

**Falconers Hill Infant School**

**Art Knowledge Progression**

**National Curriculum**

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**EYFS**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three **characteristics of effective teaching and learning** are:
















- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Expressive Arts and Design- creating with materials**

**Early Learning Goals**

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Share their creations, explaining the process they have used.**

<b>KS1</b>	<b>Using materials</b>	<b>Drawing</b>	<b>Use colour, pattern, texture, line, form, space and shape</b>	<b>Range of artists</b>
	Use a range of materials creatively to design and make products.	Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Substantive Knowledge S1 Art End Points (NC):		Topic	Printing and pattern- Autumn 1	Sculpture- Autumn 2	Drawing- Spring 1
<p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>		Artist Focus	<p>EYFS- Giuseppe Arcimboldo/</p>  <p>Year 1- Andy Warhol</p>  <p>Year 2- Yayoi Kusama</p>  	<p>EYFS- Michelle Reader/ Andy Goldsworthy</p>    <p>Year 1- Joan Miro</p>   <p>Year 2- Alberto Giacometti</p>  	<p>EYFS- Mondrian</p>  <p>Year 1- Keith Haring</p>   <p>Year 2- Gakonga</p> 







	<p><b>Substantive Knowledge</b></p>	<p><b>EYFS</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Printing is transferring a picture from one place to another using ink, pencil or other medium.</li> <li>• to print, you must press down and carefully lift off the printing tool.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• A pattern is something which repeats</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>• Guiseppe Arcimboldo is an artist who created art work using fruit and vegetables</li> <li>• An artist is a person who creates paintings or drawings as a profession or hobby.</li> </ul> <p><b>Year 1</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>€ Printing is transferring a picture, words or digital image from one place to another using ink, pencil or other medium.</li> <li>€ Etching is a printing process created by scratching lines onto a plate, applying ink and then paper</li> <li>€ Etching tools can be used to create patterns by scratching into a surface</li> <li>€ Ink is applied to an etching to create a print.</li> <li>€ Contrasting colours can create dramatic images.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>€ A pattern can be regular or irregular</li> <li>€ Patterns can be natural and man-made e.g. animal patterns</li> <li>€ A pattern is a repeated decorative design</li> <li>€ A repeated pattern is copying the same sequence or colour or object that has already been done to create a design</li> <li>€ A motif is a small design which can be repeated to make a pattern</li> <li>€ Etching tools can be used to create patterns by scratching into a surface</li> <li>€ A motif can be created by repeating 1 type of pattern.</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>€ An optical illusion is an image that tricks your eyes and brain to see something different from the actual image</li> <li>€ Pop art is another form of optical illusion art</li> <li>€ Pop art is a simple style using bright colours and everyday objects</li> <li>€ Andy Warhol was a famous American artist who created iconic portraits of famous people using bright colours. He was well known for his Pop Art</li> </ul> <p><b>Year 2</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>€ The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.</li> <li>€ The colour used to create monoprints is usually water-based ink. A roller is used to apply the ink evenly over the a printing sheet. This is usually an acrylic sheet or other washable flat surfaces.</li> <li>€ Colour can be used to depict mood.</li> <li>€ Overprinting is the process of printing over the top off another print</li> </ul>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• A sculpture is usually 3D (not flat)</li> <li>• A sculpture can be made from playdough, salt dough, clay, junk, construction materials etc</li> <li>• A sculpture is usually joined together using materials such as tape, glue, staples etc</li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>• Some artists create sculptures.</li> <li>• Michelle Reader is an artist who makes sculptures</li> <li>• Andrew Goldsworthy is a sculpture from Britain who makes land art. He creates patterns using natural materials</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>€ 2D shapes are flat shapes which have just a length and width</li> <li>€ 3D shapes are solid shapes which have 3 dimensions – height, length, and width</li> <li>€ Bronze is a strong, hard metal</li> <li>€ Land art is made directly into the ground using natural materials such as rocks or twigs</li> <li>€ A sculpture is a 3d (solid) piece of artwork</li> <li>€ A sketch is a rough first drawing which helps you to plan your work.</li> <li>€ Clay or plasticine are materials which can be moulded to make different shapes and create a sculpture.</li> <li>€ Clay can be moulded more easily, especially with a little water and it dried hard in the air.</li> <li>€ Plasticine is harder to mould to begin with, but it can be remoulded time an time again.</li> <li>€ Recycled junk (cereal boxes, scrap paper, bottle caps) can be reused to create artwork.</li> <li>€ Struts are two, tightly and diagonally rolled pieces of paper to make a strong structure</li> <li>€ Sculptures can be made from natural or man-made materials.</li> <li>€ Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary.</li> <li>€ A free-standing structure needs a solid or flat base in order to be able to stand.</li> <li>€ Materials can be joined in a variety of ways e.g. glue, masking tape.</li> <li>• Water makes clay softer and easier to mould, but that too much can make it unworkable.</li> <li>• Clay can crack when it dries if it is too thin.</li> <li>• Contemporary describes the artwork of the present day</li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>• Joan Miro was a painter and sculptor from Spain.</li> <li>• He would use things such as eggs, soap bars, random scrap metal, old footballs and pebbles to create his sculptures,</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• A sculpture is 3D form or horizontal representation using 3D materials and can be carved from wood or stone or constructed using other materials.</li> </ul>	<p><b>EYFS</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• There are lots of different ways to make marks, symbols, and signs on a variety of different papers</li> <li>• A self-portrait is a drawing of myself</li> </ul> <p><b>Subject</b></p> <ul style="list-style-type: none"> <li>• Drawings can be done through direct observations</li> <li>• When drawing from observation, I only draw what I can see, not what I think I can see.</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Different materials can be used for drawing such as pencils, crayons, felt tips, chalks</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>• Mondrian is an artist who drew pictures with straight lines but he didn't use a ruler!</li> </ul> <p><b>Year 1</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Drawing techniques and styles can represent thoughts, as well as feelings.</li> <li>• Marks, lines and patterns can be added to drawings for effect.</li> <li>• Tone refers to the lightness or darkness of something</li> <li>• Shading describes the process of drawing darker pencil marks to show darker tones</li> <li>• Horizontal lines go from left to right, across the page, like a horizontal line</li> <li>• Vertical lines go up and down, the length of the page, from top to bottom</li> <li>• Cross-hatched lines are overlapping parallel lines which run alongside each other</li> </ul> <p><b>Subject</b></p> <ul style="list-style-type: none"> <li>• Observational drawings require careful observation of the subject to create a realistic representation.</li> <li>• Drawings can be used to develop initial ideas.</li> <li>• Shapes can be represented through drawing.</li> <li>• Symmetrical means an art piece is the same on both sides</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, pastels</li> <li>• Pastels come in two varieties – oil pastels and chalk pastels.</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>• Keith Haring is an artist who loved drawing cartoons. He drew hundreds of drawings on New York's subway. He used chalk to make his art</li> </ul> <p><b>Year 2</b></p> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Chalk pastel are soft and can be blended with your finger or a cotton bud. Oil pastels are blended by applying one colour on top of the other</li> <li>• Pastels work best on a rough paper. Coloured paper or black paper make effective backgrounds. You</li> </ul>
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		<p>€ Scoring means to gently scratch or cut into a surface</p> <p><b>Pattern</b></p> <p>€ A printed pattern is created with a wood block or shape that is repeated.</p> <p>€ A painted pattern is created by hand.</p> <p>€ Patterns can be created using lines and shapes.</p> <p>€ A pattern can be repeated, rotated or reversed.</p> <p>€ A tessellation is an arrangement of shapes close together in a repeated pattern, without gaps or overlapping</p> <p>€ A repeated pattern is a repeated design or sequence which creates a pattern</p> <p>€ A pattern is created by repeating lines, shapes, tones, or colours</p> <p>€ Pattern can exist in nature and can be made by artists to design all sorts of art, craft and design</p> <p><b>Artist focus</b></p> <p>€ The first printing press was invented by Johannes Gutenberg. This was a machine built to print words and pictures.</p> <p>€ <u>Yayoi Kusama</u> is one of the most famous pattern artists alive today. She is from Japan.</p> <p>€ Kusama uses <b>polka dots</b> to create the illusion that the image is three-dimensional (having depth, width, and height)</p>	<ul style="list-style-type: none"> <li>● Clay is a natural material and has been used to produce pots because of its malleable nature</li> <li>● Materials can be man-made or natural and have different associated qualities</li> <li>● The choice of a material affects what the product will look like and its use</li> <li>● Air drying clay is a type of clay which does not need to be fired to dry it</li> <li>● Ceramics are a type of pottery such as plates, bowls and vases which could be made from clay</li> <li>● Slip is a thick mixture of water and clay used to join pieces of clay together</li> <li>● Clay must be used when it is wet and malleable</li> <li>● Rolling clay creates a flat surface which can be scored into</li> <li>● Scratching light diagonal grooves on the back of the clay stops it from warping when it dries out.</li> <li>● A pipe cleaner it is a piece of wire covered with tufted material.</li> <li>● Twisting a pipe cleaner firmly around another object fixes it in place</li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>● Alberto Giacometti was a sculptor from Switzerland.</li> <li>● His sculptures were extremely tall and slender figurines made of clay or plaster.</li> </ul>	<p>could prepare a background by rubbing the side of a pastel across it before starting your drawing.</p> <ul style="list-style-type: none"> <li>● Shading with various tones makes objects look 3D</li> <li>● You can change the tone of a drawing by pressing lightly for lighter areas and harder for darker areas.</li> <li>● When shading, a pencil is held differently to when we write with it. Rather than using the tip of the pencil, it is angled against the paper to shade with more of the side of the pencil</li> <li>● Small movements of back and forth when shading gives better control</li> <li>● Use the side of a pastel to cover large areas.</li> <li>● A sketch is a rough first drawing which helps you to plan your work. It is a light, fast drawing</li> <li>● Blending is a technique of gradually and gently joining two colours, tones or images together</li> </ul> <p><b>Subject</b></p> <ul style="list-style-type: none"> <li>● Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.</li> <li>● A 3D drawing is a drawing of a solid 3-dimensional object, which shows its height, length, and width</li> <li>● A self-portrait is a drawing or painting which the artist makes of their own face</li> <li>● Facial features are the main parts of the face: mouth, eyes, nose, ears, eyebrows, and cheek</li> <li>● A mannequin is a model of a human being that can be moved into different positions. The mannequin's arms bend in the middle and the legs bend at the knee and ankle.</li> <li>● Artists use mannequins as a guide to create the human form in different poses.</li> <li>● A range of emotions can be created by adding or changing basic lines to a face.</li> <li>● Different expression can be created by altering the mouth, the eyes and eyebrows.</li> <li>● When drawing scale is important</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>● There are different grades of pencils to make different tones.</li> <li>● Pencils have categories: H is the hard and B is for black. The higher the number for black 'B' the darker the shade and the softer the pencil</li> <li>● There are 3 types of pastel: wax, oil and soft</li> <li>● Oil pastels are very soft and creamy, so they are easy to blend and layer colours</li> <li>● Wax pastels (crayons) are hard, and they do not blend easily together</li> <li>● Soft pastels are very chalky, crumbly and dusty but they blend easily together.</li> <li>● A number of different tools can be used to create different effects with your drawings, including erasers for removing marks and sponges for rubbing and smudging.</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>● Gakonga is an artist who was born in a small village near Mount Kilimanjaro, Africa. He created pictures and drawings using natural materials such as plant dyes and sea shells.</li> </ul>
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	<b>Disciplinary Knowledge</b>	<p><b>EYFS- Printing</b></p> <ul style="list-style-type: none"> <li>€ Beginning to be interested in and describe the texture of things.</li> <li>€ Create a simple stamp/sponges and use this to produce repeating patterns and pictures</li> <li>€ Experiment with consistency of paint and discuss the effects created</li> <li>€ Explores concept of negative/ positive</li> <li>€ To create rubbings from natural and manmade materials</li> <li>€ Use different tools to explore making marks and prints</li> <li>€ Print with food items.</li> <li>€ Finger painting.</li> <li>€ Use found materials man made/natural to print.</li> <li>€ print simple shapes, with support using the space to build up a composition.</li> <li>€ print clear representations to create full pictures and add details</li> <li>€ think about the full composition of the picture and <u>use the space.</u></li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>€ Create a simple stamp/sponges and use this to produce repeating patterns and pictures</li> <li>€ Explores pattern</li> <li>€ use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.</li> <li>€ use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads.</li> <li>€ begin to make own patterns by laying out items.</li> <li>€ create repeating patterns with colour, shapes and objects</li> <li>€ Draw, paint, print and colour repeating patterns</li> <li>€ make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe.</li> <li>€ Draw, colour, print and paint.</li> <li>€ explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors</li> <li>€ create drawings, paintings, printings and models with more than one line of symmetry</li> </ul> <p><b>Artist focus</b></p> <p>€</p> <p><b>Year 1</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>€ Use observational skills to identify repeating patterns in our world</li> <li>€ Use and experiment with printing patterns using objects.</li> <li>€ To design their own printing block</li> <li>€ Develop impressed images using foods ie potatoes with shapes cut into them</li> <li>€ Relief prints using foam printing blocks</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>€ Use and experiment with printing patterns using</li> </ul>	<p><b>EYFS-</b></p> <ul style="list-style-type: none"> <li>€ Uses various construction materials.</li> <li>€ Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.</li> <li>€ Make marks in clay/ dough</li> <li>€ Manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.</li> <li>€ Make something and give meaning to it</li> <li>€ Make something with clear intentions from start to finish</li> <li>€ Use a variety of techniques, shapes and shapes to sculpt</li> <li>€ Carefully select additional materials to incorporate and enhance their model</li> <li>€ Experiments to create different textures.</li> <li>€ Manipulate materials to achieve a planned effect.</li> <li>€ Uses simple tools to effect changes to materials.</li> <li>€ Design and make 3D figurines using a range of materials that the children choose</li> <li>€ <u>Collect and use natural materials to create a sculpture</u></li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</li> <li>• Use patterns.</li> <li>• <u>Assemble and construct using a variety of materials such as card and newspaper</u></li> <li>• <u>Cut, bend, fold, join and stick materials</u></li> <li>• <u>Develop tactile skills and modelling through the use of play dough</u></li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>• <u>Understand the significance of an artist and form opinions of their work.</u></li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>€ Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots</li> <li>€ <u>Use clay to create sculptures</u></li> <li>€ <u>Create textured pictorial designs using tools.</u></li> <li>€ <u>Use scoring and slip to join clay parts together when creating their sculpture</u></li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>€ <u>To know that different printing techniques link to different artists</u></li> </ul>	<p><b>EYFS- Technique</b></p> <ul style="list-style-type: none"> <li>• Draws enclosed spaces using lines and gives meaning. Draws faces with basic features</li> <li>• use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Draws potato people with no body or missing arms/legs.</li> <li>• Draws simple shapes for other objects</li> <li>• Draws bodies and shapes for objects that are an appropriate size and have some features</li> <li>• Draws with detail including finer details such as fingers, ears, hair styles or items onto features</li> <li>• Draws from observation by making a careful study and then includes features and details in the pictures</li> </ul> <p><b>Subject</b></p> <ul style="list-style-type: none"> <li>• Draws things that I have seen</li> <li>• Draws simple things from memory</li> <li>• Draws self-portraits and uses ideas from objects or pictures in own work</li> <li>• Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects</li> <li>• Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools – pencils, paint, sticks, chalk, water.</li> </ul> <p>•</p> <p><b>Artist focus</b></p> <p>•</p> <p><b>Do we need these?</b></p> <ul style="list-style-type: none"> <li>• <u>Use drawings to tell a story</u></li> <li>• <u>Investigate different lines</u></li> <li>• <u>Explore different textures- Draw into sand, liquids, onto the ground using liquids and tools.</u></li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Observe carefully when drawing.</li> <li>• Exercise control over a variety of drawing tools and media.</li> <li>• Use a variety of drawing tools – crayon, chalk, pencil, felt tips, pastels, charcoal.</li> <li>• Explore a range of marks that can be made when drawing and the effects of these. Explore angles and pressure of tools to change these effects.</li> <li>• Draw light and dark lines (tone)</li> <li>• Observe and draw shapes.</li> <li>• Observe and draw patterns</li> <li>• Make links between their own work and that of different artists, recognising similarities and differences</li> </ul>
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		<p>objects.</p> <ul style="list-style-type: none"> <li>€ Use different mediums to create pattern eg paint, crayon, pen</li> <li>€ Use tools to create patterns eg sponge, leaves, rollers, rubbings</li> <li>€ To create a repeating pattern</li> <li>€ Create patterns</li> </ul> <p><b>Artist focus</b></p> <p><b>Year 2</b></p> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>€ Use a range of techniques to create patterns eg pressing, rolling, rubbing and stamping -relief prints/ block prints/ mono-prints</li> <li>€ Print with a wide range of objects, man made and natural.</li> <li>€ Experiment with over printing and colour</li> <li>€ Develop language to describe the printing process and use to describe their own and others' work.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>€ Use a range of techniques to create patterns eg pressing, rolling, rubbing and stamping -relief prints/ block prints/ mono-prints</li> <li>€ Discuss regular and irregular shapes.</li> </ul> <p><b>Artist focus</b></p> <ul style="list-style-type: none"> <li>€ Develop language to describe the printing process and use to describe their own and others' work.</li> </ul>		<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper</li> <li>• Draw lines from observations</li> <li>• Consider scale (comparative size of objects in a still life) when drawing.</li> <li>• Draw the gaps ( draw shapes in between objects) negative spaces</li> <li>• Produce more detailed observational drawings of objects and paintings of self and other people</li> <li>• Display shading and blending of colours in my drawings</li> <li>• Use contrasting colours in portraits_</li> <li>• <u>Explore how light and dark can affect the picture.</u></li> </ul>
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<b>KS1 Art End Points (NC):</b>  Can use a range of materials creatively to design and make products.  Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.	<b>Topic</b>	<b>Collage- Spring 2</b>	<b>Painting- Summer 1</b>	<b>Key Vocabulary</b>
	<b>Artist Focus</b>	<b>EYFS-</b> Henri Matisse and revisit Archimboldo collage with fruit and veg  Year 1- Eric Carle  Year 2- Pablo Picasso 	<b>EYFS- Wassily Kandinsky</b>  Year 1- Vincent Van Gogh  Year 2- Claude Monet 	<b>EYFS</b> Colour, shape, join, material, paint, paintbrush, mix, pallet, sponge, rub, dark, light, pattern, print, portrait, artist, primary colours, roller, shape, tool, weave, chalk, pencil, pen, draw, collage, artist
	<b>Substantive Knowledge</b>	<b>EYFS</b> <ul style="list-style-type: none"><li>Collage is an image created by means of sticking materials which have been torn or cut (usually paper) to the pictures surface.</li><li>There are different ways to glue/attach materials to paper and I can choose the most appropriate</li></ul> <b>Artist Focus</b> <ul style="list-style-type: none"><li>Henri Matisse was an old man in poor health. He could no longer paint or draw easily, so he began working on his collages, which he is best remembered for</li><li>Henri Matisse has a famous piece of art called 'The Snail'.</li><li>Arcimboldo</li></ul> <b>Year 1 Collage</b> <b>Artist Focus</b> <ul style="list-style-type: none"><li>Collage has been around for a very long time. Cavemen may have used it by adding ribbons or slivers of grass or fur to images such as mammoths drawn on rock walls</li><li>Eric Carle's art is created using the collage technique. He hand paints tissue paper, and then cuts and layers them to form bright images</li></ul> <b>Year 2 Collage</b> <ul style="list-style-type: none"><li>Mixed media is technique that uses lots of different art materials to make one piece of work</li></ul>	<b>EYFS</b> <b>Control of paintbrushes</b> <ul style="list-style-type: none"><li>A paintbrush is held in a tripod grip</li></ul> <b>Use of tools</b> <ul style="list-style-type: none"><li>Tools can be used to paint with</li><li>Different effects can be made using different tools</li><li>Tools must be used safely</li><li>Thin brushes are used to add detail</li><li>Thick brushes are used to paint larger surface areas</li></ul> <b>Colour</b> <ul style="list-style-type: none"><li>All colours have a name</li><li>The primary colours are red, yellow, and blue. They cannot be made by mixing other colours together.</li><li>All other colours can be mixed from red, yellow, and blue.</li><li>Secondary colours are made by mixing two primary colours together. The secondary colours are orange, green and purple</li><li>The colour orange is made by mixing red and yellow together</li><li>The colour purple is made by mixing blue and red together</li><li>The colour green is made by mixing blue and yellow together</li><li>Colours can be mixed to change them</li><li>Colours can be dark and light</li></ul> <b>Technique</b> <ul style="list-style-type: none"><li></li></ul> <b>Artist focus</b>	See appendixes for key vocabulary list for year 1 and year 2 (KS1)

		<ul style="list-style-type: none"> <li>• Collage means to make a piece of artwork from a collection of materials or objects, and it is an example of mixed media</li> <li>• We use scissors to cut out objects by using long, slow movements, controlling the paper</li> </ul> <p><b>Artist Focus</b></p> <ul style="list-style-type: none"> <li>• The term 'collage' was made up by both Georges Braque and Pablo Picasso in the beginning of the 20<sup>th</sup> century when collage became a distinctive part of modern art</li> </ul>	<ul style="list-style-type: none"> <li>• Wassily Kandinsky is an artist from Russia. He was the first artist to create modern abstract art</li> <li>• Abstract art is made from colour, shape and pattern rather than objects which we recognise</li> <li>• Kandinsky painted portraits when he first started painting</li> </ul> <p><u>Year 1</u> <u>Control of paintbrushes</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Use of tools</u></p> <ul style="list-style-type: none"> <li>• Thin brushes add detail to a painting</li> <li>• Large bristle brushes add texture to a painting</li> <li>• A small thin brush paints more accurately</li> </ul> <p><u>Colour</u></p> <ul style="list-style-type: none"> <li>• Different shades of secondary colours, such as green, can be made by mixing different amounts of primary colours together.</li> <li>• The primary colours sit equal distances apart on the colour wheel.</li> <li>• Varying tones can be created with the use of colour.</li> <li>• Tone refers to the lightness or darkness of something</li> <li>• Some colours are warm (red, yellow, orange) and some are cold (blue, white)</li> <li>• Light colours stand out more and darker colours recede (stay in the background)</li> <li>• When using paint, we can add more paint to make the colour look darker</li> <li>• When using paint, we can add water or white paint to make the colour look lighter</li> </ul> <p><u>Technique</u></p> <ul style="list-style-type: none"> <li>• Impasto is a technique where you apply paint thickly.</li> <li>• Composition is where the shapes or objects are placed in a picture</li> <li>• A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours.</li> <li>• Paint and water must be applied to paper lightly other it can soak the paper and make it peel</li> </ul> <p><u>Artist focus</u></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh used distinctive lines and colours to create his portraits</li> <li>• Vincent Van Gogh was one of the most famous post-impressionist painters. He was from the Netherlands and famously cut off one of his ears</li> <li>• Vincent Van Gogh applied paint thickly and used different tools to apply his paint</li> </ul> <p><u>Year 2</u> <u>Control of paintbrushes</u></p>	
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	<b>Disciplinary Knowledge</b>	<p><b>EYFS- collage</b></p> <ul style="list-style-type: none"> <li>• Handle, manipulate and enjoy using materials and describe the sensory experience</li> <li>• Create simple collages including simple weaving.</li> <li>• Weave through a simple loom</li> <li>• Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid</li> <li>• Add a range of textures, e.g., smooth, rough, bendy and hard.</li> <li>• Use ribbons and string to thread and make patterns.</li> <li>• Experiment to create different textures.</li> <li>• Use simple tools and combines different media techniques competently and appropriately to create new effects.</li> <li>• Select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Use fabric, wool or thread to make models with recycled items.</li> <li>• Make collages using paper, tissue, crepe etc</li> <li>• Use fabrics for role play</li> <li>• Create a simple weave using strips of paper.</li> <li>• use scissors to cut and trim fabric, yarn and string</li> </ul>	<p><b>EYFS- Control of paintbrushes</b></p> <ul style="list-style-type: none"> <li>€ Holds the paintbrush with the correct grip with some reminders</li> <li>€ Correctly holds and uses a fine brush to paint</li> <li>€ Uses good control to correctly hold paint carefully in the lines</li> </ul> <p><b>Uses of tools</b></p> <ul style="list-style-type: none"> <li>€ Use thick brushes</li> <li>€ Use thin brushes to add detail and holds the brush with a tripod grip</li> <li>€ Experiment with painting with different tools eg toothbrushes, rollers, fingers, stamps</li> <li>€ Independently select additional tools to add details and improvements to pictures eg stamps and rollers</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>€ Mix primary colours (red, blue, yellow) to appropriate consistency (powder paints, poster paints and water colours)</li> </ul>	

		<ul style="list-style-type: none"> <li>• spread glue and stick fabric, yarn and wool on to a chosen surface</li> <li>• use fabric creatively with other resources, such as paint or wax crayons</li> <li>• see what happens when different types of fabric get wet.</li> <li>• create dens and tents.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• Knows how to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation</li> <li>• Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc</li> <li>• Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc</li> <li>• Introduce adhesives – Pritt and PVA</li> <li>• Fold, crumple, tear, overlap and sort different materials.</li> <li>• Sew and join fabrics using a running stitch</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Stitch, knot and use other manipulative skills.</li> <li>• Cut and shape fabric using scissors</li> <li>• Glue and stitch together using large eye needles</li> <li>• Use simple applique</li> <li>• Knot, fray, fringe, twist or plait threads/fabrics</li> <li>• Overlap and overlay materials.</li> <li>• Show awareness of contrasts in textures and colours.</li> <li>• cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>• Begin to sew using a range of basic stitches.</li> </ul>	<p>☞ Uses primary colours to make secondary colours eg green, orange and purple</p> <p>☞ Explain how they made a certain colour eg purple 'I mixed blue and red to make purple'</p> <p>☞ Explores colour and how colours can be changed (eg adding white and black)</p> <p>☞ Adds white or black to alter shade or tint of paint</p> <p><b>Technique</b></p> <p>☞ Paints simple shapes for other objects</p> <p>☞ Create simple representations of events, people and objects using paint</p> <p>☞ Paints bodies and shapes for objects that are an appropriate size and have some features</p> <p>☞ Paints with detail including finer details such as fingers, ears, hair styles or items into features</p> <p>☞ Paints from observation by making a careful study and then includes features and details in the pictures</p> <p><b>Year 1</b></p> <p><b>Control of paintbrushes</b></p> <p>☞ Use very good control to correctly hold and paint carefully in the lines</p> <p><b>Use of tools</b></p> <p>☞ Apply paint with different tools – brushes, rollers, stamps etc</p> <p><b>Colour</b></p> <p>☞ Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings.</p> <p>☞ Experiment with adding white and black paint to lighten and darken colours (tints and tones)</p> <p>☞ Create a colour wheel</p> <p>☞ Create different shades of colours</p> <p>☞ Mix and match to a specific colour or shade needed</p> <p>☞ Colour match by altering the tint or shades</p> <p>☞ Sort warm and cold colours</p> <p>☞ Create warm and cold colours</p> <p><b>Technique</b></p> <p>☞ Apply paint thickly and thinly</p> <p>☞ Created textured paint by adding things such as glue, sand, glitter</p> <p><b>Artist focus</b></p> <p>☞ Form and share responses to the work of artists, using this as a stimulus for their own ideas and imagination.</p> <p>☞ Evaluate own and others' work against criteria informed by the work of an established artist.</p> <p><b>Year 2</b></p> <p><b>Control of paintbrushes</b></p> <p><b>Use of tools</b></p>	
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