



Key knowledge - ART

Year	Substantive Knowledge Pupils will know...	Disciplinary Knowledge Pupils will be able to...
Year 1	<p>Drawing</p> <ul style="list-style-type: none"> - How to explore mark making - That different marks can be made using a range of tools. 	<ul style="list-style-type: none"> - To investigate the possibilities of a range of different mark makers (pencils and pastels). - To make own tools for mark making using different found materials. - To use imagination to draw a character from a story.
	<p>Painting</p> <ul style="list-style-type: none"> - How to mix paint to required consistency, using both Ready Mix and powder paint - How to mix impasto colour. - The technique of mixing colours through adding small amounts of dark to light. 	<ul style="list-style-type: none"> - To develop painting techniques using different brush strokes. - To use visual elements of line, shape and colour in their developing work. - To make imaginative responses to story stimulus through the use of colour. - To develop an understanding of and make responses to the work of artist Jasper Johns.
	<p>Collage</p> <ul style="list-style-type: none"> - Experimenting with and using found materials to create a range of linear visual effects. - Developing overlapping and sticking skills. - Understanding the concept of hot and cold colours. 	<ul style="list-style-type: none"> - To identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron. - To select and sort contrasting materials. - To respond to the work of Richard Long. - To respond to the work of Andy Goldsworthy.
	<p>Printing</p> <ul style="list-style-type: none"> - How to print using a variety of printing tools. 	<ul style="list-style-type: none"> - Make, and print with, negative stencils. - To make a clay slab relief block for printmaking. - To print onto a variety of different surfaces.



Key knowledge - ART

	<ul style="list-style-type: none"> - How to use primary colours from light to dark to produce direct prints and overprints. - How to produce negative prints. 	<ul style="list-style-type: none"> - To use a collagraph block to make rubbings and for printing.
	<p>Textiles</p> <ul style="list-style-type: none"> To over/under weave, wrap, peg and knot fabric 	<ul style="list-style-type: none"> - To embellish strips of fabric and use these to produce a weaving. - To create a fabric resist using oil pastel and Brusho.
	<p>3D</p> <ul style="list-style-type: none"> - To arrange objects using line, shape, colour and pattern in the style of Goldsworthy. - How to pull, pinch and smooth clay to produce forms. - To use clay to produce a tile with an impressed pattern and make a mold for a plaster cast. 	<ul style="list-style-type: none"> - To use a story as a starting point and record from imagination in 3D form. - To use different coloured clays to decorate 3D forms. - To manipulate clay to produce balls and coils. To use clay to make a mould for a plaster cast.
<p>Year 2</p>	<p>Drawing</p> <ul style="list-style-type: none"> - To understand how to represent texture by using a variety of different marks. - To understand that different mark makers may be used to create different effects. - To use mark making techniques and understanding that different marks can represent different moods and movements. 	<ul style="list-style-type: none"> - To try out a range of marks on different surfaces using different media with the focus on tone - To explore ideas and imagination using music as a stimulus for mark making. - To work from the imagination in response to a story. - To observe and record objects from different viewpoints.



Key knowledge - ART

	<p>Painting</p> <ul style="list-style-type: none">- To identify shapes and colours and the way they can be used to create images.- How to use techniques of pattern making, colour mixing, and brush control.- How to produce colour tints using white paint.	<ul style="list-style-type: none">- To respond to the work of Wassily Kandinsky through use lines, shapes and colours.- To construct a surface in the style of abstract artist Anthony Frost- To use a story as a starting point for imaginative work.
	<p>Collage</p> <ul style="list-style-type: none">- To mix primary colours to make secondary colours and beginning to recognise and use complementary colours.- Understanding and exploring line as contour.- Developing ideas from session 1 using scissors as a 'drawing tool'- Developing an understanding of the use of 'non-art' materials.	<ul style="list-style-type: none">- To respond to the work of Henri Matisse.- To cut, tear and arrange primary and their complementary coloured papers.- To respond to Op Art and the work of Bridget Riley.- To develop cutting and sticking skills.- To create a collage of 'non art' materials inspired by Kurt Schwitters.
	<p>Printing</p> <ul style="list-style-type: none">- How to demonstrate an understanding of working light to dark tones.- Techniques associated with making direct prints from natural objects.	<ul style="list-style-type: none">- To print with positive and negative stencils.- To use clay slab relief blocks to print using three colours overprinting process.- To print using found objects
	<p>3D</p> <ul style="list-style-type: none">- To select and develop ideas into 3D work in response- To use different tools for decorating surfaces	<ul style="list-style-type: none">- To design and make a didgeridoo in the style of indigenous Australians.- To roll clay to an even thickness.- To make coils and apply these as surface decoration.



Key knowledge - ART

	- To form lay by rolling, pulling, and pinching	<ul style="list-style-type: none"> - To change the form of clay by pulling, pinching and smoothing.
	Textiles <ul style="list-style-type: none"> - To investigate dip dye materials and processes. - Understanding that rubbings taken from a range of different surface textures produce a variety of lines, shapes, and marks. - To try out tools and techniques in relief block printing. 	<ul style="list-style-type: none"> - To investigate dip dye materials and processes. - To work over dip dyed fabric with rubbings from a range of surfaces. - To create a press print relief design on textiles.
Year 3	Drawing <ul style="list-style-type: none"> - A range of visual mark making in the style of Vincent Van Gogh. - The visual element of tone (light and dark). - Different pencil positions, pressures, hatching and cross-hatching - How to experiment with different colour combinations. - To transpose imagery from one medium to another, enlarging and layering. 	<ul style="list-style-type: none"> - To investigate different marks that can be made using pencils - To respond to the work of Van Gogh - To explore shading techniques and talk about and investigate light/medium/dark tone.
	Painting <ul style="list-style-type: none"> - Ways of making and creating a range of light and dark colours from the primary and secondary - To identify and use specific painting techniques - How to mix primary colours to create secondary colours. - Develop an understanding of abstract art. 	<ul style="list-style-type: none"> - To mix colour tints using primary and secondary colours + white - To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. - To compare methods and approaches used by other artists to produce images of the sky. - To make practical responses to the work artist of Sean Scully.



Key knowledge - ART

	<ul style="list-style-type: none"> - Experiment with tonking and sgraffito techniques. 	<ul style="list-style-type: none"> - To experiment with the techniques of 'tonking' and 'sgraffito'.
	<p>Printing</p> <ul style="list-style-type: none"> - How to ink up a slab correctly and using a roller in different ways to make a variety of marks. - How to create a mono print 	<ul style="list-style-type: none"> - To use a roller and printing ink to experiment with mark making. - To use plasticine to produce a relief stamp. - To print coloured, repeated patterns onto selected surfaces.
	<p>Collage</p> <ul style="list-style-type: none"> - How to transpose ideas from painting to collage in response - Develop cutting and sticking skills. - Arrange and assembling horizontal and vertical, thick and thin paper strips. - An understanding of positive and negative imagery. 	<ul style="list-style-type: none"> - To investigate and respond to the work of Paul Klee and his use of complementary colours. - To develop cutting and sticking skills. - To investigate positive and negative images.
	<p>3D</p> <ul style="list-style-type: none"> - Develop the use of tape to produce a form - Transposing 2D designs onto a 3D form. - Understanding the process of inlayed clay designs. - Making a 3D relief paper form. 	<ul style="list-style-type: none"> - To use brown, gummed tape to produce a 3D form. - To respond to the work of Howard Hodgkin - To roll and form clay slabs and inlay different coloured clays. - viewfinder pencil drawings of natural forms into clay slab designs using different coloured clays. - To develop forming and sticking techniques.
	<p>Textiles</p> <ul style="list-style-type: none"> - Developing skills with dipping and dyeing techniques. - Developing understanding of collagraphs, cutting and assembling a relief surface. 	<ul style="list-style-type: none"> - To explore different types of patterning from different cultures. - To use knowledge of dip dye technique to produce backgrounds for printed work. - To make collagraph blocks



Key knowledge - ART

- - Experimenting with block printing techniques onto pre dyed fabric
- - Developing understanding of rotation and reflection.

- - To print collagraph blocks onto fabric squares.

Year 4	<p>Drawing</p> <ul style="list-style-type: none"> • - Using viewfinders to select and analyse visual elements. • - Using a natural object as a starting point for drawing and coloured textile work. • - Producing thick and thin lines and a variety of tonal qualities. 	<ul style="list-style-type: none"> • - Record observations of linear patterning in natural objects. • - To use fine control with a pencil to make detailed, analytical observational drawings.
	<p>Painting</p> <ul style="list-style-type: none"> • - Selecting and assembling different materials to make a multi-shaped and textured surface. • - Understanding how colour may be applied to images in different ways. • - Understanding the wash technique of wet on wet. • - Working in the environment to produce direct observational paintings. 	<ul style="list-style-type: none"> • - To mix colours and select appropriate brushes for specific purposes. • - To make practical responses to the work of Georgia O'Keefe. • - To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.
	<p>Collage</p> <ul style="list-style-type: none"> • - Describing the body positions of figures in motion • - Understanding and exploring the translucent nature of 	<ul style="list-style-type: none"> • - To respond to the work of Henri Matisse. • - To respond to the facial images produced by the artist Francis Bacon. • - To explore the purposes and intentions of the artist Andy Warhol.



Key knowledge - ART

	<p>tissue papers. Using photographic images as a starting point for artwork.</p>	
	<p>Printing</p> <ul style="list-style-type: none"> - Investigating designs developed in another culture - Developing the technique of mono printing by scratching a drawing into an inked slab and taking a print. - Learning how to make a collagraph block 	<ul style="list-style-type: none"> - To investigate Nigerian printmaking. - To transpose designs into mono-prints. - To make collagraph blocks using African prints as a starting point for designs. - To investigate printing collagraph blocks onto different surfaces.
	<p>3D</p> <ul style="list-style-type: none"> - Developing ideas for packaging and display. - process and techniques involved in developing coiled clay forms. - Dipping fabric to produce 3D forms. 	<ul style="list-style-type: none"> - To investigate different designs of shoes and match these to purpose. - To experiment with clay coils to make a 3D form. - To use glue and fabric over a mold to produce 3D artefacts.
	<p>Textiles</p> <ul style="list-style-type: none"> - Developing an understanding of the mono-printing process using thick and thin marks and lines on fabric. - Developing dip dye and resist techniques. - Comparing responses to artists' work. 	<ul style="list-style-type: none"> - To produce a mono-print on fabric. - To use a variety of folds to produce dip dyed pieces. - To respond to the work of the textile artist Michael Brennand-Wood.
<p>Year 5</p>	<p>Drawing</p> <ul style="list-style-type: none"> - Producing observational drawings - Developing layering techniques 	<ul style="list-style-type: none"> - To use a natural form as a starting point for imaginative drawings. - To work in the negative by using rubbers to remove graphite - To use positive and negative drawing techniques in response to the work of Frank Auerbach.



Key knowledge - ART

	<ul style="list-style-type: none"> - Using imagination and experience to construct and draw the unknow - Experimenting with the use of rubbers to draw in the negative. 	
<p>Painting</p>	<ul style="list-style-type: none"> - Responding to the work of a contemporary artist. - Understanding the use of contrasting, adjacent colours. - Knowing about the use of vibrant and unrealistic application of 'Fauvist' colours. 	<ul style="list-style-type: none"> - To paint in response to the work of the artist Chris Ofili. - To paint a Fauvist style portrait. - To paint a Fauvist style landscape - To mix, match and extend colours and patterns
<p>Collage</p>	<ul style="list-style-type: none"> - Layering and overworking materials with different media. - select and record from direct observation. - Exploring and inventing symbols to represent meaning. 	<ul style="list-style-type: none"> - To use paints, inks and stains over the collaged images. - To create overworked, collaged images using natural forms as a starting point. -
<p>Printing</p>	<ul style="list-style-type: none"> - Learning the process of reduction printing using press- print. - Understanding the principle of working from light to dark colours. - Using the work of printmakers as a starting point for development. 	<ul style="list-style-type: none"> - To produce a reduction print block using press-print. - To record and reflect on the reduction printing process. - To respond to the work of Dale Devereux Barker
<p>3D</p>	<ul style="list-style-type: none"> - production of individual figurative sculptural forms. 	<ul style="list-style-type: none"> - To respond to the figurative sculptures of Alberto Giacometti. - To produce sculptural stick forms in response to the work of Alberto Giacometti.



Key knowledge - ART

	<ul style="list-style-type: none"> - understanding of Modroc (plaster bandage) as a sculptural material. - Developing an understanding of the translucent nature of tissue paper. - Using PVA glue and tissue to produce a paper form. 	<ul style="list-style-type: none"> - To use Modroc (plaster bandage) as a sculptural material. - To use tissue paper and PVA to produce coloured 3D form. - To create clay slab forms.
	<p>Textiles</p> <ul style="list-style-type: none"> - Developing understanding through direct experience and manipulation of materials - Developing an understanding of wax resist and control of tjanting tools. 	<ul style="list-style-type: none"> - To investigate and reform visual and tactile qualities - To form fabric relief panels. - To create a batik design on textiles. - To make responses to the work of textile artist Jean Davywinter..
Year 6	<p>Drawing</p> <ul style="list-style-type: none"> - Focusing on a single element within a design. - Understanding the importance of tone in - figurative imagery. - Using ICT to produce a portrait image. 	<ul style="list-style-type: none"> - Produce sketchbook work concentrating on the line, shape, colour, texture, pattern and form of fruits and vegetables. - Sketch portrait studies from "Guernica" by Pablo Picasso. - Create portraits using sketching and collaged magazine pieces. - Create portraits drawn using acetate over a computer screen.
	<p>Painting</p> <ul style="list-style-type: none"> - Understanding his use of natural forms as a starting point for his images. - Using brushwork to give an interesting surface to shapes within their paintings. 	<ul style="list-style-type: none"> - Paint responses to Patrick Heron's work - Paint and sketch contour and linear responses to Patrick Caulfield. - Paint in a Cubist style. - Create still life images collaged and painted in the Cubist style.



Key knowledge - ART

	<ul style="list-style-type: none"> - Understanding the visual elements of colour, shape and space and how these can be combined to produce abstract images - Concentrating on the outlines of everyday objects to produce simple linear drawings. - Developing direct observational skills from variety of viewpoints. - Developing knowledge of the Cubist Movement. 	
	<p>Collage</p> <ul style="list-style-type: none"> - Developing the use of simple geometric shapes and patterning - Describing 3D form on a 2D surface. - Working in the style of Pablo Picasso. 	<ul style="list-style-type: none"> - Create sketchbook responses to the images of Gustav Klimt. - Collage responses to the work of Gustav Klimt. - Collage responses to the figurative work of Pablo Picasso.
	<p>Printing</p> <ul style="list-style-type: none"> - To use natural form as a starting point. - Experimenting with the batik process using a paper surface. 	<ul style="list-style-type: none"> - Create single unique press-print in three colours with trapped tissue. - Create press-prints with trapped tissue on the theme of holidays. - Produce Batik design on paper. - Design Batik in response to the work of Chinwe Chukwuogo –Roy.
	<p>3D</p> <ul style="list-style-type: none"> - Recording first-hand observations directly into clay. - Understanding Moore’s use of the maquette. - Developing a small-scale series of work. - Casting forms from selected molds using brown, gummed tape. - Selecting appropriate materials and embellishing 	<ul style="list-style-type: none"> - Mold reclining figures and mother and child images in response to the work of Henry Moore. - Design and create pendant forms inlaid with different coloured clays. - Produce mask forms constructed by casting with brown, gummed tape. - Embellished masks with feathers, shells and stones.



Key knowledge - ART

	<i>surfaces.</i>	
	<i>Textiles</i> <ul style="list-style-type: none">- Developing and transferring linear designs onto dyed backgrounds using graphic mark makers.- Designing and developing intricate weaving skills.- Responding to the artefacts from a different time and culture.	<ul style="list-style-type: none">- Create images based on response to the Willis Caroon Building, Ipswich designed by Norman Foster.- Draw images on dip dyed fabric in response to Hundertwasser.- Press print on dip dyed fabric.- Batik in response to the work of Antonio Gaudi.- Create Punchinella weavings.- Create a twig loom weaving.