



Substantive Knowledge: Art and Design



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge						
Colour	<p>Experiments with and uses primary colours</p> <p>Can name some colours</p> <p>Mixing colours (not formal)</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured m</p>	<p>Name all the primary and secondary colours</p> <p>Mixing of colour</p> <p>Find collections of colours</p> <p>Applying colour with a range of tools</p>	<p>Begin to describe colours by objects –</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Using colour on a large scale</p>	<p>Colour mixing</p> <p>Make colour wheels –</p> <p>Introduce different types of brushes</p> <p>Techniques: apply colour using dotting, scratching, splashing</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours</p> <p>Choose suitable equipment for the task</p> <p>Colour to reflect mood</p>	<p>Hues, tints, tones, shades and moods</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p>	<p>Hues, tints, tones, shades and moods</p> <p>Use texture in colour</p> <p>Colour for purposes</p> <p>Colour to express feelings</p>
Pattern	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Awareness and discussion of patterns</p> <p>Repeating patterns</p> <p>Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Natural and manmade patterns</p> <p>Discuss regular and irregular</p>	<p>Pattern in the environment</p> <p>Design</p> <p>Using ICT</p> <p>Make patterns on a range of surfaces</p> <p>Symmetry</p>	<p>Explore environmental and manmade patterns</p> <p>Tessellation</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texture</p>	<p>Handles, manipulates and enjoys using materials</p> <p>Sensory experiences</p> <p>Simple collages</p> <p>Simple weaving</p>	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>Explore how textiles create things</p>	<p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles</p> <p>Running stitches</p> <p>Simple appliqué work</p> <p>Start to explore other simple stitches</p> <p>Collage</p>	<p>Use smaller eyed needles and finer threads</p> <p>Weaving</p> <p>Tie dying, batik</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p>	<p>Use stories, music, poems as stimuli</p> <p>Select and use materials</p> <p>Embellish work</p> <p>Fabric making</p> <p>Artists using textiles</p>	<p>Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Shape and Line</p>	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigates different lines</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both the positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people and objects</p> <p>Concept of perspective</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>

Space and Form	Handles and manipulates materials	Construct - Use materials to make known objects for a purpose	Awareness of natural and manmade forms	Shape, form, model and construct (malleable and rigid materials)	Plan and develop	Plan and develop ideas	Plan and develop ideas
	Constructs	Carve	Expression of personal experiences and ideas	Plan and develop	Experience surface patterns / textures	Shape, form, model and join	Shape, form, model and join
	Builds and destroys	Pinch and roll coils and slabs using a modelling media	To shape and form from direct observation (malleable and rigid materials)	Understanding of different adhesives and methods of construction	Discuss own work and work of other sculptors	Observation or imagination	Observation or imagination
	Shapes and models	Make simple joins	Decorative techniques	Aesthetics	Analyse and interpret natural and manmade forms of construction	Properties of media	Properties of media
			Replicate patterns and textures in a 3-D form			Discuss and evaluate own work and that of other sculptors	Discuss and evaluate own work and that of other sculptors
			Work and that of other sculptors				

Digital

<p>Completes a simple program on a computer</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>Recognise that a range of technology is used in places such as homes and schools</p> <p>Select and use technology for particular purposes.</p>	<p>Explore ideas using digital sources i.e. internet, CD- ROMs - Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with lines, eraser, shapes and fill tools</p> <p>Explore changing colours and texture using simple filters</p> <p>Use basic selection and cropping tools</p>	<p>Explore ideas using digital sources i.e. internet, CDROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with lines and shapes by changing the size of brushes</p> <p>Add and adjust shapes using eraser, shape and fill tools</p> <p>Change colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>Record, store and collect visual using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>
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Disciplinary Knowledge

Year 1

Label a colour wheel.
 Go on a primary and secondary colour hunt.
 Spot primary and secondary colours in Klee and Kandinsky art.
 Mix colours and create names for them e.g. sunshine yellow, snow white, sky blue
 Find objects that are the same colour – are all the colours exactly the same?
 Choose a colour and explore applying it e.g. with a paintbrush, printing block, their fingers etc.

Year 2

Sort objects by colour.
 Explore mixing a darker colour with a lighter colour e.g. what happens when navy is mixed with peach?
 Explore mixing white with a colour.
 Record what the colour looks like after each drop is mixed.
 Explore mixing white with a colour.
 Record what the colour looks like after each drop is mixed.
 Choose a colour and explore applying it e.g. with a paintbrush, printing block, their fingers etc.

Year 3

Explore mixing colours.
 Record the created colours in sketch books.
 Make a paper plate colour wheel.
 Explore painting with different brushes in sketchbooks.
 Make comments on the effects of the brushes.
 Explore splashing, dotting, scratching with paint in sketch books.

Year 4

Explore tone, tint and shade in their sketchbooks.
 Annotate their findings.
 Use stem sentences to remember the definitions.
 Explore tone, tint and shade in their sketchbooks.
 Provide children with a variety of equipment.
 Let them choose their equipment. Annotate their plans to explain their choices.
 Create a colour mood board.

Year 5

Look at a piece of artwork e.g. Nash. Explore mixing the colours.
 Paint them in sketch books and annotate the moods.
 Look at a piece of artwork e.g. Rijnveld – annotate the textures used and how they have been created.
 Choose a mood for a piece of artwork. Build a colour collection for that mood. Use it when creating your artwork. E.g Henry Moore or Stephanie Peters.

Year 6

Look at a piece of artwork e.g. Nash. Explore mixing the colours.
 Paint them in sketch books and annotate the moods.
 Look at a piece of artwork e.g. Rijnveld – annotate the textures used and how they have been created.
 Choose a mood for a piece of artwork. Build a colour collection for that mood. Use it when creating your artwork. E.g Henry Moore or Stephanie Peters.
 Create a mood board linked to colours.

Pattern	<p>Year 1 Make patterns with shapes, leaves, objects etc. Spot symmetry in existing artwork (Andy Goldsworthy) Spot patterns/talk about the patterns that they have used. Make a repeating pattern with beads. Make a repeating pattern when creating Andy Goldsworthy art.</p> <p>Year 2 Make a paper plate African inspired necklace. Explore African necklaces. Sort which necklaces have natural and manmade beads. Explore African necklaces and other items. Spot regular and irregular patterns.</p>	<p>Year 3 Go on a pattern walk. Observe patterns on provided photos of buildings, landscapes, coins etc. Design a pattern for the edge of their coin. Make patterns on different surfaces, slate, foam, playdough, paper etc. Draw one half of a face so that it is symmetrical to the provided half. Create a pattern on Paint.</p> <p>Year 4 Go on a pattern walk. Observe patterns on provided photos of buildings, landscapes, coins etc. Spot tessellation in the world around them. Annotate photos in their sketch books.</p>	<p>Year 5 Explore making patterns in the sketchbooks. Choose a feeling e.g happiness or an experience e.g first day of school. Children are to design a pattern which they feel expresses the given theme.</p> <p>Year 6 Explore making patterns in the sketchbooks. Children are to select a theme for their art work. They should then ensure the finished artwork includes a pattern to match this purpose - Warhol</p>
Texture	<p>Year 1 Cut shapes and stick. They could choose which artist they want to be inspired by. Explore weaving using weaving boards. Explore weaving with a range of materials. Create a list of things that are made by weaving/sewing etc</p> <p>Year 2 Explore arranging materials when making puppets in DT. Practice a running stitch when making puppets in DT. Add detail to a puppet in DT. Explore a range of stitches when making puppets in DT.</p>	<p>Year 3 Use a stitch to sew a fruit – Cezanne Use a fine thread to sew a fruit – Cezanne Weave paper to create a colour collection for a fruit bowl – Cezanne Make a fruit – Cezanne</p> <p>Year 4 Sewing linked to the Bayeux Tapestry/The Chocolate tree</p>	<p>Year 5 Find songs that match/remind you of the artwork. Provide a range of materials. Allow the children to choose their materials. The children could annotate why they chose their materials. Sort textile artists. Name the artists and their techniques. Add small details to their work – Andrew Logan</p> <p>Year 6 Add small details to their work – Andrew Logan Create a class piece</p>

Shape and Line

Year 1

Feel a range of objects. Build a vocabulary wall to describe them.
Create words that look like their meaning e.g. fluffy made with cotton wool, smooth made with plastic.
Spot patterns on toys/transport.
Draw themselves.
Draw people in the style of Lowry.
Explore pencils, pens, charcoal etc.

Year 2

Use brushes, pens, pencils, card, paper etc.
Write about experiences in sketch books.
Write thoughts and ideas in sketchbooks.
Look at objects and spot light and dark.
Look at face in mirror. Spot the light and dark areas of your face.
Explore sketching your face in your sketch books.

Year 3

Draw a range of coins using different pencils.
Draw a self-portrait or a coin.
Create a positive and negative shape handprint.
Observe positive a negative shape on coins.
Sketch ideas in sketch books.
Draw a portrait for a coin.

Year 4

Draw real life small objects and then up scale these objects on to larger paper sizes.
Allow the children to choose size of paper used for their artwork.
Children to draw a whole person e.g a Viking warrior, an explorer in the rainforest.
Draw real life small objects and then up scale these objects on to larger paper sizes.
Allow the children to choose size of paper used for their artwork.
Children to create an illuminated letter on Paint.

Year 5 and Year 6

Identify how light and dark has been used in artwork e.g Nash and Moore. Explore drawing everyday objects with light and dark shown.
Identify how texture has been used in artwork e.g Nash and Moore.
Explore drawing everyday objects with texture shown.
Draw a person in their sketchbooks. Build this skill to be included in their final artwork etc Nash or Moore
Identify how perspective has been used in artwork e.g Nash and Moore. Explore drawing perspective e.g of a street.

Space and Form	<p>Year 1 Build an Andy Goldsworthy inspired sculpture. Choose something to build inspired by Andy Goldsworthy. Explore carving with leaves, twigs, playdough etc. Explore playdough/Fimo etc Join materials together such as leaves etc</p> <p>Year 2 Sort images of natural and manmade forms. Write thought bubbles/speech bubbles about their thoughts and ideas of sculptors including Pompon. Explore creating a sculptor from observation using playdough, fimo, Modroc etc Add decoration using brushes, cocktail sticks etc when making a polar bear. Sort images of sculptors including Pompon, Goldsworthy and Hepworth.</p>	<p>Year 3 Create a fruit using playdough, clay, paper and card – Cezanne. Make a plan of ideas when creating fruit in sketchbooks. Use tape, masking tape, glue, glue gun etc when making fruit. Add details to fruit to add detail.</p> <p>Year 4 Make a plan of ideas when creating fruit in sketchbooks. Use paper, card, fabric, newspaper etc when creating artwork. Compare and describe photos of natural and manmade construction in their sketchbooks.</p>	<p>Year 5 and 6 Use sketch books to plan and develop ideas. Explore a range of techniques prior to creating their artwork. – Logan Children could replicate an inspiration or choose a theme to be inspired by and then use their imagination to create their artwork – Logan List types of media – make a list of the features of each media. Annotate and express ideas and thoughts about sculptors – including Logan. After completing their artwork the children should comment on their work.</p>
Digital	<p>Year 1 Look at images, listen/watch clips. Use cameras, ipads, talking tins etc. Explore editing an image on Paint.</p> <p>Year 2 Explore editing an image on Paint. Search for ideas on the internet – African Jewellery, sculptors etc.</p>	<p>Year 3 Take photos of ideas and inspiration. Record ideas on talking tins. Create an ideas board on paint. Edit a photo of themselves – The Scream.</p> <p>Year 4 Take photos of ideas and inspiration. Record ideas on talking tins. Edit photos using colour effects – linked to computing unit.</p>	<p>Year 5 and 6 Make an ideas board before making their artwork. Create a pattern for their artwork. Take a photo of an item e.g. a can – Warhol Create a background and a forefront layer.</p>