

COMPONENTS of KNOWLEDGE

Reception	Year 1	Year 2	Year 3	Year 4
<p>Looking and Talking</p> <p>Work by a range of artists and designers and say what they like about it and what they think they can learn from it.</p> <p>Playing</p> <p>Enjoy playful, hands-on exploration of materials, without a defined outcome.</p>	<p>Through Sketchbooks</p> <ul style="list-style-type: none"> - Be introduced to using sketchbooks for recording own ideas and practising techniques. - understand some of the activities which might take place in a sketchbook, e.g. drawing, painting, sticking in, collecting. <p>By Looking and Talking</p> <ul style="list-style-type: none"> - Enjoy looking at artwork made by artists and designers, finding elements that inspire them. - Use questions to explore artwork: What do you like about it? How does it make you feel? What would you like to ask the artist? <p>By Playing</p> <ul style="list-style-type: none"> - Enjoy playful, hands-on exploration of materials, without a defined outcome. 	<p>Through Sketchbooks</p> <ul style="list-style-type: none"> - Use sketchbooks to practise techniques, record observations and ideas through drawing, make notes and stick in and collect ideas. - begin to feel a sense of ownership about the sketchbook <p>By Looking and Talking</p> <ul style="list-style-type: none"> - Enjoy looking at artwork made by artists and designers, finding elements that inspire them. - Look at a range of source material and understand the differences: including original artwork by local artists, images on screen and in books objects and artwork in galleries/museums. - Use questions to explore artwork: What can you see? What does it make you think of? What do you like about it? How does it make you feel? What would you like to ask the artist? <p>Through Making</p> <ul style="list-style-type: none"> - Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas. 	<p>Through Sketchbooks</p> <ul style="list-style-type: none"> - Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. - Practise and develop sketchbook use, including practising techniques, testing ideas, collecting and sticking in, making notes, looking back. <p>By Looking and Talking</p> <ul style="list-style-type: none"> - Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon their own response. - Look at a variety of types of source material and understand the differences. - Observe and engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects <p>Through Making</p> <ul style="list-style-type: none"> - Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. 	<p>Through Sketchbooks</p> <ul style="list-style-type: none"> - Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. - Develop a sense of ownership with their sketchbook, develop and exploring ideas more independently and at their own pace. <p>By Looking and Talking</p> <ul style="list-style-type: none"> - Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon their own response - Look at a variety of types of source material and understand the differences. - Observe and engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects - Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art <p>Through Making</p> <ul style="list-style-type: none"> - Use growing knowledge of materials and medium act, to develop ideas. Continue to generate ideas through space for playful making.
	<p>sketchbook</p> <p>explore</p> <p>collect</p>	<p>inspire</p> <p>exhibition</p> <p>gallery</p>	<p>experiment</p> <p>annotate</p>	<p>visual art</p> <p>intention</p> <p>design by making</p>

<p>a range of drawing and painting tools. pencils effectively. drawing to the marks they are making. creating different types of line.</p>	<ul style="list-style-type: none"> - Use a variety of drawing materials. - Create different types of line, using different drawing materials to achieve a particular characteristic. - Undertake activities, which explore observational drawing, with a focus on shape and line. 	<ul style="list-style-type: none"> - Develop drawing skills through exploring different drawing materials - Undertake drawing activities, with different starting points, including close observation, drawing from imagination, landscape and still-life, understanding the difference. - Begin to represent texture through different mark-making. -Begin to show light/dark in drawings. 	<ul style="list-style-type: none"> - Practice observational drawing, exploring careful looking, intention, seeing big shapes, use continuous line and quick sketching. - Make larger scale drawings from observation - develop the use of texture in drawings. 	<ul style="list-style-type: none"> -Practice observational drawing from natural forms and/or the human figure, exploring careful looking and intention, seeing big shapes, continuous line and quick sketching. - Develop the use of different pencil grades to explore create tone and texture - use layering of media, mixing drawing media, e.g. inks and
<p>Use different painting tools such as brushes, rollers, sponges, etc. Use different colours for purpose. Experiment with what happens when they are mixed. Use different collage materials such as paper, pasta, sand with purpose and texture.</p>	<ul style="list-style-type: none"> - Recognise primary colours and experiment mixing colours. - Explore mark-making with paint, using different brushstrokes, sponging, dripping and blowing. - Experiment with the interplay of materials, e.g. watercolour and wax resist. 	<ul style="list-style-type: none"> - Revisit colour mixing and understand the relationship of primary and secondary colours. - Experiment with the effect of using warm and cold colours - Explore painting on different surfaces. - Learn to use a colour wash to fill large areas of painting. 	<ul style="list-style-type: none"> - Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome - explore collage techniques, using and combining shapes and colours to build up an image 	<ul style="list-style-type: none"> - Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome - explore collage and painting techniques, using and combining shapes and colours to build up an image, thinking about how they compliment each other.
<p>Use different printing techniques to create patterns and pictures – eg linocut, printing by hand, printing on different surfaces into using rollers, stamps etc</p>	<ul style="list-style-type: none"> - Use found objects pressed into plasticine to create textures for printing. - explore simple monoprinting using carbon paper. 	<ul style="list-style-type: none"> - Use found objects pressed into plasticine to create textures for printing. - explore simple monoprinting using carbon paper, using and developing observational drawing skills and mark making skills. 	<ul style="list-style-type: none"> - create press print designs , using the technique precisely and carefully and achieving a clear image 	<ul style="list-style-type: none"> - create press print designs , using the technique precisely and carefully and achieving a clear image, exploring how their technique be improved upon
<p>Use different materials to construct objects. Use different tools and equipment to create sculpture. Use different mould shapes using clay. Use different weaving using fabric and natural materials such as feathers and twigs.</p>	<ul style="list-style-type: none"> - Use basic tools to deconstruct (scissors) and construct (glue, masking tape) with a purpose. - Play with materials such as plasticine and clay to discover how they can be used. - Play with weaving materials, combining different colours and textures. 	<ul style="list-style-type: none"> - Explore how 2D ideas can become 3D, using 'design by making'. - Experiment with construction and joining of different materials. - Develop and exercise care and control over the tools and techniques they use. 	<ul style="list-style-type: none"> -create batik designs , using the technique precisely and carefully and achieving a clear image - deconstruct and construct in different ways. - work collaboratively on a sculpture project. - Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). - Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills 	<ul style="list-style-type: none"> -create batik designs , using the technique precisely and carefully and achieving a clear image, exploring how their technique be improved upon - deconstruct and construct in different ways. - work collaboratively on a sculpture project. - Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, fold) and fasten them together (tie, bind, stick). - Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills - develop 'design through making' skills and collaborative work skills

	<p>observational drawing brushstrokes wax resist 3D deconstruct construct close up sculpture</p>	<p>landscape still life colour wash background foreground monoprinting</p>	<p>scale press printing relief patterns figurativ</p>	<p>scale press printing relief patterns viewfinder collaborative impact</p>
<p>t what they like and about their own work.</p>	<p>Tell their peers what they admire in their work. Have a conversation with their teacher about what they have enjoyed about an art process and what they like about the end result.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Talk to a peer or teacher about the artwork made and share what they have enjoyed during the process, and what they like about the end result.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself.</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how. Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Discuss problems which came and how they were solved. Think about what you could do next time.</p>
	<p>process result</p>	<p>opinion</p>	<p>evaluate</p>	<p>evaluate</p>
<p>ne tools and materials for artist or designer whose / have studied.</p>	<p>Talk about an artist and describe their art. Understand and describe a variety of techniques. Name a range of tools and materials for art. Understand how art plays a role in celebrations. Talk about some elements of visual art (colour, line, shape, texture)</p>	<p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Talk about a famous artist and a local artist and describe their art: Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Talk about some elements of visual art (colour, line, shape, tone)</p>	<p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. Know the names of tools and techniques. Discuss formal elements studied (colour, line, shape, tone, texture, form, space) Understand how art plays a role in our culture and community</p>	<p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. Know the names of tools and techniques used. Discuss formal elements studied (colour, line, shape, texture, form, space) Understand how art plays a role in our culture and community Know how to create impact through art.</p>

<p>right, dark, shadow</p> <p>smooth, rough</p>	<p>technique</p> <p>Colour – primary, secondary</p> <p>Line – diagonal, soft, strong, fine, wavy</p> <p>Shape – 2D shape names, simple, natural form</p>	<p>culture</p> <p>expressionism</p> <p>Colour – colour wheel, warm colours, cold colours</p> <p>Line – horizontal, vertical</p> <p>Shape – geometric</p> <p>Texture – markmaking, spiky, soft, detail</p>	<p>designer</p> <p>traditional</p> <p>Colour – complimentary, blending</p> <p>Line – continuous</p> <p>Shape – organic</p> <p>Pattern - repeating, symmetry</p> <p>Texture</p> <p>Tone</p> <p>Form</p> <p>Space –positive, negative</p>	<p>craftspeople</p> <p>exaggeration</p> <p>Colour – complimentary, blending</p> <p>Line – continuous</p> <p>Shape – organic, silhouette</p> <p>Pattern - repeating, symmetrical motif, geometric</p> <p>Texture</p> <p>Tone</p> <p>Form</p> <p>Space –composition</p>
---	---	---	---	---