

Art & Design Knowledge Sequencing at Knavesmire Primary

Art & Design Understanding, Knowledge and Skills objectives:

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| Intent: | <p><u>INTENT</u>: At Knavesmire, Art and Design lies at the core of our creative Big Idea curriculum as an inclusive host subject. We aspire for all of the children to be equipped with a broad knowledge and skill base with the intent of sparking their imagination and empowering them to become confident artists with a 'can-do' approach. <u>IMPLEMENTATION</u>: Through key concepts, the elements and an understanding of the work historically and culturally of artists, designers and craftspeople, we teach six areas of knowledge and skill: drawing, painting, printing, textiles/collage, sculpture (3D form) and digital media. These are implemented and developed year-on-year to ensure that the children develop through a continual progression. Experimentation is greatly encouraged and through discussion and evaluation, the children become equipped to ask exploratory questions, develop their critical thinking and form opinions on their own work and that of others. <u>IMPACT</u>: This approach facilitates an understanding that through Art and Design, the resulting work produced can impact through an appreciation for its beauty and/or its emotional expression. Art and Design Knowledge encapsulates creative thinking as well as creativity. It embraces evaluative processes, self-improvement and self-expression. These attributes are multi-disciplinary, but developed through Art and Design.</p> |
| Substantive knowledge in Art & Design: | <p>The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers.</p> |
| Disciplinary knowledge in Art & Design: | <p>Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.</p> |
| Art & Design: | <p>Understanding the historical and cultural development of art forms and the role and significance of Art and Design in society.</p> |



EYFS building the foundations for Art:

Nursery

Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art is taught as a host subject through the Big Idea but also plays a huge part in everyday life and provision in Nursery and Reception.

Children leave Nursery and enter Reception ready to tackle the new Art and Design challenges ahead. They are developing their drawing and painting skills through **using drawing and painting for a purpose**. They are aware that **different media causes a different effect** and they are **beginning to learn how to use it**. They are exposed to a wide **range of music**, songs and rhymes and **know a variety** of these. They know that technology can be fun and are **beginning to understand** that it can have a **purpose**. Children are free to **use their imaginations** and will take part in **simple pretend play** as well as engaging in **small world play**.

Expressive Arts and Design:

Freely explore materials. Develop ideas by deciding which materials to use, how to use them and what to make. Join different materials and explore textures.

Physical Development:

Use one-handed equipment and tools e.g. scissors to make snips in paper.

Use large muscle movements e.g. paint, make marks, wave streamers.

Use a comfortable grip, with good control e.g. when holding pens and pencils. Choose appropriate resources to carry out a task.

Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.



| Drawing and Painting | | Textiles/Collage | | Printing | |
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| 1 | <ul style="list-style-type: none"> Knows how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Knows how to draw using some detail. This may include adding emotions such as a happy face or a sad face in their work. Knows how to use drawing to represent movement or loud noises (squiggle while you wiggle). Spots that mixing colours changes them. Starts to colour in the lines. | 2 | <ul style="list-style-type: none"> Knows that different materials can be used for different things and explores them freely through Art/DT areas of provision. Develop their own ideas and then choose which materials to use to express them thinking about texture and shape. Knows some ways of joining materials together. Knows how to use scissors to make snips. | 3 | <ul style="list-style-type: none"> Knows how to use printing equipment such as vegetables or stamps with support. |
| Role Play | | Sculpture (3D Form) | | Digital Media/Music | |
| 4 | <ul style="list-style-type: none"> Know how to Take part in simple pretend play, using an object to represent something else even when they are not similar. Knows how to start to develop complex stories using small world equipment like animal sets, dolls and dolls houses. | 5 | <ul style="list-style-type: none"> Make small world set ups for play by arranging and selecting some resources. Knows how to explore junk modelling and knows some ways of joining materials together. | 6 | <ul style="list-style-type: none"> Recognises familiar sounds in songs and knows some songs to join in with. Knows and sings some entire songs and can create or change their own versions. Knows how to use instruments such as bells and tambourines with increasing control. |

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| <ul style="list-style-type: none">• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | | <ul style="list-style-type: none">• Explore stories using the Toby box.• Use the touch screen smart board and Ipads for simple drawing games. |
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EYFS building the foundations for Art:

Reception

Throughout Early Years children develop their artistic flare through; working on their own and collaboratively with others, using digital media, working in 2D and 3D as well as different scales and investigating different kinds of art, craft and design. Art is taught as a host subject through the Big Idea but also plays a huge part in everyday life and provision in Nursery and Reception.

Children build on the knowledge that they have learnt in Nursery and prepare for Year 1 through re-visiting and furthering their Art and Design skills and knowledge. They can **paint and draw with increasing accuracy** and they know how to **hold a pencil** and handle tools with care. They know that some colours can be **changed by mixing**. They **set goals** and discuss what they want to achieve and confidently **choose means** to create/make what they want to. They can use technology with **increasing control** to achieve a desired effect. Children play freely; **expressing their imagination** and **re-creating life events** through **role-play** scenarios and **small world play**.

Expressive Arts and Design:

Return to and build on previous learning by refining ideas and developing the ability to represent ideas
Explore, use and refine a variety of artistic effects to express ideas and feelings
Create collaboratively by sharing ideas, resources and skills

Physical Development:

Develop small motor skills to enable tools to be used competently, safely and confidently
Use core muscle strength to achieve a good posture when sitting at a table or on the floor
Develop overall body strength, balance, coordination and agility

Other areas of development in the EYFS that link to future success in Art are Communication and Language, Personal, Social and Emotional Development and Understanding the World.



| Drawing and Painting | | Textiles/Collage | | Printing | |
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| 1 | <ul style="list-style-type: none"> Draws pictures to represent their own lives or feelings and emotions and be able to talk about them. Knows how to add increasing detail to drawings and paintings such as petals on a flower or fingers on hands. Knows that colours can be mixed to change them to a desired effect and can make a/some colours. Holds pencils with the correct tripod grip to colour/paint accurately. | 2 | <ul style="list-style-type: none"> Knows how to safely use and select a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Knows many ways to achieve a desired effect such as using tape or glue to attach or scrunching and twisting. Knows how to use scissors with increasing precision. | 3 | <ul style="list-style-type: none"> Knows how to print safely and independently. Selects print methods to achieve a desired effect. |
| Role Play | | Sculpture (3D Form) | | Digital Media/Music | |
| 4 | <ul style="list-style-type: none"> Knows how to develop storylines in their pretend play and participates with others in these. Knows how to make use of props and materials when role playing characters in narratives and stories and is creative with their choices. | 5 | <ul style="list-style-type: none"> Knows how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Uses a range of building materials including smaller pieces such as Lego to create a desired effect. | 6 | <ul style="list-style-type: none"> Knows how to listen attentively, move to and talk about music, expressing their feelings and responses. Watches and talk about dance and performance art, expressing their feelings and responses as well as taking part in these. |

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| | <ul style="list-style-type: none"> • Knows how to Invent, adapt and recount narratives and stories with peers and their teacher. | <ul style="list-style-type: none"> • Sets a goal to make something and chooses resources appropriate to do so. • Uses books to inspire what they would like to build/make. | <ul style="list-style-type: none"> • Knows how to sing in a group or on their own, increasingly matching the pitch and following the melody. • Knows how to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • Uses technology such as computers with increasing accuracy to create art work. |
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Art & Design Understanding, Knowledge and Skills objectives:

Year 1

Children will have the opportunity to:

Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Record and explore from first-hand experience and imagination. Ask about starting points.
Analyse creative work using the language of art, craft and design.
Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.

Evaluating & Developing Work:

Develop ideas, test things out and identify what might be changed.
Think critically about your work and that of others e.g. impact, feelings.

Drawing

Textiles/Collage

Printing

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| 1 | Experiment and use a variety of media: pencils, crayons, pastels, felt tips, chalk, charcoal Through observation and imagination, begin to explore the | 2 | Use a variety of techniques e.g. weaving, sewing, finger knitting Create images from imagination, experience and observation Choose and use a wide range of media: fabric, tissue. Apply decoration: beads, buttons & feathers | 3 | Design and build a repeating pattern and recognise patterns in the environment Make rubbings Make marks in print with natural and man-made objects e.g. corks, sponge, vegetables |
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| | use of line and shape, using different surfaces | | Thread a needle. Cut and shape fabric using scissors | | |
| | Painting | | Sculpture (3D Form) | | Digital Media |
| 4 | Use a variety of tools and techniques e.g brush sizes and techniques Mix and match colours to artefacts and colours Name and mix primary colours, shades and tones Create different textures e.g. add sand, soap and use combs, sticks, fingers | 5 | Use clay in a variety of ways: rolling, joining, kneading Construct and join recycled, natural and man-made materials Explore shape and form in sculpture with a range of malleable media | 6 | Explore ideas using digital sources e.g. internet, i-pads Record visual information digitally e.g. photograph Experience Art & Design through virtual reality using VR headsets |



Art & Design Understanding, Knowledge and Skills objectives:

Year 2

Children will have the opportunity to:

Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Record and explore from first-hand experience and imagination. Ask about starting points.
Analyse creative work using the language of art, craft and design
Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.

Evaluating & Developing Work:

Develop ideas, test things out and identify what might be changed in current work or developed in future work
Think critically about your work and that of others e.g. impact, feelings

Drawing

Textiles/Collage

Printing

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| 1 | Experiment with the visual elements: line, shape, pattern and colour through observation and the imagination Layer different media e.g. crayons, felt-tips, pencils Investigate tone by | 2 | Use a variety of techniques e.g. weaving, sewing, finger knitting fabric crayons. Thread a needle Apply colour with printing, dipping, fabric crayons. | 3 | Design patterns of increasing complexity and repetition Take simple prints e.g. mono-printing Create simple printing blocks for press print Experiment with overprinting |
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| | drawing light/dark lines, patterns and shapes | | <p>Arrange and glue materials to different backgrounds</p> <p>Create images from imagination, experience and observation</p> <p>Fold, crumple, tear and overlap papers</p> | | |
| Painting | | Sculpture (3D Form) | | Digital Media | |
| 4 | <p>Experiment using a variety of tools and techniques e.g. layering, mixing media</p> <p>Work on different scales e.g. large brushes on large paper</p> <p>Mix a range of secondary colours, shades and tones</p> <p>Name different kinds of paint and their properties</p> | 5 | <p>Use clay in a variety of ways: rolling, joining, kneading</p> <p>Construct and join recycled, natural and man-made materials</p> <p>Explore shape and form in sculpture with a range of malleable media</p> | 6 | <p>Record visual information digitally</p> <p>Explore ideas using digital sources e.g. I-pads</p> <p>Use a simple graphics package to create images and effects with lines, shapes, colour and texture</p> <p>Experience Art & Design through virtual reality using VR headsets</p> |



Art & Design Understanding, Knowledge and Skills objectives:

Year 3

Children will have the opportunity to:

Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Record and explore from first-hand experience and imagination. Ask about starting points.
Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.
Analyse creative work using the language of art, craft and design.

Evaluating & Developing Work:

Develop ideas, test things out and identify what might be changed currently or developed in the future
Think critically about your work and that of others e.g. impact, feelings

Drawing

Textiles/Collage

Printing

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| 1 | Experiment with different grades of pencil to achieve varied tone Use different techniques for different purposes e.g. To add value - shading, hatching Draw for a sustained period of time | 2 | Use a variety of techniques e.g. weaving, quilting, stitching Experiment with batik techniques Choose and use a wide range of media: fabric, tissue. Apply decoration: beads, buttons & feathers | 3 | Create printing blocks using relief or impressed method Create repeating patterns Develop print techniques e.g. mono-printing, block printing |
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| | | Use collage as a means of extending work from initial ideas | |
| Painting | | Sculpture (3D Form) | Digital Media |
| 4 | <p>Develop a painting from a drawing using a variety of sources e.g. poetry, music</p> <p>Work in a range of scales e.g. thin brush on small paper Identify primary colours.</p> <p>Make secondary colours and understand contrasting colours</p> <p>Mix and match colours to create atmosphere and light effects</p> | 5 <p>Use clay in a variety of ways: slabbing and coiling</p> <p>Construct and join recycled, natural and man-made materials</p> <p>Use papier-mâché to create simple 3D effects</p> | 6 <p>Explore ideas using digital sources e.g. internet, i-pads</p> <p>Present using software e.g. Power Point</p> <p>Use a graphics package to create & manipulate new images with line, shape etc.</p> <p>Experience Art & Design through virtual reality using VR headsets</p> |



Art & Design Understanding, Knowledge and Skills objectives:

Year 4

Children will have the opportunity to:

Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Record and explore from first-hand experience and imagination. Ask about starting points.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Analyse creative work using the language of art, craft and design.

Evaluating & Developing Work:

Develop ideas, test things out and adapt work by describing how to develop it further.
Compare ideas, methods and approaches in your own work and others work

Drawing

Textiles/Collage

Printing

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| 1 | Begin to use simple perspective (single focal point) and begin to develop an awareness of scale e.g. foreground, background Explore the relationship between line and tone, pattern and shape, line and texture Explore colour mixing and blending | 2 | Use a variety of techniques e.g. plaiting, tie-dye and batik Create collage using a range of media - natural and man-made Join fabrics in different ways e.g. stitching, stapling and sewing | 3 | Use techniques including relief, mono, resist, poly-block, rubbings Build up layers and overlays using colours and textures. Experience marbling, resist and silk screening Organise work in terms of pattern, |
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| | techniques with coloured pencils (shading, hatching). Select appropriate materials. | | Use different grades of needles and threads | | repetition, symmetry or random print styles |
| Painting | | Sculpture (3D Form) | | Digital Media | |
| 4 | <p>Demonstrate a secure knowledge of primary, secondary, warm and cold, complementary and contrasting colours</p> <p>Create imaginative work from a variety of sources</p> <p>Develop a painting from drawing by testing media and materials</p> <p>Create different effects by using tools and techniques e.g. dots, scratches and dashes</p> | 5 | <p>Make informed choices about chosen joining techniques e.g. the correct adhesive.</p> <p>Understand if work has been modelled, sculptured or constructed</p> <p>Explore positive and negative experiences through magnification and a variety of lenses</p> | 6 | <p>Import an image into a graphics package</p> <p>Use a graphics package to create images and effects with lines, shapes, colours and textures e.g. Sketchpad</p> <p>Manipulate and create images</p> <p>Record, collect and store visual information digitally e.g. Flip Grid</p> <p>Experience Art & Design through virtual reality using VR headsets</p> |

Art & Design Understanding, Knowledge and Skills objectives:

Year 5

Children will have the opportunity to:
Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Explore, select and record from first-hand experience and imagination. Ask about starting points.
Analyse creative work using the language of art, craft and design.
Compare the work of artists, craftspeople and designers. Understand historically and culturally the development of art forms.

Evaluating & Developing Work:

Develop ideas, test things out and identify what might be changed.
Think critically about your work and that of others e.g. impact, feelings.

Drawing

Textiles/Collage

Printing

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| 1 | Explore colour mixing and blending techniques with coloured pencils e.g. shading and hatching Using dry and wet media, explore the potential of the visual elements: line, shape, pattern, colour and texture Through sustained and | 2 | Use fabric to create 3D structures Join fabrics in different ways including stitching. Experiment overlapping and layering fabric to create texture Use different grades of needles and threads | 3 | Use techniques including: mono, relief, resist, poly-block, rubbings Organise work in terms of pattern, repetition, symmetry or random style Experiment with overprinting colours |
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| | independent work, develop detailed drawings | | Add collage to a printed or painted background | | |
| | Painting | | Sculpture (3D Form) | | Digital Media |
| 4 | <p>Demonstrate secure knowledge of primary, secondary, warm and cold, complementary and contrasting colours</p> <p>Develop a painting from a drawing.</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Create imaginative work from observational drawing, music and poetry</p> <p>Create different effects by using tools and techniques e.g. dots, scratches and dashes</p> | 5 | <p>Plan a sculpture through drawing and other preparatory work</p> <p>Produce pattern and texture in malleable materials</p> <p>Develop using clay e.g. slabs, coils, slip</p> | 6 | <p>Use graphic packages to explore, create and develop new ideas.</p> <p>Use Chromebooks</p> <p>Collect, store, record and present visual information digitally e.g. Flip Grid</p> <p>Experience Art & Design through virtual reality using VR headsets</p> |



Art & Design Understanding, Knowledge and Skills objectives:

Year 6

Children will have the opportunity to:
Work on their own and collaboratively with others
Use digital media
Work in 2D and 3D
Work on different scale
Investigate different kinds of art, craft and design

Exploring & Developing Ideas:

Record and explore from first-hand experience and imagination. Ask about starting points and explore ideas and processes for various purposes.
Explore the roles and purposes of artists, craftspeople and designers. Understand historically and culturally the development of art forms.
Analyse creative work using the language of art, craft and design.

Evaluating & Developing Work:

Develop ideas, test things out and identify what might be changed.
Think critically about your work and that of others e.g. impact, feelings.
Adapt work and describe how it might be developed further.

Drawing

Textiles/Collage

Printing

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| 1 | Demonstrate a wide variety of ways to make different marks with wet and dry media Develop ideas using mixed media Manipulate and experiment with the elements of art: line, tone, pattern, | 2 | Use a variety of techniques e.g. weaving, sewing, plaiting, tie-dye and batik Add collage to a printed or painted background Overlap and layer a | 3 | Use various techniques: relief, mono, resist, rubbings, poly-block Experiment and build-up colours and textures through overprinting Organise work through pattern, repetition, symmetry and make |
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| | texture, form, space, colour and shape | range of media to create texture and effect Join fabrics in different ways, including stitching, and using different grades of needle and thread. Be able to adapt, extend and justify work | decisions on how to alter and modify work |
| | Painting | Sculpture (3D Form) | Digital Media |
| 4 | Demonstrate a secure knowledge of mixing and using primary, secondary, warm and cold, complementary and contrasting colours Create shades, tints and tone using black, white and grey Develop a painting from a drawing Create imaginative work from observational drawing, music and poetry Work from a variety of sources; including independent research | 5 Create and construct sculpture with increasing independence. Produce patterns and textures in malleable materials Use recycled, natural and manmade materials within sculpture | 6 Use a graphic package to import, create & manipulate images Use Chromebooks Collect, store, record and present visual information digitally e.g. Flip Grid Experience Art & Design through virtual reality using VR headsets |

