



MAKING SKILLS (PROCEDURAL KNOWLEDGE)

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting		Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
Craft, design, materials and techniques		Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
Knowing and applying the formal elements - Colour	Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades,	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist

				for different purposes.			painters.
Knowing and applying the formal elements - Form	<p>Provide children with a range of materials for children to construct with.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p>	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	<p>Express and articulate a personal message through sculpture.</p> <p>Analyse and study artists' use of form.</p>
Knowing and applying the formal elements - Line		Use, express and experiment with line for purpose, then use appropriate language to describe lines.	<p>Draw lines with increased skill and confidence.</p> <p>Use line for expression when drawing portraits.</p>	Express and describe organic and geometric forms through different types of line.	<p>Learn and apply symmetry to draw accurate shapes.</p> <p>Analyse and describe how artists use line in their work.</p>	Extend and develop a greater understanding of applying expression when using line.	<p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control.</p> <p>Study and apply the</p>

							techniques of other artists.
Knowing and applying the formal elements - Pattern		Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Knowing and applying the formal elements - Shape		Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Knowing and applying the formal elements - Texture		Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
Knowing and applying the formal elements - Tone		Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

GENERATING IDEAS (CONCEPTUAL KNOWLEDGE)

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks		To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in

							sketchbooks.
Creating original artwork	Provide opportunities to work together to develop and realise creative ideas.	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

FACTUAL KNOWLEDGE							
	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Artists, craftspeople and designers	<p>Encourage children to notice features in the natural world.</p> <p>Look at artwork and artists to generate inspiration and conversation about art and artists.</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Beatrice Milhazes ● Bridget Riley ● David Hockney ● Louis Wain ● Kandinsky, Bernal and Bolotowsky ● Vincent Van Gogh ● Jasper Johns ● Renoir, Sorolla and Kroyer 	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Max Ernst ● Ed Ruscha ● Clarice Cliff ● ncy McCrosky 	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Carl Giles ● Diego Velazquez ● Puppets ● Prehistoric Artists 	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Luz Perez Ojeda ● Paul Cezanne ● Giorgio Morandi ● David Hockney ● Paula Rego ● Edward Hopper ● Pieter Brueghel ● Giona Rae 	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Hundertwasser ● Banksy ● Andy Warhol ● John Singer Sargent ● Magdalene Odundo 	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> ● Kathe Hollwitz ● Pablo Picasso ● Mark Wallinger ● Hannah Hoch, Peter Kennard and Jerry Uelsmann ● Jenny Holzer ● Edward Weston ● Edvard Munch
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EVALUATION (METACOGNITIVE KNOWLEDGE)							
	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify similarities and differences to others' work	<p>Help children to define colours, shapes, texture and smells in their own words.</p>	<p>Recognise and describe key features of their own and other's work.</p>	<p>Compare other's work, identifying similarities and differences.</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>	<p>Build a more complex vocabulary when discussing your own and others' art.</p>	<p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p>	<p>Use the language of art with greater sophistication when discussing own and others art.</p>
Reflecting	<p>Discuss children's responses to what they see.</p>	<p>Describe what they feel about their work and the art of others.</p>	<p>Describe choices and preferences using the language of art.</p>	<p>Reflecting on their own work in order to make improvements.</p>	<p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Regularly analysing and reflecting on their intentions and choices.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

