



Honesty Empathy Aspiration Respect Teamwork

Knowledge and skills document

ART

FS1

Knowledge Study famous works of a c & d, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.

Skills

- Drawing Pupils develop their control and confidence when drawing using a range of materials. Pupils draw closed shapes with continuous lines and begin to use these shapes to represent objects. To draw with increasing complexity and detail such as representing a face. Pupils learn to draw in different ways to create different effects.
- Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. To use drawing to represent abstract ideas such as movement, noises or emotions. They record ideas, thoughts, feelings. Painting Learn how to hold and control a paintbrush. They experiment with colours in a palette or on They learn how to look after brushes and equipment. Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: They paint patterns & add things to paint to make textures such as sand, grit, salt. Line/Shape: They concentrate hard to paint shapes, lines and edges neatly. Design Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example. Collage: To join different materials and explore different textures. To explore a variety of textures and build vocabulary to describe them.
- Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace. Pupils experiment with threading to develop fine motor skills for sewing
- Printing Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.
- Digital: Children take photographs with digital cameras, learning to focus & position what they see.
- 3D sculpture Pupils experiment with Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.

Vocabulary

Build, make, materials, stack, up, across, next to, space, create, join, build, upright, tools, scissors, glue, tape, card board, tubes, boxes, share, discuss, texture, feel, say, rough, smooth, bumpy, soft, hard, share, talk

Curriculum Drivers

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Knowledge and skills document

ART

FS2

Final product

Knowledge Explore famous works of a c & d and explain how the artwork makes them feel, highlighting areas that interest them

Skills

- Drawing Pupils continue to develop control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines and simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can, using the vocabulary of light and dark. Pupils learn to draw in different ways to create different effects with a range of materials including pencils and charcoal. Pupils draw things they like and learn to draw for pleasure and purpose. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for a variety of reasons.
- Painting: Learn how to hold and control a paintbrush and choose appropriate brushes for the task eg a fine brush for more delicate detail. They make the correct colours and thickness of paint when mixing. Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. with increasing accuracy. Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to discover new colours, shades and tones. Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. Pattern & Texture: They experiment with texture by adding things to paint to make textures such as sand, grit, salt. to create desired textures for the task.
- Line/Shape: They concentrate hard to paint shapes, lines and edges neatly. Collage: Collage is used to select and cut or tear colours, shapes, textures and images from a range of sources to suit ideas and purposes. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace. Pupils develop fine motor skills for sewing by threading activities and experimenting with binka. Printing Pupils experiment with printing by using a range of objects to print with. They can make their own simple printing blocks with soft materials they have cut, shaped or moulded eg cut potatoes or sponges or moulded plasticine. Digital: Children take photographs with digital cameras, learning to focus & position what they see.
- 3D sculpture Pupils learn to create a range of forms by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example

Vocabulary

up, down, on top, underneath, between, materials, purpose, product, resources, tools, scissors, pencils, hold, safely, explore, colour, design, feel, build, discuss

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ART

Y1

Final product

Block 1: Nature Explorers (Drawing, Painting, Composition). **Knowledge** To explore craftspeople and describe the contents and the feelings from the work eg Alice Fox

Learn the meaning of the words colour, line, tone, shapes, textures and patterns.

Skills Drawing ; develop control of line when drawing and begin to use tones. Draw lines of different thickness and shapes.

Use a range of drawing media and learn differences between. Try new ways of mark making on a range of surfaces.

Draw a simple sketch of an object they can see.

Painting/mixed media. Use a range of paint and papers and experiment with properties. Develop skill in mixing paint and applying paint skilfully.

To mix secondary colours. To add things to paint to make texture eg mud. To paint using a variety of brushes.

Craft/Collage: select a range of materials and images with different colours and textures.

Photography. Learn to use digital equipment to take photos and edit with support.

Vocabulary

Line, shapes, primary secondary colours, composition

Final product

Block 2. William Morris. **Knowledge** Study famous work of craft and design learning how and when they were made. They describe key features of the work and thoughts and feelings.

Learn the meaning of the words colour, line, lone shapes and textures and patterns. Recognise how an artist uses them.

Skills Drawing develop previous skills. Begin to explore light and dark and how to make tones. Begin to show proportion and size.

Design Pupils to make a 2D design inspired by another artist

Printing: To learn mono printing technique. Print with a variety of simple materials.

3D sculpture. To cut, join and shape a variety of materials to create forms including clay

Collage: develop previous skills. Expand on techniques such as cutting and tearing eg stained glass windows.

Vocabulary pattern, repeating, shading, image, mould, overlapping

Final product

Block 3 Sculpture Houses. **Knowledge** To explore local artist work from Cyprus and describe content.

Learn the meaning of colour, form, shapes, textures and patterns. Describe how they are using them.

Skills Drawing develop previous skills. Draw something from their imagination.

Painting Paint on a 3D surface using textures to create thicker paint

Design Make something they have imagined in a 3D form

3D sculpture. To cut, join and shape a variety of materials to create forms that they have designed or invented.

Vocabulary

Form, models, decoration, recycled materials, installation



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ART

Y2

Final product

Block 1 Colour and Kandinsky (and other abstract artists). Knowledge

Study significant works of art craft and design with a focus on colour and shape. Describe the work, and emotions in more detail

Understand how to create more complex art using line, tone, colour, texture, pattern and shape. Begin to recognise these in art.

Skills Drawing: Develop greater skill using line and shapes using increased control pressure to create tones. Able to shade areas neatly and draw details of texture and pattern. Use a range of medium for drawing to create expression. Develop own drawings from a range of secondary sources.

Painting/mixed media Develop control in using different paint and painting surfaces. Identify different painting equipment and explain how to use it. Develop control in painting neatly and carefully. Develop use of colour to create a wider range of tones and shades. Explore using light and dark tones and the effect this has. Use a variety of techniques eg stippling, splattering.

Create original patterns and textures. Understand the importance of outlines and paint more sophisticated shapes.

Craft/Collage To select and cut colours, shapes, textures and images from a range of sources to develop ideas and purpose.

Vocabulary

Tones, tints, shades, emotions, collage

Final product

Block 2 Printing, Christmas cards. Knowledge To study a range of existing products to develop ideas.

Understand how to create more complex art using line, texture, pattern and shape. Begin to recognise these in art.

Skills Drawing Use simple lines and shapes to create a design. Begin to add detail such as texture and pattern.

Design To make more complex 2D forms from imagination or inspiration from other artists.

Printing. Pupils use Styrofoam tiles to create one colour repeating patterns in printing with mathematical and visual precision. To experiment with using raised and indented methods of printing.

Vocabulary

Indented, additive, repeating, reverse, styrofoam

Final product

Block 3 Sculpture. Knowledge To explore local sculpture park and learn about sculpture and how they were made. To describe sculptures in terms of content, feelings and emotions. Understand how to create more complex art using line, texture, pattern and shape and form Begin to recognise these in art.

Skills Drawing To draw 3D objects in a 2D form. (see previous drawing skills)

Design. To make more complex 3D forms from imagination or inspiration from other artists. Craft. To explore a range of experimental craft forms to create 3D pieces including using a variety of craft materials eg clay, wire, card and decorative materials.

3D sculpture To cut, form, tear, join and shape a range of materials to create forms they have designed. Making a simple plan for deciding which tasks need to be done first. To decorate for pleasure and purpose.

Digital Learn how to use digital equipment to frame the shot to suit their purpose (visit to the sculpture park)

Vocabulary

Sculpture, assemble, attach. Structure, statue

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ART

Y3

Final product

Block 1: Drawing inspired by nature Knowledge

Study significant works of art with a focus on sketching of nature. Make copies of small areas of the artist's work to study their techniques, tone, textures used. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).

Skills

Drawing Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. Pupils work in a range of drawing media. They know the differences and similarities between these materials and select which one is most suitable for the task they need.

Record experiences and explore natural inspiration. Describe, copy, a range of objects or from photos they have taken.

Vocabulary Contrasting, monochromatic, accurately, observation

Final product

Block 2: Printing Wrapping paper. Knowledge Study significant works of craft, design and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). Study of a block printing artist for example Molly Mahon.

Skills Design and make art for different purposes, such as wrapping paper in printing

Printing Pupils use printing (block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Using more than one colour.

Vocabulary layer, patterns, motif, complex

Final product

Block 3: Artist study, focus on light.

Knowledge Study significant works of art (painter) and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, etc. Develop their use of the language of art (formal elements). Study of painter eg Thomas Kinkade and focus on use of light.

Skills Painting Pupils are developing their painting skills increasing control, & precision. Pupils study how other artists' paint, applying elements of this to their work and how they experiment with tones and mood. Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail.

Vocabulary effective, dramatic, subtle, tertiary

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Knowledge and skills document

ART

Y4

Final product

Block 1: Drawing and Painting poppies. Knowledge Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. Make copies of small areas of the artist's work to study their techniques, colour, tone, Explore a range of artist around a theme eg poppies.

Skills Drawing Develop ability to accurately identify and render shapes when drawing from observation or second-hand sources, becoming aware of proportion. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing eg cross hatching Painting Use paint with sensitivity & control. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example.

Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings. This may be linked to topic work eg WW1/poppies Line/Shape: Use line with greater confidence to highlight form and shape.

Vocabulary cross hatching, continuous, viewfinder, blending

Final product

Block 2 Fashion designers and Screen Printing. Knowledge Study significant works of craft, design and give more complex personal oral opinions about it. How Make copies of small areas of the designer's work to study their techniques, colour, textures and patterns used. Develop their use of the language of art (formal elements). Explore a range of designers that use print in their designs eg Gucci

Skills Design and make art for different purposes, such as fashion and see clear links to how this works in the creative industries. Printing Pupils use printing (screen printing) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.

Vocabulary Designer, screen printing, stencil, squeegee

Final product

Block 3 Clay and Viking faces/Sculpture. Knowledge Study significant works of art. Focus on sculpture (visit to sculpture park and Viking art) and give more complex personal oral opinions about it. How has the artist produced this work? Who made, where were they from? Why was it made?. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose.

Skills 3D sculpture Design and make Forms in 3 dimensions, u clay or modelling materials and to create sculpture by carving (soap) understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. This may be linked to topic eg Vikings.

Vocabulary proportioned, moulded, relief sculpture, carved

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Y5

Final product

Block 1 Drawing and Architecture Knowledge Study significant works of art and design using the following method: 1. Content – Describe the art. Social, historical factors affect the work. 2. Process – When & how made? What materials & techniques are used? 3. Formal elements – line, tone, shape, form, 4. Mood – what emotions does the work convey? Explore the work of Stephen Wiltshire as architectural illustrator. Research urban sketchers and know some of the key points needed to sketch buildings. Discuss what an architect is and find out about some famous architects. Explore the architecture of a local building eg Kolossi castle.

Skills Drawing Can draw with an increasingly confident awareness of the 2D and 3D geometric forms.

They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention

Design Have opportunities to design and make art for different purposes, such as buildings, architecture. This may link to Kolossi

Vocabulary architecture, perspective, vanishing point, intricate

Final product

Block 2 Artist study in painting Vincent Van Gogh Knowledge Study significant works of art using the following method: Content, Process, Formal Elements and Mood (see above)– Learn the techniques & processes used. Eg Vincent Van Gogh was a post- impressionist artist He used Impasto allowed him to concentrate vibrant colours and add emotion and movement

Skills Painting Pupils know and care for painting equipment. Develop skills to paint neatly yet they paint in a more creative style when the painting demands. They experiment with expressive painting techniques such as brush use palette knife etc

Colour: Develops ability to control colour when painting; eg for blending, Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). **Tone/ Form:** Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. **Line/Shape:** Uses line or shape to create original compositions. **Pattern Texture:** Uses pattern & texture for purposeful effect. Eg impasto technique in study of Van Gogh.

Vocabulary Impasto, post-impressionist, vibrant, movement

Final product

Block 3. Sculpture mask making Knowledge Study significant works of art from a period of history Content, Process, Formal elements and Mood eg Mayans Explore mask making artists from various periods. Gain knowledge of techniques involved.

Skills 3D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials eg Mod roc understanding how to finish work to a good standard.

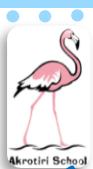
Craft Pupils gain experience in using collage as an art form, they might explore crafts such as modelling mask making etc.

Vocabulary concave, convex, mod-roc, symmetrical

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ART

Y6

Final product

Block 1 Batik Knowledge Study significant works of art using the following method: Content – Describe the art. What social, historical factors affect the work? Process – When & how was the work made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? To be able to use sketch books to develop these areas and annotate with own opinions. To explore batik artists from various cultures and times eg Hj. Fatimah Chik To explore art from past times as inspiration for design eg the Ancient Greeks.

Skills Design Increasingly challenging opportunities to design and make art for different purposes, such as textiles, for example.(batik) To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries. Craft Pupils could gain experience in using collage as an art form; they might explore crafts such as textiles including batik

Vocabulary Batik, contemporary, geometric, Aesthetic

Final product

Block 2 Artist study Henry Moore/Drawing Knowledge Study significant works of art using the following method: Content, Process, Formal Elements and Mood (see above)– Learn the techniques & processes used. Eg Henry was He was known for his semi-abstract monumental bronze sculpture. Moore also produced many drawings including his moving portrayals of WW2 with his shelter drawings.

Skills Drawing Draw with increasing confidence developing their own personal style. Developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.

Pupils work in a range of media with increasing confidence

Sculpture Theoretical study on Henry Moore

Vocabulary Chiaroscuro, perspective to create mood, contour lines, Gouache

Final product

Block 3 Lino Printing Knowledge Study of works of art using the following method: Content, Process, Formal Elements and Mood (see above) eg Gwen Frostic

Skills Design Increasingly challenging opportunities to design and make art for different purposes, such as textiles, for example.(batik) To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries. Design for a purpose eg greeting cards. Craft Pupils could gain experience in crafts such as textiles including lino printing to create intricate designs. Printing Pupils develop experiences with printing including lino printing

Vocabulary Linoleum Print, Reproduction, printmaking, creative industry

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