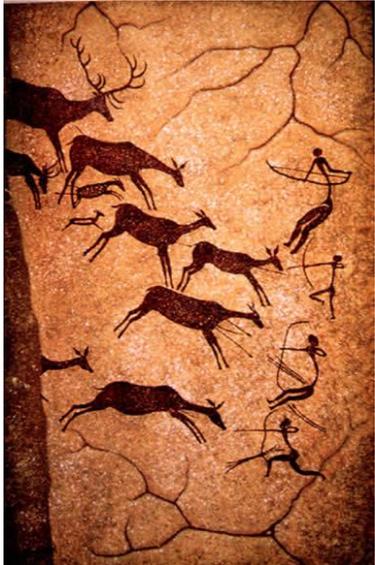


Art

Knowledge and Skills Organiser

Topic Grids



Nursery – Self Portraits - *Line*



My key vocabulary:

Self
Portrait
Line



What can I do that I couldn't do before?

Art skills to be covered:

- Use large-muscle movements to paint and make marks
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.



Nursery – Georgia O’Keefe – Observational Art - *Colour*



My key vocabulary:

Texture
Materials
Colour



What can I do that I couldn't do before?

Art skills to be covered:

- Use large-muscle movements to paint and make marks
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises
- Explore colour and colour mixing



Nursery – Anthony Gormley ‘Field’ - *Form*



My key vocabulary:

Form
Sculpture
Model



What can I do that I couldn't do before?

Art skills to be covered:

- Use large-muscle movements to paint and make marks
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures



Reception – Tree Bark and Nature Rubbings – Printing - *Texture*



My key vocabulary:

Texture
Nature
Rubbing



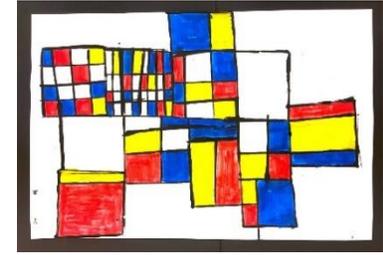
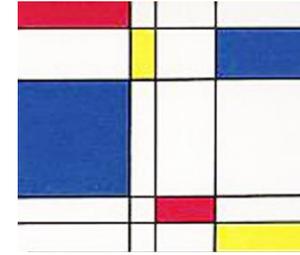
What can I do that I couldn't do before?

Art skills to be covered:

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.



Reception – Mondrian – *Colour*



My key vocabulary:

Colour
Shape



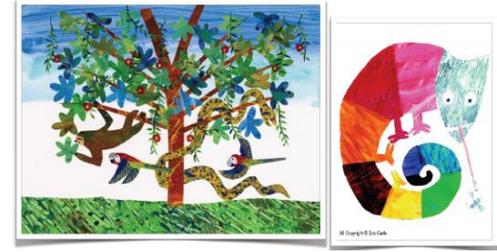
What can I do that I couldn't do before?

Art skills to be covered:

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.



Reception – Eric Carle – Collage - *Shape*



My key vocabulary:

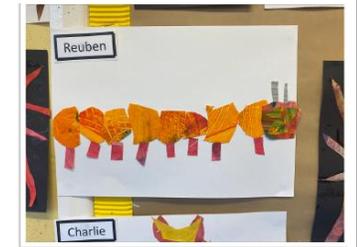
Shape
Collage
Sticking



What can I do that I couldn't do before?

Art skills to be covered:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.



Year 1 – Andy Goldsworthy – Sculpture – *Form and Shape*



My key vocabulary:

Form
Malleable
Shape
Rolling
Pinching
Kneading



What can I do that I couldn't do before?

Art skills to be covered:

- Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.
- Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques, including painting.
- Use tools and equipment safely and in the correct way.
- To communicate reasons, thoughts, observations and feelings



Year 1 – Friendensreich Hundertwasser – Drawing and Painting – *Space and Colour*



My key vocabulary:

Primary colour
Secondary colour
Colour Wheel
Cool colours
Warm colours
Space



What can I do that I couldn't do before?

Art skills to be covered:

- To explore primary and secondary colours
- To represent primary and secondary colours on a colour wheel
- To explore artist who use warm and cool colours
- To experiment with warm and cool colours
- To combine paint and collage
- To communicate reasons, thoughts, observations and feelings



Year 1 – Matisse – Collage – *Shape and Texture*



My key vocabulary:

Collage
Mixed media
Layers
Organic shape
Background
Texture



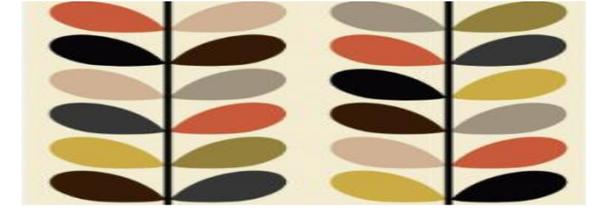
What can I do that I couldn't do before?

Art skills to be covered:

- To appreciate and discuss the work of great artists.
- To collect, sort and arrange materials according to colour, texture.
- To fold, crumple, tear and overlap materials.
- To use sketchbooks to design collage creations.
- To arrange and glue materials on to a background.
- To use a combination of materials inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper.



Year 2 – Orla Kiely – Printing – *Space and Shape*



My key vocabulary:

Negative space
Positive space
Relief printing
Pattern
Space
Shape



What can I do that I couldn't do before?

Art skills to be covered:

- To explore positive and negative space in printing
- To look at printmaking in the environment (e.g wallpapers, fabrics etc.)
- To examine how artists and designers used colours, shapes and lines to create prints
- To create press prints using inks
- To print onto different textures and colours of paper, board or fabric



Year 2 – Eduardo Martinet – Sculpture – *Form and Texture*



My key vocabulary:

Form
Texture
3 dimensional



What can I do that I couldn't do before?

Art skills to be covered:

- Use equipment and media with increasing confidence.
- Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...
- Explore carving as a form of 3D art.



Year 2 – Seurat – Painting and Drawing – *Value, Colour and Line*



My key vocabulary:

Tone
Shades
Colour wheel
Primary colour
Secondary colour
Value

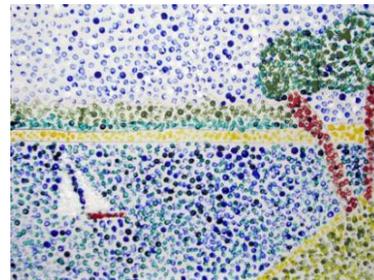
Colour
Line



What can I do that I couldn't do before?

Art skills to be covered:

- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- Build confidence in mixing colour shades and tones.
- Understand the colour wheel and colour spectrums.
- Be able to mix all the secondary colours using primary colours confidently.



Year 3 – Roman Mosaic – Printing – *Shape and Space*



My key vocabulary:

Mono
Relief
Mosaic
Shape
Space



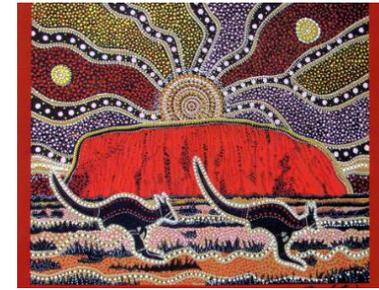
What can I do that I couldn't do before?

Art skills to be covered:

- Print simple pictures using different printing techniques.
- Continue to explore both mono-printing and relief printing.
- Use graphics package to create image
- Experiment with colours to explore how it effects the final piece



Year 3 – Aboriginal Art – Danny Eastwood– Painting – *Colour and Shape*



My key vocabulary:

Colour
Shape
Shade
Tone
Pattern



What can I do that I couldn't do before?

Art skills to be covered:

- Develop intricate patterns/ marks with a variety of media.
- Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.
- Become increasingly confident in creating different effects and textures with paint according to what they need for the task.



Year 3 – Cave Men and The Lion Man– Painting and Sculpture – *Line, Colour and Form*



My key vocabulary:

3-dimensional

Line

Base

Form

Pinch

Slab

Coil

Colour



What can I do that I couldn't do before?

Art skills to be covered:

- Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.
- Begin to show an awareness of objects having a third dimension and perspective.
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Produce larger ware using pinch/ slab/ coil techniques.
- Begin to indicate facial expressions in drawings
- Begin to show consideration in the choice of pencil grade they use
- Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.



Year 4 – Salvador Dali – Collage – *Shape, Space and Texture*



My key vocabulary:

Organic shape

Geometric shape

Background

Foreground

Texture

Shape

Space

Texture



What can I do that I couldn't do before?

Art skills to be covered:

- Layer paper to create specific design based on the work of a famous artist
- Create and explore different textures by tearing/cutting paper/material
- Use mixed media to create different effects for final piece



Year 4 – Edvard Munch – Drawing and Painting – *Line and Colour*



My key vocabulary:

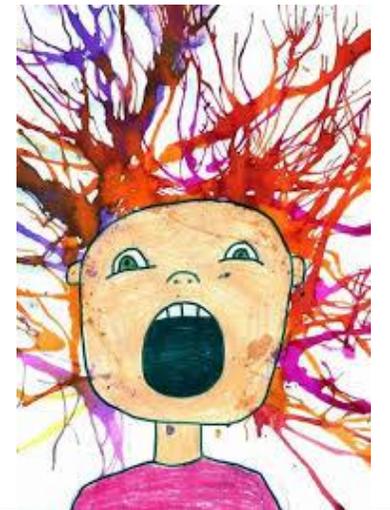
Tones
Complimentary Colour
Emotional Response
Line
Colour



What can I do that I couldn't do before?

Art skills to be covered:

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Further develop drawing a range of tones, lines using a pencil.
- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Start to develop a painting from a drawing.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complimentary colours.
- Mix colour, shades and tones with increasing confidence.
- Work in the style of a selected artist (not copying).



Year 4 – Ancient Greeks – Sculpture and Printing – *Form and Shape*



My key vocabulary:

Slip	Plate
Pinch	Natural
Slab	Form
Coil	Shape

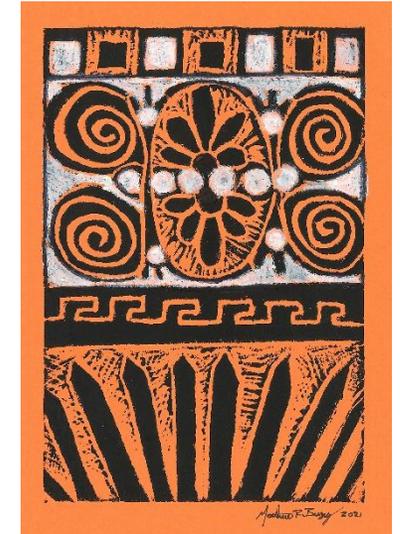


What can I do that I couldn't do before?



Art skills to be covered:

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Adapt work as and when necessary and explain why.
- Use language appropriate to skill and technique.
- Show awareness of the effect of time upon sculptures.
- Assemble textured materials to create a design
- Use printing plate to create a repeated design



Year 5 – Printing and Digital Art – Corita Kent - *Shape and Space*



My key vocabulary:

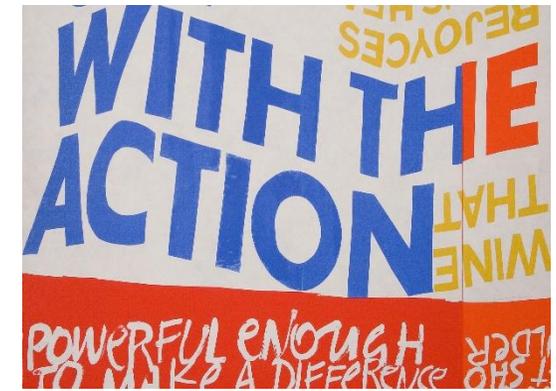
Mono
Stencil
Screen print
Digital
Shape
Space



What can I do that I couldn't do before?

Art skills to be covered:

- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.
- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Consider the use of colour for mood and atmosphere.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.



Year 5 – Sculpture – Giacometti and Tim Jeffs – *Form and Texture*



My key vocabulary:

Pinch
Slab
Coil
Armature
Form
Texture



What can I do that I couldn't do before?

Art skills to be covered:

- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Decorate, coil, and produce marquettes confidently when necessarily.
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Gain experience in modelling over an armature: Modroc over tin foil frame.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
- Use language appropriate to skill and technique.



Year 5 – Drawing, Painting, Collage – *Texture, Shape, Value*



My key vocabulary:

Self portrait

Shape

Realism

Value

Surrealism

Collage

Mixed Media

Texture



What can I do that I couldn't do before?

Art skills to be covered:

- Develop a key element of their work: line, tone, pattern, texture.
- Start to develop their own style using tonal contrast and mixed media.
- Begin to develop an awareness of composition, scale and proportion in their painting
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Select and use materials to achieve specific outcomes
- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Embellish work using a variety of techniques including drawing, painting and printing on top of textural work



Year 6 – Watercolours and Textiles – *Value, Texture and Colour*



My key vocabulary:

Blending
Wet on Wet
Wet on Dry
Texture
Wash
Collage
Texture

Colour



What can I do that I couldn't do before?

Art skills to be covered:

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
- Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
- Develop an awareness of composition, scale and proportion in their paintings.
- Purposely control the types of marks made and experiment with different effects and texture inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge understanding which works well in their work and why.
- Consider the use of colour for mood and atmosphere.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Cut and shape fabrics using scissors
- Use collage to represent objects and clothing



Year 6 – Henry Moore – Shelter Drawing and Sculpture – *Line and Form*



My key vocabulary:

Background
Foreground
Vanishing point
Horizon line
Armature
Line
Form



What can I do that I couldn't do before?

Art skills to be covered:

- Use sketch book to plan how to join parts of the sculpture.
- Annotate work in sketchbooks.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Further develop simple perspective in their work using a single focal point and horizon.
- Work in a safe, organised way, caring for equipment. Secure work to continue at a later point.
- Model and develop work through a combination of pinch, slab and coil.
- Work around armatures or over constructed foundations.
- Demonstrate experience in the understanding of different ways of finishing work (glaze, paint, polish)
- Confidently carve a simple form.



Year 6 – Yayoi Kusama – Printing – *Colour and Shape*



My key vocabulary:

Block pattern

Relief

Vibrant

Contrasting

Colour

Shape



What can I do that I couldn't do before?

Art skills to be covered:

- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.
- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Consider the use of colour for mood and atmosphere.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.

