

# National Curriculum & EYFS Framework

## Substantive Knowledge

The specific content of art. This is taught through research and practice.

- History of art
- Modern art
- Art movements
- Knowledge of artists
- Artistic disciplines

## Disciplinary Knowledge

The skills, techniques and components of art.

- Drawing and painting
- Sculpture/3D Form
  - Printing
- Mixed media
- Language of art

## Procedural Knowledge

### Visual Literacy

The study of art, artists, social and historical context



### Generate, Research & Develop Ideas

Exploring mediums & materials. Opportunity to develop skills through practise



### Create

Planning and creating original ideas. Adapting and refining the outcome.



### Present

Display artwork and creations. Evaluating, critiquing & analysing work.

EYFS Framework	National Curriculum					
EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used (ELG: Creating with materials)</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing. (ELG:Fine Motor Skills)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture</li> <li>Develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>			

### Substantive Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Express themselves through art</p> <p>Create freely</p>	<p>Recognise that their ideas can be expressed in art work</p> <p>Create freely to record their ideas</p> <p>Recognise some key artists and art works</p>	<p>Recognise that ideas can be expressed in art work</p> <p>Create and explore with an open mind</p> <p>Use contextual knowledge as a stimulus</p> <p>Create original outcomes</p>	<p>Use contextual knowledge as a stimulus and make links between their own work and the work of others</p> <p>Experiment with different disciplines and make sensible choices about what to do next</p> <p>Use sketch books to record experiences,</p>	<p>Gather and review information and resources related to their ideas and intentions</p> <p>Use sketch books for different purposes:</p> <ul style="list-style-type: none"> <li>Recording observations</li> <li>Planning</li> <li>Shaping ideas</li> </ul> <p>Create original, knowledge informed outcomes</p>	<p>Select and use relevant resources and references to develop their ideas</p> <p>Use sketch books purposefully to improve understanding, inform ideas and plan for an outcome</p> <p>Create original, knowledge informed outcomes</p>	<p>Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials;</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate</p>

			<p>Use sketch books to record experiences and ideas</p> <p>Recognise key artists and art works that are relevant</p>	<p>responses and plan simple ideas</p> <p>Begin to evaluate their own work and articulate their likes and dislikes</p>	<p>Analyse and evaluate own artwork and the work of others</p>	<p>Analyse and evaluate own artwork and the work of others</p>	<p>planning/recording information</p> <p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others</p> <p>Understand that artwork is made for a purpose</p>	<p>approaches</p> <p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others, making links and comparisons</p> <p>Understand that artwork is made for a purpose and has a specific audience</p>
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## Procedural Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Literacy	Demonstrate preferences for a particular artist or art form	<p>Know that art comes in many forms</p> <p>Know that artists have different styles</p> <p>Demonstrate preferences for a particular artist or art form</p>	<p>Reflect upon the artists' work and shares response verbally</p> <p>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</p>	<p>Reflect upon the artists' work and share response</p> <p>Understand artists take their inspiration from around them</p> <p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p>	<p>Know about and describe the work of some artists, craftspeople &amp; architects</p> <p>Reflect upon the artists' work, and share their response verbally expressing likes/dislikes and making links</p> <p>To understand that visual artists look to other artforms for inspiration</p> <p>Understand artists often collaborate on projects, bringing different skills together</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture their own creative response to the work</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects that they have studied</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand artists often collaborate and bring different skills together</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects.</p> <p>Considering cultural context and intentions</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Describe, interpret &amp; explain the work, ideas and working practices of some significant artists, craftspeople, designers &amp; architects.</p> <p>Considering the influence of the different historical, cultural, social contexts</p> <p>Reflect upon the artists' work, &amp; share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct &amp; discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Generate, Research &amp; Develop Ideas</p>	<p>Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work with the support of an adult</p> <p>Use a range of materials to craft, build</p>	<p>Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work</p> <p>Use a range of materials to craft, build and join</p> <p>Show interest in the work of others</p> <p>Copy the work of others</p>	<p>Try out a range of materials and processes</p> <p>Show interest in the work of others</p> <p>Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use</p>	<p>Deliberately choose to use particular techniques</p> <p>Develop and exercise some care and control over the range of materials they use – for instance, they do not accept the first mark but seek to refine and improve</p>	<p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p>	<p>Investigate the nature and qualities of different materials and processes systematically</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials (for example, trying different ways of using tools and materials that are new to them)</p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p>
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<p style="text-align: center;">Create</p>	<p>Work in an exploratory way</p>	<p>Work in a playful, exploratory way</p>	<p>Work in a playful, exploratory way, responding to a simple brief</p>	<p>Create with a variety of materials to make an outcome which responds to a loose brief.</p>	<p>Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p>	<p>Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p>	<p>Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p>	<p>Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p> <p>Independently select and use relevant processes in order to create successful work</p>
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## Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Explore mark making with a range of implements</p> <p>Create shapes with continuous lines and use these to represent objects</p> <p>Draw a face with an oval. Explore including eyes, mouth and nose</p>	<p>Experiment with a range of drawing implements to explore lines</p> <p>Experiment with line - patterns, dots, and colour</p> <p>Observe and draw from real life using lines and patterns</p> <p>Draw freely and with pleasure</p> <p>Explore techniques such as hatching and stippling</p> <p>Begin to show emotion when drawing faces. For example, a smiling mouth</p> <p>Include form when drawing a person or animal. Ensuring they include the legs</p>	<p>Draw form observation using varied mediums - pencil, graphite handwriting pen, pastel, oil pastel and coloured pencils</p> <p>Explore lines made with a drawing tool – fingers, wrist, shoulder, body – work at scale to allow exploration</p> <p>Experiment with line, shape and pattern</p> <p>Explore texture and mark making techniques – dots, dashes, hatching</p> <p>Explore composition – background and foreground</p> <p>Draw human form with the correct placement and number of limbs</p>	<p>Adapt the use of pressure dependent on the medium to create different tones</p> <p>Experiment with line, shape, pattern and tone</p> <p>Explore texture and mark making techniques – ragged and sharp, stippling and blending</p> <p>Explore composition – background, foreground and distance</p> <p>Draw what they see more accurately and with some detail – animals, human form, landscapes</p>	<p>Make marks using charcoal and soft pastel, using hands as tool</p> <p>Create an even tone, using one direction</p> <p>Experiment with tone and texture</p> <p>Explore texture mark making techniques – broad arcs, ripple and cross hatching</p> <p>Explore composition and scale – background, foreground, distance, overlap, layer</p> <p>Accurately draw what they see - correct placement of limbs, facial features and scale</p>	<p>Use different grades of pencils to show tone and texture.</p> <p>Know that H pencils are hard and B pencils are soft</p> <p>Experiment with tone, texture and colour</p> <p>Explore texture and mark making techniques – broken, lines and dots, continuous and diagonal</p> <p>Show facial expressions</p> <p>Identify and show shadows</p>	<p>Explore line weight, rhythm, grip, mark making and shape</p> <p>Experiment with colour and space</p> <p>Explore texture and mark making techniques – loops and interlocking</p> <p>Identify the effect of light on people or objects</p> <p>Develop composition and scale using diagonal lines and a vanishing point to show perspective</p>	<p>Apply a variety of techniques to create tone and texture in their work</p> <p>Demonstrate a secure understanding of line, shape, pattern, tone, texture, colour and space</p> <p>Effectively use texture and mark making techniques</p> <p>Draw and use shadows that are appropriate for the light source</p> <p>Accurately draw what they see with detail</p> <p>Use vertical lines and a vanishing point to show perspective</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Know the basic colour names and match items by colour (red, green, blue, yellow, orange, pink)</p> <p>Name the shades white and black.</p> <p>Experiment with paint using a range of tools e.g. sponges/straws</p>	<p>To begin to understand that painting is different to drawing; painting is about covering space and use of colour.</p> <p>Experiment with different paint, brushes and brush sizes</p> <p>Name colours; begin to mix primary colours to make others</p>	<p>Know that secondary colours are made by mixing primary colours</p> <p>Apply poster paint with different sized brushes or sponges</p> <p>Begin to paint 'in the style' of key artists</p>	<p>Mix brown</p> <p>Apply watercolour using the two-pot method</p> <p>Begin to work on different scales</p> <p>Begin to represent a season or place using colour or techniques</p>	<p>Mix tints and tones</p> <p>Discuss and use warm and cold colours – explain that these create a mood/feeling</p> <p>Use watercolour to wash the background</p> <p>Represent a mood or feeling using colour or techniques</p>	<p>Mix tints, tone and shades</p> <p>Mix and describe tertiary colours</p> <p>Use thicker and thinner brushes to create varied effects</p> <p>Begin to experiment with line, shape and colour to represent movement</p> <p>Begin to independently choose implements and effects – layering, colour blocking, washes, dotting and splashing</p>	<p>Understand and use complementary and harmonious colours</p> <p>Experiment with acrylic paint – using brushes and pallet knives to apply</p> <p>Independently choose implements and effects – thickening, scratching, scraping</p>	<p>Explain their colour choices and understand the mood/feeling they create</p> <p>Revisit and work back into a painting with varied mediums to layer and further develop</p> <p>Make independent choices and thought out decisions as to which paint medium, marks and techniques are best to use</p> <p>Explore how to use layers to create and build upon background, personality, culture and style</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>Begin to experiment with a range of resources to create simple prints e.g. Hands, fingers, toys</p>	<p>Experiment with different textured materials and express which is best to represent different things and ideas</p> <p>Create rubbings of different textures</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. corks, sponges.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Create simple monoprints.</p>	<p>Explore printing in relief: e.g. String and card.</p>	<p>Create safe prints.</p>	<p>Create collagraph prints exploring textures.</p>	<p>Layer safe prints created to gain effect.</p>



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Sculpture/3D Form	<p>Experiment manipulating dough with different tools (shape cutters, rolling pins, crinkle cutters, knives etc.</p> <p>Experiment manipulating dough with their hands – rolling and patting</p> <p>Begin to construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials</p>	<p>Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching</p> <p>Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials</p>	<p>Know that sculpture is name given for artwork that is 3D</p> <p>Manipulate and explore shape and form of clay using basic techniques – rolling, kneading and shaping</p> <p>Construct a simple pinch pot/thumb pot</p>	<p>Manipulate clay using basic techniques – rolling, kneading, shaping</p> <p>Begin to use the score, slip, stick method when connecting clay</p> <p>Begin to use sketch books for practising skills and planning a design</p>	<p>Confidently Manipulate clay using basic techniques – rolling, kneading, shaping</p> <p>Construct a simple clay base for modelling other shapes</p> <p>Use sketch books to plan and design</p>	<p>Use the slab method</p>	<p>Use the coil method to create a clay pot</p> <p>Use sketch books to plan, design, and adapt</p>	<p>Build upon and confidently use a range of clay techniques</p> <p>Use papier mâché/mod rock</p>

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Mixed Media</b> <i>Inc. textiles and collage</i>	<p>Explore using different textures in materials</p> <p>Experiment with different types of glue and tape</p> <p>Experiment with techniques such as tearing, crumpling and overlapping to create texture</p>	<p>Begin to explore different textiles; undertake some simple textile weaving and decoration</p> <p>Begin to experiment with a range of tools and joins</p> <p>Continue to explore with techniques such as rolling, folding, tearing, crumpling, and overlapping to create different textures</p> <p>Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea</p> <p>Begin to select an appropriate way to secure materials when given choices.</p>	<p>Use natural materials to create pattern and texture – stones, leaves, feathers, sticks, grass, shells</p> <p>Select appropriate ways to secure materials</p>	<p>Use painted papers, newspapers, drawn imagery</p> <p>Explore with colour, shape and composition</p> <p>Begin to cut and tear to create effect</p>	<p>Build upon cutting and joining skills</p> <p>Develop wet felting skills</p>	<p>Explore tessellation and think about colour and shape, exploring positive and negative shapes</p> <p>Cut, tear, layer, overlap using a range of media – fabric, tissue, magazines, recycled materials</p>	<p>Create a collage to use for a collagraph print with materials used for specific textures and effects</p>	<p>Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage</p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Digital Art</b>	<p>Take a self-portrait photograph on an iPad.</p>	<p>Use a simple computer paint program to colour a picture (Purple Mash or Revelation Natural Art)</p>	<p>Take photographs of a landscape</p>	<p>Take photographs and consider the composition</p>	<p>Create a piece of art that includes an integration of a digital image they have taken</p>	<p>Take digital photographs and use software to alter them (Purple Mash/Adobe Revelation Natural art)</p>	<p>Create a basic stop motion animation</p>	<p>Compose a photo with thought for textural qualities, light and shade.</p>

