

# Essential Knowledge

## Art and Design

Key Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas	Know how to safely use and explore a variety of materials, tools and techniques to create own artwork.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.
Using sketchbooks	Know what a sketchbook is.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research testing materials and working towards an outcome more independently.	Using a systematic and independent approach research test and develop idea and plans using sketchbooks.
Knowledge of Making skills pattern	Explore pattern making using a range of media.  Know how to make a simple repeating pattern.	Know that a pattern is a design in which shapes, colours or lines are repeated	Know that surface rubbings can be used to make patterns.  Know that drawing techniques such as hatching, scribbles, stippling and blending can make patterns.	Know that pattern can be man-made (like printed wallpaper) or natural like a giraffe's skin). Know that the starting point for a repeating pattern is called a motif and a motif can be arranged in different ways to make varied patterns.	Know that symmetry can be used to create repeating patterns.  Know that patterns can be irregular and change in ways you wouldn't expect.	Know that artists create pattern to add expressive detail to art works for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition.
Knowledge of Making skills	Know that different materials don't all feel the same  Know that textural marks can be made	Know that texture means 'what something feels like'.	Know that collage materials can be chosen to represent real-life textures.	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear	Know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface.	Know how to create texture on different materials.	Know that applying thick layers of paint to a surface is called impasto and it is used by artists such as

	using different materials.	<p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.</p>	textured, as in a drawing using shading to recreate a fluffy object.			Claude Monet to describe texture.
Knowledge of Making skills	Know that light and dark can be created by pressing lighter or more heavily with for example a pencil or charcoal.	<p>Know that tone in artwork means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>Know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.</p> <p>Know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling.</p>	<p>Know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that tone can be used to create contrast in an artwork.</p>	Know that tone can help show the foreground and background in an artwork.	Know that chiaroscuro means 'light and dark' and is a term used to describe high contrast images.
Knowledge of Making skills	Know the names for different colours and choose them for a specific purpose.	<p>Know that primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours  Red + yellow = orange  Yellow + blue = green  Blue + red = purple</p>	<p>Know that different amount of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>	<p>Know that complementary colours appear opposite each other on the colour wheel and when placed next to each other a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances and that prehistoric peoples used these paints.</p>	<p>Know that adding black to a colour creates a shade</p> <p>Know that adding white to a colour creates a tint.</p>	Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	<p>Know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>

Knowledge of Making skills	Know that materials can be joined in different ways.	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes like a cube). Know that organic forms can be abstract.	Know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling.	Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. Know that the size and scale of three dimensional art work changes the effect of the piece.	Know that the surface textures created by different materials can help suggest form in two dimensional art work.
Knowledge of Making skills	Know the names of, describe and use simple shapes including those from the natural world for a purpose.	Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	Know that negative shapes show the space around and between objects.	Know how to use basic shapes to form more complex shapes and patterns.	Know that a silhouette is a shape filled with a solid flat colour that represents an object.	Know how an understanding of shape and space can support creating effective compositions.
Knowledge of Making skills	Know how to hold a pencil, pen etc effectively to make lines.	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	Know that different drawing tools can create different types of lines	Know that lines can be lighter or darker or thicker or thinner and that this can add expression or movement to a drawing.	Know that lines can be used by artists to control what the viewer looks at within a composition eg by using diagonal lines to draw your eye into the centre of a drawing.	Know how line is used beyond drawing and can be applied to other art forms.
Knowledge of artists	Give simple opinions about the work of an artist or designer	Describe similarities and differences between practises in Art and design, e.g. between painting and sculpture and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art work	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may

				may have been made.	making processes to explain how art works may have been made.	influenced their creative work.	have influences their creative work.
Evaluating and analysing	Say what like or don't like about own art work.	Describe and compare features of their own and other's work.	Explain their ideas and opinions about their own and others' art work, giving reasons.  Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and others' art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.