



Art & Design Intent

		EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Key Art & Design Vocabulary Tier 3		Early Years	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Colour Texture Form Function Design Tools materials	similarity foreground background thick thin sketch texture shade smudge blend printing technique brush size primary/secondary colours gouge scrape shade acrylic / poster /	man-made form recycled watercolour artefact mono-printing motif wash roll knead sculpt(ure) texture construct join slip form malleable texture construct natural	creative adaptation sources variation complement contrast grades of pencil scale refine alter colour scheme / blocking spectrum tint tone hue	relief/impressed method block printing carving surface transparent opaque manipulate surface transparent opaque weave embroider tapestry	cartridge / tissue media Distance Symbolic Subtle Complex Atmosphere Representation engaging Inconsistent Delicate Flowing Vibrant warm colours cold colours atmosphere Perspective Vanishing point	

Creation				
Creation	KEY KNOWLEDGE	As early artists, children know that: -They can communicate their ideas through the use of different media	As early artists, children will know that: <ul style="list-style-type: none"> ➤ Ideas can be created through observation imagination and memory ➤ Materials and techniques are well suited to different tasks 	As developing artists, children will know that: <ul style="list-style-type: none"> ➤ Visual elements include colour, line, shape, form, pattern and tone. ➤ Materials, techniques and visual elements, such as line and tone, can be combined to create a range of effects.
				As secure artists, children will know: <ul style="list-style-type: none"> ➤ The purpose of preliminary sketches and models are used to explore and plan what a final piece of art will look like. ➤ That in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.

	Key skills	As early artists, children will have the skills to: -Represent their own thoughts, feelings and ideas through selecting and using materials appropriate for their purpose.	As early artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Design and make art to express ideas, choosing the best materials and techniques to develop an idea. 	As developing artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Use and combine a range of visual elements in artwork., developing techniques through experimentation to create different types of art. ➤ Know how to create light and dark tones in a sketch 	As secure artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Produce creative work on a theme, developing ideas through preliminary sketches or models. ➤ Create innovative art that has meaning.
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Generation of ideas					
Generation of ideas	KEY KNOWLEDGE	As early artists, children will know: -That they can communicate their ideas through combining media and materials.	As early artists, children will know: <ul style="list-style-type: none"> ➤ That discussion and initial sketches (quickly produced or unfinished drawing) can be used to communicate and develop ideas 	As developing artists, children will know that: <ul style="list-style-type: none"> ➤ Preliminary sketches can be developed into more detailed sketches to develop an idea over time to inspire a final piece of artwork. ➤ Know how to create different effects including line, tone, shape, pattern and colour. 	As secure artists, children will know: <ul style="list-style-type: none"> ➤ The importance reviewing and revisiting work, annotating sketches, refining techniques and making models for the finished piece. ➤ What a mood board is and how they are used show ideas or concepts. ➤ That a montage is a set of separate related images , placed together to create a single image
	Key skills	As early artists, children will have the skills to: -Talk about what their ideas and the process they will use to choose and combine materials.	As early artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Communicate and explore their artistic ideas both verbally or in sketches before creating artwork. 	As developing artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Use preliminary sketches to communicate an idea or experiment with a technique., creating a series to develop ideas on a theme or mastery of a technique. 	As secure artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Review, annotate and revisit ideas/sketches to improve and develop ideas ➤ To create a mood board or montage (from a range of sources) to inform their thinking about a piece of art.

Evaluation					
Evaluation	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <p>-That the use of different materials and techniques can change the piece of art or model being created.</p>	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ That art work should be analysed and evaluated by looking at art, aspects e.g. subject matter, texture, use of colour and shape, the techniques used and the feelings the artwork creates should be discussed 	<p>As developing artists, children will know that:</p> <ul style="list-style-type: none"> ➤ How to make suggestions for improving or adapting artwork could include aspects, techniques, structure and composition ➤ Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving the overall piece. 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ Ideas are the new thoughts and messages that artists have put into their work. ➤ Methods and approaches are the techniques used to create art. ➤ How strategies are used to provide constructive feedback and reflection; asking questions about intent, concepts and techniques used and providing points for improvement
	Key skills	<p>As early artists, children will have the skills to:</p> <p>-Talk about their own work and say what they like about the pictures/ models others have created.</p>	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Say what they like about their own or others' work as they analyse and evaluate work using simple artistic vocabulary. 	<p>As developing artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Make stronger suggestions for ways to adapt and improve a piece of artwork as constructive feedback, using developed age appropriate vocabulary. 	<p>As secure artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Compare and comment on the ideas, methods and approaches in art work ➤ Adapt and refine artwork in light of constructive feedback and reflection

Malleable materials					
Malleable materials	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <p>-That malleable materials can be manipulated and combined with different media to create new effects.</p>	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ That malleable materials include rigid and soft materials which are easy to shape, furthermore that other materials can be used to make textures, patterns and imprints in these, 	<p>As developing artists, children will know:</p> <ul style="list-style-type: none"> ➤ That rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together compared to soft malleable materials ➤ The names and techniques used to create a 3-D form from clay and how clay art can be constructed and detailed. ➤ Know clay can become fragile if moulded to thinly. ➤ Know what paper mache or modroc is 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ What relief sculpture, low relief, and bas-relief sculptures are and their differences ➤ That a 3-D form is a sculpture made by carving, modeling, casting or constructing.

	Key skills	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> -Manipulate malleable materials through rolling, pinching, squeezing and patting. -Combine playdough / plasticine and clay with other media to express their ideas. 	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing, adding textures, patterns and imprints. with other materials. 	<p>As developing artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Use clay to create a 3-D form using malleable or rigid materials, or a combination of materials and use technical vocabulary e.g. coiling, pinching, slab construction and sculpting. 	<p>As secure artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Create a relief 3-D form using a range of tools, techniques and materials in the style of a significant artist, architect or designer (studied in Significant people, artwork and movements) ➤ I can create a 3-D form using malleable
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Paint					
Paint	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> -That colours can be chosen for a purpose. 	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ The primary colours ➤ The secondary colours and that these colours can be made by mixing primary colours together. 	<p>As developing artists, children will know:</p> <ul style="list-style-type: none"> ➤ That what contrasting colours are and their correspondence on the colour wheel. ➤ What warm and cool colours are and how they are used for position and effect ➤ Know how to paint and colour to make a purposeful product stand out 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ What a tints and shades are and how they are made a ➤ That different artistic movements often use colour in a distinctive way. (Supported through the study of significant people)
	Key skills	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> -Choose and mix colours of paint appropriate for what they are creating. 	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Identify and use the primary and secondary colours. ➤ Identify, use and mix secondary colours. 	<p>As developing artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Identify, mix and use contrasting coloured paints including warm cool colours to evoke warmth or coolness in a painting. 	<p>As secure artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Mix and use tints and shades using a range of different materials, including paint. ➤ Use colour palettes and characteristics of an artistic movement or artist in artwork. (Supported through Significant people, artwork and movements)

Pencil, ink, charcoal and pen

Pencil, ink, charcoal and pen	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> - Know that lines can be used to enclose a space. - Know that moving the pencil in different ways produces different lines, eg. straight/ zig-zag. 	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ That pencil markings e.g. H & B indicate the darkness or lightness when used for lines, creating lines of different thicknesses and tones which can also be smudged. ➤ Different types of line include zigzag, wavy, curved, thick and thin. ➤ That textures include rough, smooth, ridged and bumpy. ➤ That tone is the lightness or darkness of a colour. ➤ That ink can be mixed with water, used with a pen or brush for varying effects ➤ That charcoal can be used to create lines of different thicknesses and tones, and can be rubbed and smudged. 	<p>As developing artists, children will know:</p> <ul style="list-style-type: none"> ➤ Techniques artists use to add texture and form. e.g. hatching ➤ That pen and ink techniques can create dark lines that strongly contrast with white paper. ➤ That tones are created when lines or dots are drawn in specific ways 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ That ink wash is a mixture of India ink and water, applied using a brush. to create a tonal effect ➤ That line can be used to create outlines, contour (including 3D) and for shading ➤ That tone is the relative lightness and darkness of a colour. ➤ Different types of perspective
	Key skills	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> - Represent their own ideas, thoughts and feelings through drawing. 	<p>As early artists, children will have the skills to;</p> <ul style="list-style-type: none"> ➤ Use the properties of pencils (Soft and hard), ink and charcoal to create different lines, textures and tones in drawings. 	<p>As developing artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Add tone to a drawing by using developed techniques such as hatching ➤ Use the properties of pen and ink to create a range of effects in drawing. 	<p>As secure artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Use pen and ink (ink wash) to add perspective, light and shade to a composition. ➤ Use line and tone to draw perspective.

Printing

Printing	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> - That colours and different printing tools can be used to produce different effects for different purposes. 	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ That a print is a shape or image transferred by paint, ink or other media from one surface to another. ➤ That a block print is made when a pattern is carved or engraved onto a surface, covered with ink, and then pressed onto paper or fabric to transfer the ink. and that this can be repeated. 	<p>As developing artists, children will know:</p> <ul style="list-style-type: none"> ➤ That a two-colour print can be made in different ways. ➤ There are many different printmaking techniques e.g. monoprinting ➤ Know that patterns can be created by printing with paint and print blocks. ➤ Know what block printing is 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ That some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print. (Strengthened through Significant people, artwork and movements) ➤ That printmakers create artwork by transferring paint, ink or other art materials from one surface to another.

	Key skills	As early artists, children will have the skills to: -Use a variety of printing tools to explore textures and effects.	As early artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Make simple prints and patterns using ink and paint. ➤ Use the properties of various materials to develop a block print. 	As developing artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Make a two-colour print and combine a variety of printmaking techniques and materials to create a print theme. 	As secure artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Add text or photographic samples to a print. ➤ Use the work of a significant printmaker to influence artwork.
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Human form

Human form	KEY KNOWLEDGE	As early artists, children will know: -That humans have a head, body, arms, legs. They will begin to recognize more details such as facial features, fingers etc.	As early artists, children will know: <ul style="list-style-type: none"> ➤ That a human face includes features e.g. eyes and nose and that a drawing or painting of a human face is called a portrait. 	As developing artists, children will know: <ul style="list-style-type: none"> ➤ That artists draw, paint or sculpt human forms in active poses. ➤ That art can be developed to depict the human form in order to create a narrative. ➤ Know the names of different buildings and landmarks 	As secure artists, children will know: <ul style="list-style-type: none"> ➤ That a portrait is a picture of a person that can be created through drawing, painting and photography. ➤ That artistic movements or artists that communicate feelings through portraiture include the Expressionists. ➤ The meanings of distortion, abstraction and exaggeration
	Key skills	As early artists, children will have the skills to: -Draw a person, including the body, head, arms, legs and, through more detailed observation and begin to include detailed features such as eyes, hair, hands and feet.	As early artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Represent the human face and form from observation, imagination or memory with some attention to specific features. 	As developing artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Draw, paint or sculpt a human figure. ➤ I can explore and develop art that uses the human form to create a narrative, 	As secure artists, children will have the skills to: <ul style="list-style-type: none"> ➤ Explore and create expression in portraiture. ➤ Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.

Landscapes

Landscapes	KEY KNOWLEDGE	As early artists, children will know: -That using lines we can represent our experiences and places we have visited.	As early artists, children will know: <ul style="list-style-type: none"> ➤ That drawings or paintings of landscape location are often scenic and can be inspired by observation, imagination and memory 	As developing artists, children will know: <ul style="list-style-type: none"> ➤ That an urban landscape is a piece of artwork that shows a view of a town or city that can display interesting or unusual perspectives and viewpoints. 	As secure artists, children will know: <ul style="list-style-type: none"> ➤ That imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes but have been created from the artist's imagination ➤ That perspective is the art of representing 3-D objects on a 2-D surface.
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	Key skills	As early artists, children will have the skills to: -Draw or paint features of their immediate environment or somewhere they have visited.	As early artists, children will have the skills to: ➤ Draw or paint a place including some features and attention to detail, from memory, imagination or observation.	As developing artists, children will have the skills to: ➤ Draw, paint or photograph an urban landscape. ➤ Choose an interesting or unusual perspective or viewpoint for a landscape. ➤ Know what statuette art is	As secure artists, children will have the skills to: ➤ Use a range of materials to create imaginative and fantasy landscapes. With detail and that include perspective.
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Compare and contrast					
Comphhare and contrast	KEY KNOWLEDGE	As early artists, children will know: -That different media behave in differently and can be manipulated using a variety of tools and techniques.	As early artists, children will know: ➤ That there are common themes in art where similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line	As developing artists, children will know: ➤ How to explore similarities and differences between pieces of art, structures and products from the same genre ➤ That artwork has been used at different times and in different cultures and how. (Supported by Significant people, artwork and movements) ➤ That similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	As secure artists, children will know: ➤ The visual elements of art e.g., light, shape and perspective is ➤ Types of art e.g Abstraction, figurative art, conceptual art is art and what defines them
	Key skills	As early artists, children will have the skills to: -Explore and compare a variety of materials and techniques, identifying similarities and differences between what is created.	As early artists, children will have the skills to: ➤ Identify and describe similarities and differences between two or more pieces of art even if bith are on a similar theme	As developing artists, children will have the skills to: ➤ Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. ➤ Compare and contrast artwork from different times and cultures.	As secure artists, children will have the skills to: ➤ Describe and discuss how different artists and cultures have used a range of visual elements in their work. ➤ Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.

Significant people artwork and movements

Significant people artwork and movements					
	KEY KNOWLEDGE	<p>As early artists, children will know:</p> <p>-That we can use appropriate vocabulary to talk about pictures and models.</p>	<p>As early artists, children will know:</p> <ul style="list-style-type: none"> ➤ Explore works by significant artists with specific words relating to colour, shape, materials and subject matter ➤ Pieces of art are important for many reasons:, how they were created, influenced the artwork of others (a movement) ➤ Know who LS Lowry is ➤ 	<p>As developing artists, children will know:</p> <ul style="list-style-type: none"> ➤ That the work of significant artists, architects and designers have distinctive features, subject matter and the movement to which they belong and the used. ➤ Know that artwork has been used at different times, ways and in different cultures, using symbolism, colours and materials. (This is strengthened in Compare and contrast) ➤ <u>Know who Stephen Wiltshire is</u> ➤ Know what Stephen Wiltshire draws pictures of ➤ Know what materials Stephen Wiltshire uses in his art work ➤ Know what a landscape painting is 	<p>As secure artists, children will know:</p> <ul style="list-style-type: none"> ➤ Artistic what makes art of a specific movements or type of art e.g. Fauvist and Naturalist artists (Strengthened in paint) ➤ About local artists work e.g Joseph H Willetts, (Sculptor of war memorial at St Giles' Church, Rowley) ➤ That works of art can be significant for many reasons. E.g. as part of an artistic movement; and influenced other artists; ➤ What techniques and materials are used to create art work (including 3D, print & malleable materials) in the style of a significant artist (supported in Significant people, artwork and movements) ➤ Know how to talk about art work (colour, shape, material, subject matter) ➤ Know how Lowry created his landscape paintings
	Key skills	<p>As early artists, children will have the skills to:</p> <p>-Talk about the features of pictures, paintings and models created by others, recognizing similarities and differences between them.</p>	<p>As early artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Describe and explore the work of a significant artist. and explain why a body of work or artist is important. 	<p>As developing artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Work in the style of a significant artist, architect or designer. ➤ Explain the significance of art, architecture or design from history and create work inspired by it. 	<p>As secure artists, children will have the skills to:</p> <ul style="list-style-type: none"> ➤ Investigate and develop artwork using the characteristics of an artistic movement, including colour palettes (Strengthened in Paint above) ➤ Explain the significance of different artwork from a range of times and cultures, and use elements of these to create artwork.