



Knowledge and Skills – Subject Overview

Subject: Art and Design Key Stage: 1		
AREAS	KNOWLEDGE	SKILLS
<b>Sketchbooks</b>	<ul style="list-style-type: none"> <li>To recognise some of the activities which might take place in a sketchbook, e.g. drawing, cutting/sticking, collecting.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a 'sketchbook habit' using a sketchbook as a place to record individual responses to the world.</li> <li>Practise and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes.</li> <li>Begin to take ownership of the sketchbook.</li> </ul>
<p><i>Within all focus areas it is essential that children are exposed to a variety of artists, craft makers and designers - from all cultures and times for different purposes. This includes artists who are classical, contemporary, female and from various ethnicities.</i></p>		
<b>Drawing</b> (Pencils, rubbers, chalks, pastels charcoal, ICT software)  <i>Suggested artists:</i> <i>Vincent Van Gogh, Pablo Picasso, Yayoi Kusama, Georgia O'Keeffe, Christian Robinson, Oliver Jeffers</i>	<ul style="list-style-type: none"> <li>To understand that the angle and pressure applied to different medium affects the outcome, e.g. pencil, pastel, charcoal.</li> <li>To name different drawing implements and understand the effect they have.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To use drawing to develop and share their ideas, experiences and imagination.</li> <li>To be able to hold and use a pencil effectively.</li> <li>To explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</li> <li>To become familiar with two or more drawing exercises repeated over time to build skill, e.g. continuous line drawing (See Access Art activities)</li> <li>Explore a variety of drawing starting points including close looking via observation, drawing from memory and imagination. These might include figurative, still life and landscape.</li> </ul>

<p><b>Painting</b> (Poster paint/ready mix, watercolours)</p> <p><i>Suggested artists:</i> Yayoi Kusama, Paul Klee, Wassily Kandinsky, Piet Mondrian, Claude Monet, Georgia O'Keeffe, Roy Lichtenstein, Henri Matisse, Faith Ringold, Beatriz Milhazes.</p>	<ul style="list-style-type: none"> <li>• How to use thick and thin brushes to create art work: when is it appropriate to use each brush (thick for colouring, thin for detail, outline).</li> <li>• To know some of the different emotional responses to main colours e.g. blue = sad/cold.</li> <li>• To know the primary and secondary colours and their complementary colours.</li> <li>• To know the colours of the rainbow and their order.</li> <li>• To know the names of a range of paint types e.g. watercolour, poster.</li> <li>• To know an increasing name for colours e.g. by adding adjectives to describe – pastel pink, dark blue.</li> <li>• To know how to change colour when using a paintbrush for different media e.g. watercolour (rinse), poster (change brush).</li> </ul>	<ul style="list-style-type: none"> <li>• To shade in one direction and within lines.</li> <li>• To use painting to develop and share their ideas, experiences and imagination.</li> <li>• Control the consistency of paint.</li> <li>• Use colour to convey emotion.</li> <li>• Begin to use colour wheel to identify colours and their complementary partner.</li> <li>• Begin to colour mix.</li> <li>• Mix paints to match tones; mixing with two colours – adding black and white for lighter/darker tones and tints.</li> <li>• Discover the interplay between materials, e.g. wax and watercolour.</li> <li>• To paint in one direction (“wet line/edge”).</li> </ul>
<p><b>Collage</b> (Paper, card, magazines, buttons, pasta)</p> <p><i>Suggested artists:</i> Giuseppe Arcimboldo, Pablo Picasso, Paul Klee, Faith Ringold, Abdouleh Konate, Anna Linch</p>	<ul style="list-style-type: none"> <li>• Understand layering of materials.</li> <li>• To know the name of a range of materials and adhesives.</li> <li>• To know which adhesive is best suited to which material.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space.</li> <li>• To be able to select natural materials to create temporary collages.</li> <li>• Begin to arrange materials in symmetrical and or aesthetically pleasing fashion.</li> <li>• Develop tearing and cutting.</li> <li>• Make artistic choices from a range of paper-based materials.</li> </ul>
<p><b>Sculpture</b> (3D work, clay/plasticine, salt dough, play dough, Papier Mache)</p> <p><i>Suggested artists:</i> Andy Goldsworthy, Niki de Saint Phalle, Anish Kapoor, El Anatsui</p>	<ul style="list-style-type: none"> <li>• To know the names of tools and materials.</li> <li>• To know that some sculpting materials harden in air/with heat.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Create distinct, strong shapes.</li> <li>• Investigate materials and processes such as: folding, scrunching, tearing, cutting, joining, modelling, layering and constructing.</li> <li>• Explore modelling materials such as Modroc, clay and</li> </ul>

		<p>plasticine.</p> <ul style="list-style-type: none"> <li>• Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</li> </ul>
<p><b>Printing</b> (plasticine, found materials, rubbings, sponges, fruit/veg, foam tiles, mono-printing)</p> <p><i>Suggested artists:</i> <i>William Morris, Kara Walker</i></p>	<ul style="list-style-type: none"> <li>• To be familiar with mono printing and understand the notion of positive and negative.</li> <li>• To know the name of simple tools and materials for printing.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Use repeating or over-lapping shapes.</li> <li>• Use different materials to create printed images.</li> <li>• Explore pattern, line shape and texture.</li> <li>• Explore simple print making, e.g. using plasticine, found materials or quick foam print.</li> <li>• Develop control by using 'press and stamp' to create prints.</li> <li>• Explore printing simple pictures with a range of hard and soft materials.</li> <li>• Make simple marks on rollers and printing palettes.</li> <li>• To distribute paint and/weight evenly for an even outcome.</li> <li>• Begin to line up prints e.g. straight, in one direction, on a line.</li> </ul>
<p><b>Textiles</b> (weaving, wool/string, fabric, fabric dye)</p> <p><i>Suggested artists:</i> <i>Tau Lewis, Yinka Shonibare, Donna Wilson</i></p>	<ul style="list-style-type: none"> <li>• To know the names of materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• Use rubbings to enhance fabric.</li> <li>• To develop weaving skills: simple over/under weaving, looping and knotting.</li> <li>• Use brush dye over oil pastel to decorate fabric.</li> <li>• Begin to understand how colours used are more or less effective together and implement those ideas into final design.</li> <li>• Produce coloured patterns by folding and dipping fabric in a different way.</li> <li>• Experiment with dyes to create different effects.</li> </ul>

Subject: Art and Design Key Stage: 2		
AREAS	KNOWLEDGE	SKILLS
Sketchbooks		<ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To develop a 'sketchbook habit', using a sketchbook as place to record individual response to the world.</li> <li>Use sketchbooks to record and annotate key ideas in order to aid creation of own artwork.</li> <li>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>Practise and develop sketchbook use, incorporating the following activities: Drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links, consistency e.g. bookmarking/subheadings.</li> </ul>
<p><i>Within all focus areas it is essential that children are exposed to a variety of great artists, architects and designers - from all cultures and times for different purposes. This includes artists who are classical, contemporary, female and from various ethnicities.</i></p>		
<b>Drawing</b> (Pencils, rubbers, chalks, pastels charcoal, inks, ICT software)  <i>Suggested artists:</i> Henry Moore, Banksy, Mary Cassatt, M.C. Escher, Fernand Leger, James Rosenquist (drawing, collaging and colouring), Albrecht Durer, Maria Sibylla Merian, Amy Sherald	<ul style="list-style-type: none"> <li>To have an awareness of objects having a third dimension and perspective.</li> <li>To know that different parts of the brain control what we see and what we think we see and that we can use this to improve our observational skills.</li> <li>To know strategies for drawing objects to scale.</li> <li>To know the range of letter names for pencil hardness and their effect.</li> <li>To name a wide range of different drawing implements and understand the effect they have.</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal).</li> <li>To develop observational drawing including close observational skills.</li> <li>To consider, perspective, scale and proportion and composition.</li> <li>To experiment with the potential of various pencils, pens and other writing implements including those from different eras and cultures e.g. quills, including weighting.</li> <li>To develop intricate patterns/marks with a variety of media.</li> <li>Practice observational drawing from the figure, exploring careful looking.</li> </ul>

		<ul style="list-style-type: none"> <li>• Create textures and patterns with a wide range and implements.</li> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Experiment with line, tone, pattern and texture.</li> <li>• To use different techniques for different purposes i.e. shading, hatching</li> <li>• Use drawing techniques to work from a variety of sources, eras and cultures including observation, photographs and digital images.</li> <li>• Develop close observation skills using a variety of view finders.</li> <li>• To shade outside edges and against the flow, for effect.</li> </ul>
<b>Painting</b> (Poster paint/ready mix, watercolours, acrylic)  <i>Suggested artists:</i> <i>Vincent Van Gogh, Ben Ofili, Georgia O’Keeffe, Georges Seuret, Claude Monet, Henri Rosseau, William Kauf, Synthia Saint James, Lynette Yiadom-Boakye</i>	<ul style="list-style-type: none"> <li>• Develop knowledge of brush techniques and use a variety of brushes – including use of thick and thin brush strokes where appropriate</li> <li>• Build on knowledge of warm/cold colours, the feelings they evoke, and complementary/opposing/similar colours.</li> <li>• To know the names of a wide range of tools, techniques, paint types and formal elements/processes.</li> <li>• To know a wide range of colour names, synonyms and colour nuances e.g. indigo, teal, royal blue.</li> <li>• To know the role of other colours in changing the tone of a colour.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including painting with a range of materials (e.g. poster paint, water colours, acrylic)</li> <li>• Experiment with creating mood with colour.</li> <li>• Use a limited palette to create artwork.</li> <li>• Experience the different techniques/application style when using different types of paints, eg. Poster, water, acrylic.</li> <li>• Develop making texture in artwork.</li> <li>• Use over-painting to emphasise contrasts, and quality of shape and tone.</li> <li>• Have experience of painting on different surfaces, e.g. paint clay tiles, glass.</li> <li>• To paint outside edges and against the flow, for effect.</li> </ul>
<b>Collage</b> (Digital images, photographs, card, newspaper, paper, fabric)  <i>Suggested artists:</i> <i>Sharon Walters, Frida Kahlo, Sarah</i>	<ul style="list-style-type: none"> <li>• Understand the differences between painted portraits and photographic images.</li> <li>• To know the names of an increasing range of tools, techniques and formal elements/processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to articulate the differences between painted portraits and photographic images within discussion.</li> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art.</li> </ul>

<p><i>Eisenlohr, Henri Matisse, Singh Sisters, Tyin Ojih Odutola, Njdeka Crosby</i></p>		<ul style="list-style-type: none"> <li>• Mix contrasting textures: rough/smooth, plain/pattern.</li> <li>• Be proficient in cutting and sticking techniques.</li> <li>• Transpose imagery using different media and techniques.</li> </ul>
<p><b>Sculpture</b> (3D work, paper, clay, boxes, wire, paper sculpture, Modroc)</p> <p><i>Suggested artists:</i> <i>Henry Moore, Robert Sweeney, Antony Gormley, Michelle Reader, Sokari Douglas Camp, Nnenna Okore, Augusta Savage</i></p>	<ul style="list-style-type: none"> <li>• Be familiar with different modelling techniques (using clay or plasticine).</li> <li>• To know how to make a slip to join two pieces of clay.</li> <li>• To understand how to model and develop work through a combination of pinch, slab and coil.</li> <li>• To know the names of tools, techniques and formal elements/processes.</li> <li>• To know which sculpting materials harden in air/by heat and the scientific reasons for the change.</li> <li>• To know the names of an increasing range of tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. pencil, charcoal).</li> <li>• Explore how combinations of materials such as wire, paper fabric, string and card can be transformed into sculpture.</li> <li>• Discover how best to manipulate different materials (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</li> </ul>
<p><b>Printing</b> (found materials, rubbings, stencils, foam tiles woodblocks, press print, lino print, mono-print, string)</p> <p><i>Suggested artists:</i> <i>Kehinde Wiley, William Morris, Bridget Riley, Andy Warhol, Katsushika Hokusai, Elizabeth Catlett</i></p>	<ul style="list-style-type: none"> <li>• Increase awareness of mono and relief printing.</li> <li>• To know the names of an increasing range of tools and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including printing.</li> <li>• Continue to gain experience in overlaying colours.</li> <li>• To be able to combine prints taken from different objects.</li> <li>• To be able to create repeating and tessellating patterns.</li> <li>• Create consistency in outcome e.g. in darkness of every printed image in a pattern.</li> <li>• Position prints effectively on the page for effect.</li> </ul>

<b>Textiles</b> (weaving, sewing, fabric, fabric dye, batik, threads, decorations, tie dye)  <i>Suggested artists:</i> <i>Harriet Powers, Tau Lewis, Yinka Shonibare</i>	<ul style="list-style-type: none"> <li>• To know the names of an increasing range of tools and materials.</li> <li>• To understand how materials absorb and that barriers to absorption can alter the effect e.g. tie dye.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Become confident in applying relief block.</li> <li>• Demonstrate experience in 3D weaving.</li> <li>• How to tie dye, how to use relief block printing on dyed fabric.</li> <li>• Use resist paste and batik.</li> </ul>
<i>Suggested Architects:</i>	<i>Antoni Gaudi, Frank Lloyd Wright, Zaha Hadid, Norma Sklarek, Stephen Wiltshire</i>	