Art and Artists

Biographical knowledge / Style / Techniques – factual/substantive knowledge

Factual knowledge - Learn great Artists, Craft & Design Learn how artists use formal elements

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know what an artist is/does. I know how to explore my own ways to create art.	I know about various artists and their artworks including past and present and can talk about who, how and when. I know how to describe my feelings and emotions conveyed by the artists work. I know how to use artists work as inspiration for my own. I can talk about similarities and differences. I can use artistic vocabulary.	I know about significant works of art, craft and design including past and present and can talk about who, how and when. I know how to describe feelings and emotions conveyed by the artists work with a greater depth of understanding. I know how to use artists work as inspiration for my own. I know what and can describe, what the work of artists I've studied looks like. I can use artistic vocabulary.	I know how to record basic information about the artist (or historical time period) and describe in simple terms their work in relation to style and technique. I know how to describe feelings and emotions conveyed by the artists work or use of colour. I know how to experiment with the techniques used by those notable artists. I can use artistic vocabulary to describe an artists work. I can give personal opinions about the artists work. I can make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.,	I know how to record more detailed background information on artists. I know how to respond to the work in terms of style and technique. I know how to create original pieces that are influenced by the studies of others. I know that art movements are a way of grouping artists with similar styles. I can use artistic vocabulary to describe an artist's work and my own for both looking at art for pleasure and purpose. I can study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. I can make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. .	I know how to research and discuss ideas and approaches/styles of various artists, artisans and designers. I know how the work of those studies was influential in both society and to other artists. I know most pieces of artwork are inspired by many things: other artists. The world, science, travel etc I can use artistic vocabulary to describe an artists work and my own. I can make studies of artist's work to learn the techniques & processes used. I can use some of what I have learned from artist's studies to produce original work.	I know how to describe, interpret and explain the work, ideas and practises of some of the significant artists. I know how to talk/write about the artists work in regard to the historical, cultural and social contexts of the time. I know how to compare and contrast other artists work. I know some ways an artist has been influenced by their context. I can use artistic vocabulary to describe an artists work and my own. I know how to explain the mood of artist's work and the emotions that it conveys. I can make studies of artist's work to learn the techniques & processes used.

Generating ideas

Sketchbooks / Looking and Talking / Experimenting

Conceptual knowledge – recording feelings, experimenting and ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to create art by replicating a familiar artists work. I know that experimenting, creating ideas and final pieces are all part of 'doing' art.	I know how to create art using ideas linked to a theme or topic. I know how ideas change, grow and develop through experimenting. I know how to use my sketchbook and begin to annotate my ideas eg: label key features. I know that experimenting, creating ideas and final pieces are all part of 'doing' art.	I know how to create art using ideas linked to a theme or topic over a longer sessions. I know how to express ideas and thoughts about the type of art I want to produce. I know how to use my sketchbook and begin to annotate my ideas eg: label key features. I know that everyone's art is individual. I know I can be inspired by an artist.	I know how to develop and design ideas from starting points and observation. I know how to collect information, sketches and resources in my sketchbooks. I know how to use sketchbooks to experiment and explore ideas using annotation to explain my process, thoughts, feelings and process. I can use my sketchbook to develop my ideas, for planning and designing. These might be from observation, pictures or from my imagination.	I know how to explore ideas in a variety of ways. I know how to comment on artists using visual language. I know how to use sketchbooks to improve my understanding ,inform ideas and plan outcomes. I know that certain media and techniques are better suited for certain outcomes. I know I can use my sketchbook to practice and try out new ideas and techniques. I can use my sketchbook to record my ideas, thoughts, feelings and discoveries. I can use my sketchbook to develop my ideas, for planning and designing. These might be from observation, pictures or from my imagination.	I know how to develop and imaginatively extend ideas from starting points and observation throughout the curriculum. I know how to collect information, sketches and resources and present ideas imaginatively in a sketchbook. I know how to develop ideas further based on my experimental work. I can experiment with techniques in my sketchbook and label them and use it to keep record. I can use my sketchbook to practise and try out ideas and techniques. I can record observations and research artists and theme. I use my sketchbook to take risks trying out new materials and investigate and explore the properties of materials. I can produce original artwork in my sketchbook – making my own decisions.	I know how to collect information, sketches and resources and present ideas imaginatively and independently in a sketchbook. I know how to develop ideas further based on their experimental work. I know how to make independent choices in the use of materials and outcomes based on my prior experimenting and prior knowledge I know I can experiment with techniques in sketchbooks to see what works and what doesn't. I can label my experimentations. I can use my sketchbook to practise ideas and techniques and use it to plan final pieces. I can use a range of materials in my sketchbooks. I can make art and talk about what my art means

				I can use my sketchbook to develop my initial ideas to turn it into a final piece.		

Making Techniques

Drawing - Procedural knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to mark make. I know how to talk about what I have drawn.	I know how to use a variety of tools including; pencil, oil pastel, crayon, chalk, water colour and charcoal. I can draw from my imagination. I can draw to express my feelings. I know how to select from a variety of tools based on their properties, e.g. pencils hard and soft. I can use drawing media with control to create recognisable shapes and marks. My artwork resembles what I am drawing and I can select a subject to draw. I look carefully and notice interesting details.		I know how to draw the 2D & 3D geometric and organic shapes in nature and the world around them, from photos etc. I know how to control drawing media to create dark and light tones. I know how to shade tones with few gaps, that are neat to the edges. I know how to blend shading and rub out rough edges or refine them. I know how to make marks & lines to show a wide range of surfaces, textures & forms. I know I can use a range of drawing materials and can	I know how to accurately identify and render 2D & 3D geometric and organic shapes. I know how to progress in controlling line & shading to describe shape, form and light and shade. I know how to use quick, light lines (sketching) & more deliberate, measured lines. I know how to map out the positions of the face for portraits. I know how to experiment through mark making. Using a range of drawing materials. I know how to use a view finder or magnifying glass to aid observations.	I know how to draw with an increasingly confidence of the 2D/3D geometric forms that comprise forms and objects. I know how to draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly using pencil as well as other mediums. I know how to blend colour pencils. I know how to control the amount of force and pressure when drawing to understand the difference between sketching and rendering. I know how to use a view finder or magnifying glass to aid observations.	I know how to draw with increasing confidence developing a personal style and use inspiration from other artists. I know how & when to sketch and when to render more confident line. I know and apply very basic one-point perspective. I know how to work in a range of media with increasing confidence. Learn how to describe form from several different light sources. I know that I can continue to experiment with new materials i.e. wax resist to learn new styles. I know that I have choice in the type of materials that I

			select the most appropriate for the task. I can use a range of drawing materials (charcoal, sketch pens, coloured pencils, black pen, pastels, crayons) I can talk about the similarities and differences of different drawing materials.		I can use different marks for specific purposes.	can draw with and that I can combine them and use a range of different papers for my own artwork.
Making Techniques **Painting - Procedural knowledge**						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I can explore a range of small tools/paintbrushes. I can explore different types of paint. (water colours, ready mixed, powder) I know primary colours and am beginning to	I know how to use a variety of brush types. I know how to paint a variety of surfaces including 3D, fabric, card and a range of paper. I know how to select appropriate tools understanding their properties and purpose, e.g. a thin brush to include finer detail. I can mix with control to create secondary colours. I can paint neatly using a paintbrush with gentle strokes to create an area of colour.		I know how to experiment with different brushes/brush strokes. I know that paint can be applied using underlay/overlay techniques. I can apply artists' techniques to my own work.	I know how to mix primary, secondary and tertiary colours. I know how to underpaint or use a colour wash background. I know how to add highlights, mid tones and shadows. I can use paint with more control and more accurately apply	I know how to create texture using different painting techniques. I know that I can combine paint with other materials to use for mixed media or changing the texture. I know I can use different paintbrush stokes/brushes for different effects.	I can mix primary, secondary and tertiary colours. I can utilise different brush strokes to create a particular effect. I know how to layer paint (wet on wet, dry on wet etc) or how to combine patterns. I can create my own colour palettes to suit my theme.

explore by mixing them together.	I can create lines with control. I can use my brush carefully, not using too much paint. I can set up a painting work station .	I can paint to express a particular theme or time period.	appropriate amount of pain to the surface. I can use different types of paints and name some of their properties. I can add in pattern or texture for desired effects.	I know how to choose my own colour palette to match a theme. I know how to develop a personal style of painting, drawing upon ideas from other artists. I know how to care for painting equipment. I can show more expressive/abstract painting techniques – mixed media, combing or mixing things with the paint.	I know how to paint precisely and more loosely when needed. I know that I can experiment and then choose which techniques that I will use. I can prepare and choose different types of paint surfaces.

Making Techniques

Sculpture - procedural knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explore shaping materials such as clay/playdoh (squeezing, rolling-Dough disco)	I know how to shape a range of materials including: clay, card, plastic, junk modelling to create forms based on my own designs, inventions or things I have seen. I know how to cut 2D shapes with scissors.		I can experiment with joining and adding texture to clay. I can experiment, design, plan and create my sculpture. I can choose a colour palette for my sculpture		I know how to plan a piece of work and then manipulate materials effectively to create desired outcomes. I can create smooth surfaces and/or textured surfaces.	I know that my sculpture will start from a real form and then become abstracted. I know what negative and positive space is. I know how to experiment, plan, design, make, finish and present my work to a good standard.

	I know how to explain how I created my sculpture using appropriate language such as cut, form, tear and join. I know how to select appropriate techniques to join using a range of materials such as tape, glue, clips and staplers. I can roll clay into a cylinder. I can securely join pieces of clay so the joins are neat and strong.	I know how to use clay and other mouldable materials – pinching, coiling, and slab techniques. I know how to add materials to provide interesting detail and texture. I know how to join clay using the slip and score method. I can use clay or other modelling materials.		I know how to join two pieces of clay using the slip and score method. I can experiment, design, plan and make a 3d sculpture. I can choose how I will finish my sculpture (paint, varnish etc)	I can experiment with and then choose which materials I wish to work in, using other artists work as inspiration. I can use armature. I can balance my sculpture. I can join parts of my sculpture together with different techniques. I can choose my sculptural outcome. I can choose how I will finish my sculpture's surface.
Making Techniques **Printing - procedural knowledge**					
EYFS	**Year 1 and Year 2**	**Year 3/ Year 4**		**Year 5 and Year 6**	
I can explore printing using sponges, rollers, lego, bubble wrap.		I know how to explore relief printing using motifs and colour. I know how to create prints using rollers, pressing, rubbing. I can print using styro foam and ink rollers or foam sheets.			

		I know how to set up print stations and how to manage them. I can print on different types of paper materials and use a range of colour. I can experiment with printing and then plan, design and create a print.	

Evaluating and presenting

Use of elements / Similarities and Differences / Reflecting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about what I have made.	I know how to develop skills to orally describe my thoughts and ideas giving an opinion, explaining what went well and how I might improve it. I know how to compare my work to the focus artist and explain similarities and differences. I know there will be things I like and don't like about my work.	I know how to develop skills to orally describe thoughts, ideas and intentions. I know how to explain what went well and how I might improve my work offering advice to others. I know how to compare my work to a focus artist and explain similarities and differences using technical vocabulary. I know some of the things I find hard and easy.	I know how to compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I know how to adapt my work according to their views. I know some of the things I find hard and easy.	I know how to adapt and refine ideas as they progress. I know how to further develop my annotation skills in sketch books. I know how to use some of the 7 elements of art to evaluate their work and that of others. I know my work will have strengths and weaknesses.	I know how to analyse and reflect on my progress, taking account of what I hoped to achieve. I know how to adapt my work and describe how it might develop. I know how to deepen my annotation skills in sketch books. I know how to use the 7 elements of art to evaluate and compare their work and that of others work	I know how to provide a reasoned evaluation of my own and other's work, which considers the starting points, intentions and contexts behind the work. I know how to adapt my work according to my views and describe how I might develop it further. I know how to use peer and independent annotations within my sketchbooks based on observation, discussion, and analysis of artwork/artists. I know how to use the 7 elements of art to evaluate their work and that of others and be able to compare them. I know that reflection is an important skill to help inform future work.

The elements of art

Art concepts and components

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	I know primary colours. I know how to explore through colour mixing. I know how to pick appropriate colour choices.	I can name the primary and secondary colours. I know that colours can be warm or cool. I know how to mix primary colours to make secondary colours. I know that a block colour is where a section of an image is filled with a solid colour. I know that colour can be used to express thoughts and feelings i.e.	I know how to create colours to match particular artwork pieces. I know how to select colours to match an art theme, subject, or mood. Warm and bold Cold and faded I know that painters use colourwashes on the background	I can combine colours to match a theme ie. Ancient Egyptians – use of gold. I can identify whether my colours are cool/warm/primary/secondary I can create my own colour palette and state where they are warm/ cool or which emotions they express. **PAINT** **SCULPTURE**	I know how to make tertiary colours by mixing primary with secondary. I know that colour has light and dark values and this can be used to create 3d form. I know how to create light and dark areas to show highlights, midpoints and shadows to create form (3d) I know that complementary colours are often used for underpainting. I can choose my own colour palette to reflect the object/mood/light/emotion **DRAWING** **PAINTING** **PAINT**	I know that colour pencils can be blended together. I know how to use harmonious or analogous colours (next to each other on the colour wheel). I know how to independently create colour palettes for a painting to express a mood or emotion i.e. a neutral colour palette if it is a beach landscape. I can show depth to a painting by varying the tone of the colour i.e. in sky	I know why I might use complementary, harmonious or analogous colours in my painting. I can mix colours carefully to show feelings and ideas. I know how to utilise my colour knowledge to create personal and unique artwork. I know how to talk about colour using my colour knowledge. **PAINT**

		warm/cool colours. I can begin to create colours to match particular artwork pieces. **PAINT AND DRAWING**	of their artwork. **PAINT** **DRAWING**			I can begin to control the colour when painting i.e. for blending. I can control the amount of paint that I use. **PAINT** **DRAWING**	
Tone	I know how to explore colour mixing and talk about the different colours.	I know how to make colours lighter and darker by adding black or white. I know that 'tone' describes how light or dark something is. **PAINT**	I know how light and dark objects can relate to distance. I know that light colours are called tints and dark colours are called shades. I know that tints are made by adding white and shades are made by adding black.	I know how to control drawing media to create dark and light tones I know that pencil grade can be used to vary tone. I can use different mark making techniques to show tone – cross hatching, blending. I know that depth is created by varying tone i.e in sky, 3d shapes etc. I know that the letters on a pencil tell me if the lead is hard or soft. B soft H hard. Darker and lighter colours can be made using tints and shades **DRAWING**	I know how tone can make a piece of work more expressive and realistic – 3d/depth I know how to manipulate the light and shade for dramatic effect. I can use different mark making techniques to show tone. I know how to manipulate tone for dramatic effect. I know how to use tone to give form to an object (cast shadow, core shadow, highlight etc) **DRAWING** **PAINTING**	I know how to use light and dark areas using colour pencils, oil pastels and chalks using various techniques. I can use tone to show 3d form. I know that contrast describes the difference between tones. I know that depth is created by varying tone i.e in sky etc **PAINT**	I know how to use tint, tone, shades and hues. I can confidently use tone in my work to show depth or 3d form I know how to control the paint to make things appear lighter or darker I can control the paint/drawing material to make things appear lighter/darker/distance and use more intense hues to bring them close. I know how to use materials such as charcoal to show light and dark areas using

						DRAWING	methods such as reduction. Darker and lighter colours can be made using tints and shades **DRAWING** **PAINTING**

Shape	I know shapes and can begin to recreate them using simple lines.	I know how to create small shapes using line. I know the word outline describes the boundary of a shape. **DRAWING AND PAINTING**	I know how to develop my use of line to create different shapes. I know that organic shapes are shapes that occur naturally. **DRAWING AND PAINTING**	I know how to use lines to develop shapes and combine them. I know shapes can be organic or geometric. I can identify and draw 2d and 3d geometric shapes. I know that some shapes can be interpreted as symbols/writing i.e. Egyptian hieroglyphs **DRAWING, PAINTING AND SCULPTURE**	I know how to develop and add depth to shape/form using shade and tone. I can draw and render 2d and 3d shapes and be aware of proportion/scale/order **DRAWING AND PRINTING**	I know how to use shape to create original compositions I can draw with an increasingly confident awareness of 2d and 3d forms. I can use shape to create interesting compositions. **DRAWING, PAINTING, SCULPTURE.**	I know how to use shape with increased confidence to represent ideas and compositions. I can confidently use tone in my work to show depth or 3d form I can utilise shape to help represent my own ideas and compositions. **DRAWING, PAINTING AND SCULPTURE**

Space		I know that space is what lies in, between, around and within an object.	I know that artists should use the available space effectively. This is called composition.	I know that when I make one object overlap another it can look closer. I can make objects look closer by changing their size. I am beginning to have an understanding of sizing my drawings on a page **PAINTING AND DRAWING**	I know that a horizon line can separate the sky from the ground. I know that by adding shadows they can make shapes look they are part of a scene. I can size my drawings on a page so that they are not too big or not too small. I can think about how to use the space inside and around an object I Know objects nearer are shown bigger and smaller objects are further away **PAINTING** **SCULPTURE**	I know that shading and shadows help objects look more realistic and show where they are in space. I know what positive and negative space is. In sculpture I know that the space around the object is just as important to the viewer. **DRAWING AND PAINTING**	I know how to use one point perspective accurately to show space and depth. I know the difference between positive and negative space. I know that taking space into account is important for sculptors when designing and placing their artwork. I know how to show space by using foreground, middle ground and background in my work. I can confidently use tone in my work to show depth or 3d form **PAINTING AND SCULPTURE**

Line	I know that a line has a start point and finish point. I am beginning to experiment with different tools (pencil, paintbrush) to create a line. The marks I make are beginning to represent what I can see.	I know how to name and use different types of lines: Thick, thin, zig zag, straight, curved, dotted I know how to name and use a variety of techniques: scumbling, stippling, smudging, hatching and cross hatching. I know the thickness of my tool affects the thickness of the line. **DRAWING AND PAINTING**	I know how to name and refine a variety of lines and techniques from Year 1 including; Line - Thick, thin, zig zag, straight, curved, dotted I can choose my tool in order to represent the type of line I am trying to create. **DRAWING AND PAINTING**	I know how to name and select different types of lines/thickness of lines and use them for my artwork to describe a range of textures, forms and surfaces. Y1 and Y2 lines plus: Cross hatching, diagonal lines, a range of different orientations, curved. I can use line for expression and detail I know that line can be used to create shape (2d) and form (3d). **DRAWING, PAINTING AND SCULPTURE**	I know how to use a variety of different lines with increasing confidence to create / describe shape, form, light and shade. I can name the types of lines that I am using. **PAINTING, DRAWING AND PRINTING**	I know how to name and use lines such as: Horizontal, vertical, meandering, overlapping, confident lines, repetitive lines. I know how line is used to create texture and tone. I can use a range of lines confidently and evenly and can use them to help render an image. I know how to vary the thickness and pressure of lines I know how to use line to create original compositions. **DRAWING, PAINTING, SCULPTURE**	I know how to create line with increased confidence to represent ideas and mood. I can use a variety of lines to create original compositions. I know the difference of quick light sketching, sketching on location, planning and using rendering for more confident lines. I can control the lines for skilful outcomes. I can use line to draw one point perspective. **DRAWING, PAINTING, SCULPTURE**

Form	I know that marks can create form. I know how to represent form using the marks I make.	I know how line, shape and tone can begin to create 3d form. I know that 3D forms can be created by joining 2D shapes. **OBSERVATIONAL DRAWING**	I know how line, shape and tone create form. I know form can be created by folding paper in different ways. **SCULPTURE**	I know how depth is created through varying tones such as in landscapes, still life, etc **DRAWING PAINTING AND SCULPTURE**	I know how to create more realistic and expressive work through tone, shape and line. **DRAWING** **PAINTING**	I know how to represent form with increased sophistication. I know that tonal techniques learned can be used to create implied form in 2D art work. **DRAWING PAINTING AND SCULPTURE**	I know how to form both realistically and in its abstracted form. I know how to create sculpture, think about how the form may impact the viewer. I know that the properties of the modelling material affect how 3D form is constructed. **DRAWING PAINTING AND SCULPTURE**

Texture	I know that there are different types of texture. I can explore different ways of representing texture.	I know that texture describes how an object feels to touch. I know that different objects have different textures. I know how to use materials to create texture. I know how to investigate tactile materials. I know how to create rubbings **PAINTING** **SCULPTURE**	I know how to show simple texture techniques. I know artists can create texture using a range of techniques eg: stippling, dry brush etc. I know the type of media can change the texture. I know the type of instrument can change the texture. **DRAWING**	I know how to create texture in drawing, painting and sculpture I know how to experiment in using textures. I know how to combine different materials. I know how to explore texture in materials such as clay. **PAINTING AND SCULPTURE.**	I know how to use different types of paint thickness and **PAINT** directions to show texture.	I know how to show texture by combining mixed media. **PAINT** I know how to develop different ways to create texture using different types of **PAINT.** I know how to look closely at nature and recreate texture using **DRAWING** techniques such as stippling, hatching, cross hatching.	I know how to manipulate outcomes to show a variety of textures in **DRAWING, PAINTING AND SCULPTURE.** I know that the way a media is applied can create 3D texture in 2D art. (eg Layering, daubing, palette knife in painting.)

Pattern (EYFS/Y4)	I know how explore simple patterns (repeating patterns.)	I know how to create simple patterns (repeating) **PRINT**	I know how to create original patterns. I know that in a regular pattern the object repeats in a predictable way.	I can recognise and draw a variety of different patterns.	I know how to use experiment and use pattern for desired effect and create expression. I know how to create regular repeating patterns, difference between organic and geometric patterns. I can recognise and use Ancient Greek patterns **PRINT**	I know how to create pattern for purposeful effect. i.e. on a sculpture **PRINT/SCULPTURE** I know how to observe and draw patterns are from nature **DRAWING**	I know how to apply pattern to decorate and embellish. **SCULPURE AND DRAWING**