

Art Key Knowledge



Year One

Wonderful Me!

Drawing, printing, collage

Self-portraits

Giuseppe Arcimboldo and Hanoch Piven

Substantive Knowledge	A self-portrait is a picture an artist makes of themselves. Artists can show what they look like and something about their personality in a self-portrait. Pencils can be used to draw lines, shapes and add details. Changing the pressure when I press on the page with my pencil creates lighter and darker marks. Pastel colours can be blended and create soft marks and textures. Arcimboldo was an Italian artist from the 16th century. He created portraits made from fruits, vegetables, flowers and other natural objects. Hanoch Piven is a contemporary artist. He creates portraits using everyday objects instead of drawing features. Printing is a way to make a picture by pressing paint or ink onto paper. A print can be repeated more than once but a monoprint is a print that can only be made once.
Disciplinary Knowledge	Look carefully to draw a simple self-portrait using pencil. Use observation to include key facial features. Apply pastels to add colour and blend colours. Arrange and combine objects to create a portrait inspired by Piven or Arcimboldo. Experiment with different materials and ideas. Describe their own artwork and the artwork of others. Identify features of Piven's and Arcimboldo's work Compare how the two artists create portraits from objects. Use ideas from these artists to inspire their own artwork. Predict what a print might look like before making it. Press carefully and lift the paper carefully to transfer and reveal the image.
Vocabulary	
EYFS: pencil, marks, line, shape, control, mark making, observe, observational, draw, drawing, paint, paintbrush, painting, palette, easel, sponge, colours, colour mixing, brush strokes, print, block printing, texture, pattern, repeated pattern, roller, mono printing, stamp, press, artist, equipment, portrait, self-portrait, features, expression	
NEW: soft pastels, smudge, broad marks, thin lines, colour block, large scale, small scale, charcoal, graphite, cross section, primary colours, secondary colours, lighter shade, darker shade, surface, pressure, fabric, image, media, sketchbook, record	

Cityscapes Drawing and painting Structures: Buildings and Architecture Artists: Lieve Verschuier's 'The Great Fire of London', Francesco Lietti	
Substantive Knowledge	To know that artists create pictures to tell stories about important events. To identify primary colours and secondary colours by name. Know that paint can be mixed to create different colours. Drawing tools can create thick, thin, light and dark marks and smudged effects. Know that Francesco Lietti is a contemporary artist. He creates colourful cityscape paintings using bright colours. Artists can represent buildings realistically or imaginatively.
Disciplinary Knowledge	Begin to record and talk about the ideas in our sketchbooks. Explore their own ideas using a range of media. Control lines and use shapes to create simple drawings including from first hand observation. Investigate tone by drawing light/dark lines. Cut and glue cardboard shapes to create images. Develop skills when working on different scales. Hold a paint brush correctly. Use primary colours to mix secondary colours. Begin to mix and match colours to objects. Begin to control the direction and marks made by a paint brush. Talk about the work of a range of artists, craft makers and designers and say what they feel. Describe and compare features of their own and others' artwork.
Vocabulary	
EYFS: pencil, marks, line, shape, control, mark making, observe, observational, draw, drawing, paint, paintbrush, painting, palette, colours, colour mixing, brush strokes, texture, artist, equipment	
NEW: media, soft pastels, smudge, broad marks, thin lines, sketch, sketchbook, record primary colours, secondary colours, colour wheel, large scale, small scale, lighter shade, darker shade, surface, image, layer, apply, thickness, cityscape, landscape, skyline, scene, 3D, three-dimensional, buildings, architecture, structure	

The World Around Us Drawing, Painting, Crafts (Collage), Sculpture, Digital Media The Environment, Landscapes, Land Art Artist: Andy Goldsworthy and Jon Foreman, Impressionism: Monet	
Substantive Knowledge	Land Art is artwork made using natural materials found outdoors. Land Art is usually created in nature rather than inside a classroom. Land Art is often temporary and may change over time because of weather, wind or animals. Understand that sculptures are not flat like paintings or drawings. Understand that sculptures can be made from a range of materials such as metal, stone, clay, wood. Andy Goldsworthy is a British artist who creates Land Art using natural materials such as leaves, stones, ice, branches and flowers. His artwork often changes or disappears because it is left outdoors. Jon Foreman is a British Land Artist who creates artwork using stones, leaves, shells and other natural materials to make spirals, circles and patterns.

Disciplinary Knowledge	Investigate textures by describing, naming, rubbing and copying. Collect, sort and group materials for different purposes in different ways/shapes e.g. texture, colour, length, size and shape. Collect natural materials to create a temporary collage Create temporary Land Art inspired by Goldsworthy and Foreman. Use repeating patterns, circles, spirals or symmetrical designs. Begin to experiment with constructing and joining natural materials to produce land art. Identify features of Andy Goldsworthy's and Jon Foreman's work in their own creations. Create fabrics by weaving materials natural materials e.g. grass through twigs. With support, begin to record artwork digitally. Talk about the work of famous artists and say what they feel (Claude Monet) With help, mix primary colours to make shades of green. Explore lines and marks with different size brushes Begin to mix and match colours to objects Begin to control the direction and marks made by a paint brush
Vocabulary	
EYFS: shape, pattern, texture, mark making, observe, observational, draw, drawing, paint, paintbrush, painting, palette, colours, colour mixing, brush strokes, collage, rubbings, weaving, artist, equipment, hard, long, rough, short, smooth, soft, straight, thick, thin	
NEW: media, sketch, sketchbook, record, primary colours, secondary colours, colour wheel, large scale, small scale, image, layer, apply, thickness, cityscape, landscape, natural, nature, 3D, three-dimensional, sculpture, bark, twigs, leaves, grasses, twine, string, stones, pebbles, oval, round, bumpy, shiny, rough, surface	

Year Two

Explorers and the Natural World Drawing, Multi-Media, Crafts (Textiles) Artists, Crafts makers and Textile Designers: Ellie Beck, Cas Holmes, Michael Brennand-Wood, Claudy Jongstra	
Substantive Knowledge	Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Begin to use shading to create different tones, controlling the direction and marks made. Learn how to apply colour with printing, dipping, creating and using natural dyes (onion skins, tea, beetroot, red cabbage). I know that Ellie Beck is a contemporary textile artist and designer. I know that Ellie Beck uses layers, stitching and texture to create artworks. Her work is often inspired by nature and landscapes. I know that Claudy Jongstra uses wool and natural dyes in her work. I know that natural dyes come from plants and other natural materials. I know Cas Holmes uses layered fabrics, stitching and found materials inspired by places and nature. I know Michael Brennand-Wood uses embroidery, pattern and decorative textile techniques to create artwork.
Disciplinary Knowledge	Begin to use shading, hatching, stippling to create different tones. Confidently use line and shape to draw pictures. Experiment in sketchbooks, including ideas from first-hand experiences, using drawing to record ideas. Begin to generate ideas, exploring different media and techniques. Experiment with natural dyes and observe how they change fabric colours. Investigate what happens when we fold, crumple, tear and overlap papers. Explore different methods and materials as ideas develop. Talk about art they have seen using some appropriate vocabulary.
Vocabulary	

EYFS and Year 1: marks, line, shape, control, mark making, texture, observe, observational, draw, drawing, paint, painting, brush strokes, colour mixing, colour wheel, primary colours, secondary colours, lighter shade, darker shade, portrait self-portrait features
NEW: technique, hatching, scribbling, stippling, blending, horizontal, horizontally, vertical, vertically, diagonal, diagonally, cross hatch, technique, capture, impression, facial features, lifelike, tertiary colours, warm colours, cool colours tone, shade, design, designers, craft makers, loom

Industrial Landscapes Drawing, Painting, Printing Artist: LS Lowry	
Substantive Knowledge	A cityscape is a picture of a city or urban area and can include buildings, roads, factories, shops and people. L.S. Lowry was a British artist who lived in the North West of England. He is famous for painting industrial towns with factories, streets, houses and crowds of people. His figures are often called "matchstick" figures because they are simple and thin. The foreground is the part of a picture that appears closest to the viewer. The background is the part of a picture that appears furthest away. Printmaking is a process where an image can be transferred multiple times. Artists simplify images into bold lines and shapes when making prints Industrial buildings and machinery can provide inspiration for print designs.
Disciplinary Knowledge	Look closely at Lowry's paintings and describe what they can see. Talk about artwork using vocabulary such as cityscape, foreground, background, colour and brushstroke. Sketch buildings and people from observation and photographs. Use line and shape to create cityscape drawings. Experiment with mixing primary colours to create new colours. Practise controlling a paintbrush to create different lines and effects. Use different brush sizes for large areas and small details. Create a painted cityscape inspired by Lowry's work. Make choices about colour, composition and detail in their artwork. Develop ideas from observation. Transfer drawings to printmaking. Control printing tools and materials carefully. Evaluate their own artwork and explain what they have done well.
Vocabulary	
EYFS/ Year 1: marks, line, shape, control, mark making, texture, observe, observational, draw, drawing, paint, painting, brush strokes, colour mixing, primary colours, secondary colours, lighter shade, darker shade, print, block printing, rubbing, texture, pattern, stencil, roller, mono printing, stamp, press, surface, pressure	
New: technique, hatching, scribbling, stippling, blending, horizontal, horizontally, vertical, vertically, diagonal, diagonally, cross hatch, technique, tone, shade, shading, capture, lifelike, figures, warm colours, cool colours, tints, shades, canvas, impressed image, tile printing, impression, perspective, background	

Ocean Life

Drawing, Painting, Sculpture

Artist: Courtney Mattison, Catrin Mostyn-Jones, J. Vincent Scarpace

Substantive Knowledge	Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Begin to use shading to create different tones. Begin to experiment with colours and textures; making appropriate choices with special effects and filters to create images. Have an awareness of different types of paint and their properties. Experiment with amounts of paint applied. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Experiment with mixing primary colours to make shades of blue.
Disciplinary Knowledge	Confidently use line and shape to draw pictures. Use digital sources to capture ideas and visual information. Record artwork digitally with growing independence. Talk about art they have seen using some appropriate vocabulary. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Hold a small paint brush with increasing control to add detail to my painting and control the direction of the marks made. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Use sketchbooks to help make decisions about what to try out next. Manipulate soft materials in a variety of ways, e.g. rolling, joining, kneading; create and combine shapes to produce a relief tile. Explore different ways to create texture using modelling tools

Vocabulary

EYFS and Year 1:

marks, line, shape, control, mark making, texture, observe, observational, draw, drawing, paint, painting, brush strokes, colour mixing, primary colours, secondary colours, lighter shade, darker shade, texture, pattern, press, surface, pressure, sculpture, 3-Dimensional

New:

technique, hatching, scribbling, stippling, blending, horizontal, horizontally, vertical, vertically, diagonal, diagonally, cross hatch, technique, tone, shade, filters, capture, lifelike, warm colours, cool colours, tints, shades, impression, pottery, clay slab, knead, score, slip, form, relief tile, mouldable, tactile, sculptural form