocabulary will I learn:

Sketch – a rough drawing or painting.

Explore - To try out new ideas in order to learn about the world and discover.

Test – To try out new techniques.

Elements - stylistic features that are included within an art piece to help the artist communicate.

Composition - the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect.

Arrange - the composition or collection of visual elements in an artwork.

Still life - to draw or paint an arrangement of objects.

Inspire – fill someone with the urge to do something.

Primary Colours - any group of colours from which all other colours can be made

Secondary Colours – colours resulting from the mixing of two primary colours.

Contemporary – belonging to or occurring in the present.

Masters – great artists from former times, especially from 13th – 17th century Europe.

National Curriculum Links:

- To use a range of materials creatively
- To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space
- To learn about the work of a range of artists and to make links to our own work

How does this link to my future learning?

- To improve mastery of art and design techniques to create sculpture, using a range of materials.

What will I know by the end of this unit:

- To see how artists, contemporary and old master, sometimes use paint in an expressive, loose way to create paintings full of life and colour.
- To start to share my response to the work of other artists.
- To use my sketchbook to fill full of colour and brush marks, inspired by other artists.
- To recognise primary colours and mix secondary colours.
- To experiment with hues by changing the amount of primary colours I add.
- To use various home-made tools to apply paint in abstract patterns. I can be inventive.
- To make a loose drawing from a still life.
- To see colours and shapes in still life.
- To use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.
- To share my experiments and final piece with others and share what I liked and what went well.
- To enjoy the work of my peers and see how all the work is different.



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Art Knowledge Organiser

Year 4: Exploring Pattern

How does this link to my previous learning?

- To use a range of materials creatively to design and make products
- To learn about famous artists and their work.

What key vocabulary will I learn:

Pattern – the particular way something is done or repeated.

Sensory – connected with the physical senses of touch, smell, taste, hearing and sight.

Exploratory – done in order to discover something more about something.

Rhythm – a strong pattern or flow of art work.

Purpose - why something is done or why it exists.

Decorative – made to look attractive

Aesthetic – a work of art that is visually pleasing

Tessellated - a pattern created from small pieces fitted together.

Surface Pattern – the pattern created upon the surface of an object

Composition - a piece of art that has been created.

Juxtaposition – putting things that are not similar next to each other.

Collage – the art of making a picture in which various objects and materials are stuck onto a larger surface.

Origami – the art of making objects for decoration by folding sheets of paper into shapes.

Articulate – to express thoughts and feelings easily and clearly.

Crit – a formal discussion where art is presented to peers and teachers for feedback

National Curriculum Links:

- To increase confidence in drawing, painting, sculpture and other art, craft and design techniques

How does this link to my future learning?

- To improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- To learn about great artists, architects and designers in history.

What will I know by the end of this unit:

To be able to relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome

To have explored the work of an artist who creates artwork inspired by pattern.

To have thought about where we use pattern in our life to make our worlds brighter.

To work in my sketchbooks to explore how I can make drawings inspired by “rules

To generate lots of different types of patterns.

To make a tessellated design and think about colour and shape, exploring positive and negative shapes



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Art Knowledge Organiser – Spring 1

Year 5: Mixed media and City Scapes

How does this link to my previous learning?

- To recall skills used to create sketches, exploring ideas and recording experiences.
- To record observations in a sketchbook.

What key vocabulary will I learn:

Landscape – a large area of land, especially in relation to its appearance.

Cityscape – a view or image of a city.

Working from Life – creating art by looking at and studying real life images/objects.

Mixed Media – a combination of different types of art materials

Spirit – a particular way of thinking, feeling that is conveyed through a piece of art.

Capture – to represent something accurately using images.

Composition – a piece of art that someone has created.

Format – a pattern, plan or arrangement.

Articulate – to be able to express thoughts and feelings easily and clearly.

Feedback – to give opinions and suggestions about another person's artwork.

Crit – a formal discussion where artwork is shared for peers and teachers to give feedback.

National Curriculum Links:

To become proficient in drawing, painting, architectural design and other art, craft and design techniques

How does this link to my future learning?

- To increase mastery of art and design techniques, including drawing and architectural design.

What will I know by the end of this unit:

To have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.

To have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place.

To have been able to share my response to their work.

To extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.

To use my sketchbook to explore and experiment. To have taken creative risks and been able to reflect upon what worked and what didn't work.

To have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.

To share my journey and discoveries with others and am able to reflect upon what I have learnt.

To appreciate and be inspired by the work of my classmates, and to share my response to their work.