

## Curriculum Intent – Knowledge Builder

### Art - Primary Curriculum

**Subject Intent Statement:**

Our aim is that children will enjoy producing creative work, exploring their ideas and recording their experiences They will become proficient in drawing, painting, sculpture and other art, craft and design techniques Children will; learn to evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers, and begin to understand the historical and cultural development of their art forms. Children will learn to use experiences and ideas from a range of artists as the inspiration for artwork and know about the work of a range of artists, artisans and designers ;they will share ideas using drawing, painting and sculpture and will know a variety of techniques.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key knowledge</b></p> <ol style="list-style-type: none"> <li>1. to know how to use a range of materials creatively to design and make products</li> <li>2. to know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>3. to know a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>4. to know 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> <li>5. Know how to draw confidently from observation, memory and imagination.</li> <li>6. Know what 2D, 3D or digital media are.</li> <li>7. Begin to have the vocabulary to reflect on, analyse and critically evaluate their own work and that of others.to inform, inspire, express themselves and interpret ideas, observations and feelings</li> <li>8. Know that art can be created from the natural and manmade world</li> <li>9. To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages</li> <li>10. Know how to find and explore ideas and collect visual information.</li> </ol>	<p><b>Key Knowledge</b></p> <ol style="list-style-type: none"> <li>1. to know how to use a range of materials creatively to design and make products</li> <li>2. to know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>3. to know a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>4. to know 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> <li>5. Know how to draw confidently from observation, memory and imagination.</li> <li>6. Know what 2D, 3D or digital media are.</li> <li>7. Begin to have the vocabulary to reflect on, analyse and critically evaluate their own work and that of others.to inform, inspire, express themselves and interpret ideas, observations and feelings</li> <li>8. Know that art can be created from the natural and manmade world</li> <li>9. To develop an appreciation, critical awareness, knowledge and understanding of the work of other artists, designers and craftspeople from their own and other cultural heritages</li> <li>10. Know how to find and explore ideas and collect visual information.</li> </ol>	<p><b>Key Knowledge:</b></p> <p>Children should know how to</p> <ol style="list-style-type: none"> <li>1. develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>2. develop ideas from starting points throughout the curriculum</li> <li>3. collect information, sketches and resource</li> <li>4.know how to use advice to adapt and refine ideas and explore ideas in a variety of ways</li> <li>5. comment on artworks using visual language</li> <li>6. know about some great artists, architects and designers in history from their own and other cultural heritages</li> <li>7. know how to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.</li> <li>8. to reflect on, analyse and critically evaluate their own work and that of others.</li> <li>9. to respond and enjoy expressing their ideas, feelings and imagination using music and visual media, practical making skills and the visual language of art</li> </ol>	<p><b>Key Knowledge:</b></p> <p>Children should know how to</p> <ol style="list-style-type: none"> <li>1. develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>2. develop ideas from starting points throughout the curriculum</li> <li>3. collect information, sketches and resource</li> <li>4.know how to use advice to adapt and refine ideas and explore ideas in a variety of ways</li> <li>5. comment on artworks using visual language</li> <li>6. know about some great artists, architects and designers in history from their own and other cultural heritages</li> <li>7. know how to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.</li> <li>8. to reflect on, analyse and critically evaluate their own work and that of others.</li> <li>9. to respond and enjoy expressing their ideas, feelings and imagination using music and visual media, practical making skills and the visual language of art</li> </ol>	<p><b>Key Knowledge:</b></p> <ol style="list-style-type: none"> <li>1.develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>2. Develop their own ideas inspired by other artists/ art movements.</li> <li>3. to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>4. Develop and refine their ideas based on feedback.</li> <li>5. know about great artists, architects and designers in history</li> <li>6. To use a variety of materials skilfully, such as colouring pencils, paints and pastels.</li> <li>7. Looking at artworks from different cultures and understanding the stories behind them.</li> <li>8. To evaluate their work independently and refine their artworks.</li> <li>9. To develop observational drawing techniques, using pencils to sketch and copy different forms.</li> <li>10. to respond and enjoy expressing their ideas, feelings and imagination using music and visual media, practical making skills and the visual language of art</li> </ol>	<p><b>Key Knowledge:</b></p> <ol style="list-style-type: none"> <li>1.develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>2. Develop their own ideas inspired by other artists/ art movements.</li> <li>3. to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>4. Develop and refine their ideas based on feedback.</li> <li>5. know about great artists, architects and designers in history</li> <li>6. To use a variety of materials skilfully, such as colouring pencils, paints and pastels.</li> <li>7. Looking at artworks from different cultures and understanding the stories behind them.</li> <li>8. To evaluate their work independently and refine their artworks.</li> <li>9. To develop observational drawing techniques, using pencils to sketch and copy different forms.</li> <li>10. to respond and enjoy expressing their ideas, feelings and imagination using music and visual media, practical making skills and the visual language of art</li> </ol>

<p><b>Key Skills</b> <b>Overarching</b> Experiment with tools and different medium. Develop fine motor skills Develop observational skills Begin to create from imagination</p> <p><b>Subject specific</b> Begin to use each of the following medium and tools:-</p> <p>a. Use of pencil shade and sketch b. Use Watercolours c. Use pastels –oil and water based d. Observational sketches e.g., still life /houses /portraits e. Palette and paint f. Scale and size colour and contrast g. Mix primary colours to make secondary colours h. Add white to colours to make tints and black to colours to make tones. i. Create colour wheels. j. Use clay to form shapes k. Use a combination of materials that are cut, torn and glued in collage/Sort and arrange materials eg use rolled up paper, straws, paper, card and clay as materials. l. Mix materials to create texture. m. Use a combination of shapes, lines and texture. n. Use techniques such as rolling, cutting, moulding and carving. o. Draw lines of different sizes and thickness e.g. HB,2b,4b pencils, markers, charcoal p. Colour (own work) neatly following the lines. q. Show pattern and texture by adding dots and lines. r. Show different tones by using coloured pencils. s. Use repeating or overlapping shapes. t. Mimic print from the environment (e.g. wallpapers). u. Use objects to create prints (e.g. fruit, vegetables or sponges). v. Press, roll, rub and stamp to make print</p>	<p><b>Key Skills</b> <b>Overarching</b> Experiment with tools and different medium. Develop fine motor skills Develop observational skills Develop imagination</p> <p><b>Subject specific</b> Practice and develop confidence with the following medium, tools and techniques</p> <p>a. Use of pencil shade and sketch b. Use Watercolours c. Use pastels –oil and water based d. Observational sketches e.g., still life /houses /portraits e. Palette and paint f. Scale and size colour and contrast g. Mix primary colours to make secondary colours h. Add white to colours to make tints and black to colours to make tones. i. Create colour wheels. j. Use clay to form shapes k. Use a combination of materials that are cut, torn and glued in collage/Sort and arrange materials eg use rolled up paper, straws, paper, card and clay as materials. l. Mix materials to create texture. m. Use a combination of shapes, lines and texture. n. Use techniques such as rolling, cutting, moulding and carving. o. Draw lines of different sizes and thickness e.g. HB,2b,4b pencils, markers, charcoal p. Colour (own work) neatly following the lines. q. Show pattern and texture by adding dots and lines. r. Show different tones by using coloured pencils. s. Use repeating or overlapping shapes. t. Mimic print from the environment (e.g. wallpapers). u. Use objects to create prints (e.g. fruit, vegetables or sponges). v. Press, roll, rub and stamp to make print</p>	<p><b>Key Skills:</b> <b>Overarching</b> Increase confidence with different tools, equipment and medium Confident fine motor control Precise observational skills Willingness to express own ideas</p> <p><b>Subject specific</b> <b>Begin to</b> a. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines b. Mix colours effectively c. Use watercolour paint to produce washes for backgrounds then add detail d. Experiment with creating mood with colour e. Select and arrange materials for a striking effect f. Ensure work is precise g. Use coiling, overlapping, tessellation, mosaic and montage h. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) i. Include texture that conveys feelings, expression or movement j. Use clay and other mouldable materials k. Add materials to provide interesting detail l. Use different hardness's of pencils to show line, tone and texture m. Annotate sketches to explain and elaborate ideas n. Sketch lightly (no need to use a rubber to correct mistakes) o. Use shading to show light and shadow p. Use hatching and cross hatching to show tone and texture q. Use layers of two or more colours r. Replicate patterns observed in natural or built environments</p>	<p><b>Key Skills:</b> <b>Overarching</b> Increase confidence with different tools, equipment and medium Confident fine motor control Precise observational skills Willingness to express own ideas</p> <p><b>Subject specific</b> <b>Develop confidence through practising</b> a. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines b. Mix colours effectively c. Use watercolour paint to produce washes for backgrounds then add detail d. Experiment with creating mood with colour e. Select and arrange materials for a striking effect f. Ensure work is precise g. Use coiling, overlapping, tessellation, mosaic and montage h. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) i. Include texture that conveys feelings, expression or movement j. Use clay and other mouldable materials k. Add materials to provide interesting detail l. Use different hardness's of pencils to show line, tone and texture m. Annotate sketches to explain and elaborate ideas n. Sketch lightly (no need to use a rubber to correct mistakes) o. Use shading to show light and shadow p. Use hatching and cross hatching to show tone and texture q. Use layers of two or more colours r. Replicate patterns observed in natural or built environments s. Make printing blocks (e.g. from coiled string glued to a block)</p>	<p><b>Key Skills:</b> <b>Overarching</b> Increase confidence with different tools, equipment and medium Confident fine motor control Precise observational skills Willingness to express own ideas</p> <p><b>Subject specific</b> Produce observational drawings from a range of different sources. Blend colours using colouring pencils to create the correct tones. Design imaginative compositions inspired by artists. Understand how to create different textures using 2D mixed media. Use watercolour paint in a more controlled way to add washes of colour to drawings. Use oil pastels to add texture. Replicating textures from different sources such as photographs. Mix colours effectively using paints, pencils and pastels. Use key vocabulary to describe key artist's work. Develop and share ideas in a sketchbook and in finished products Communicate perceptively and powerfully through purposeful drawing in 2D, 3D. Create unique images and explain the ideas behind them. Use shading to show light and shadow</p>	<p><b>Key Skills:</b> <b>Overarching</b> Increase confidence with different tools, equipment and medium Confident fine motor control Precise observational skills Willingness to express own ideas, develop own ideas inspired different art movements and artists.</p> <p><b>Subject specific</b> Experiment with the weight of lines. Produce observational drawings from a range of different sources. Blend colours using colouring pencils to create the correct tones. Design imaginative compositions inspired by artists. Understand how to create different textures using 2D mixed media. Use watercolour paint in a more controlled way to add washes of colour to drawings. Use oil pastels to add texture. Replicating textures from different sources such as photographs. Mix colours effectively using paints, pencils and pastels. Use key vocabulary to describe key artist's work. Develop and share ideas in a sketchbook and in finished products Communicate perceptively and powerfully through purposeful drawing in 2D, 3D. Create unique images and explain the ideas behind them. Use clay to create artworks inspired by art from around the world.</p>
--	---	--	--	---	---

<p>w. Use weaving to create a pattern. x. Join materials using glue</p>	<p>w. Use weaving to create a pattern. x. Join materials using glue</p>	<p>s. Make printing blocks (e.g. from coiled string glued to a block) t. Make precise repeating patterns u. (Shape and stitch materials/Use basic cross stitch and back stitch/Colour fabric/Create weavings/ Quilt, pad and gather fabric in Design task in associated DT tasks) v. Create images, video and sound recordings and explain why they were created w. Develop and share ideas in a sketchbook and in finished products x. Communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media</p>	<p>t. Make precise repeating patterns u. (Shape and stitch materials/Use basic cross stitch and back stitch/Colour fabric/Create weavings/ Quilt, pad and gather fabric in Design task in associated DT tasks) v. Create images, video and sound recordings and explain why they were created w. Develop and share ideas in a sketchbook and in finished products x. Communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media</p>		<p>Write stories and design symbols to communicate a story.</p>
<p><b>Key Vocabulary</b> <b>Introduce subject specific vocabulary with each technique/tool/medium</b> Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contrast</p>	<p><b>Key Vocabulary</b> <b>Introduce and then practice subject specific vocabulary with each technique/tool/medium</b> Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contrast</p>	<p><b>Key Vocabulary:</b> <b>From KS1</b> Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight shapes, Line, pattern roll, stamp, tear print, mix, mould, cut, trim, brushes, palette knives, shade, sketch mix, primary /secondary colours, cut, torn and glue materials texture rolling, cutting, carve press, roll, rub stamp prints. weave glue join ,stitch, plait scale ,size, and contrast</p> <p><b>KS2:</b> Precise Coil, overlap, tessellate, mosaic and montage Hatching Cross hatching Natural and built environment Graffiti Mosaic Hieroglyphic Sculptor Printer Designer Illustrator Watercolourist</p>	<p><b>Key Vocabulary:</b> Colour/ Light /dark /tints/tones Draw, paint, mould, sculpt, sketch, colour colouring pencils, markers and felt tips, highlight Shapes, Line, pattern Roll, stamp, tear Print, mix, mould, cut, trim, brushes, palette knives, shade, sketch ix, primary /secondary colours, cut, torn and glued. materials. texture. Rolling, cutting, carve. Press, roll, stamp prints. weave glue join, Stitch, plait Scale, size, and contrast Precise Coil, overlap, tessellate, mosaic and montage Hatching Cross hatching Natural and built environment Graffiti Mosaic Hieroglyphic Impressionist Sculptor Printer Designer Illustrator Watercolourist</p>	<p><b>Key Vocabulary:</b> Colour, tone, texture, line, form, 2D/3D, composition, landscape, foreground/background, light, stamp, stipple, imaginative, observational drawing, paper mache, scale, portrait, text, font, press, roll, stamp, complimentary, colour wheel, pattern, grid method, size, printing</p>	<p><b>Key Vocabulary:</b> Low relief, sgraffito, Colour, tone, texture, line, form, 2D/3D, composition, landscape, foreground/background, light, stamp, stipple, imaginative, observational drawing, paper mache, scale, portrait, text, font, press, roll, stamp, complimentary, colour wheel, pattern, grid method, size, press printing, pointillism, layering.</p>