



St Joseph's Art Knowledge and Skills – 2021/2022

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Rec / Nurs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists	Kandinsky	Collin Pickering William Turner Andy Goldsworthy	Frida Kahlo Amedeo Madigliani Carole Glover	Henri Matisse Degar Cezanne Monet	Roy Lichtenstein Andy Warhol	Derek Gores	William Morris LS Lowry David Hockney Mark Smith Charlotte Hupfield Sarah Pike
Key Vocabulary	Shape circle Line Pencil Paper Pastels chalks art Paint brush Paint Mix Colour Colour names Clay Play dough Smooth Texture rough Mould Construct Tube Collage Materials Texture Rip Scrunch Glue Cut Print Sponge pattern	Landscape Horizon observation Portrait Light Dark shade Primary colours Secondary colours Water colour Mixed media Layer Tone Acrylic Sculpt Tools manipulate Form Model Adhesive sculptors		Tone Grade Blend shade Third dimension Scale Proportion Style Apply technique Palette Illustrate Tint Rigid design		Slab Slip Mood Composition Foreground Back ground Horizon Focal point Perspective Contrast complement	

Drawing

Knowledge

<ul style="list-style-type: none"> Understands they can use lines to enclose space 	<ul style="list-style-type: none"> Knows that different drawing tools can create different effects 	<ul style="list-style-type: none"> Knows that tone is light and shade 		<ul style="list-style-type: none"> Has some understanding of scale and proportion 		
---	---	--	--	--	--	--

Skills

<ul style="list-style-type: none"> Begin to use a variety of drawing tools Experiment with media Begin to draw simple shapes from observation Begin to include facial features Draws circles and lines 	<ul style="list-style-type: none"> Extend the variety of drawings tools Control types of marks made Draw on different surfaces with a range of media Draw simple shapes from observations Begin to draw more detailed figures including head, body and limbs 	<ul style="list-style-type: none"> Draw as a way of recording experiences and feelings Begin to draw in shapes between objects Begin to look at tone Discuss use of shadows, use of light and dark Sketch to make quick records Experiment with the potential of various pencils 	<ul style="list-style-type: none"> Draw for sustained period Begin to experiment with different grades of pencil Apply tone in a drawing in a simple way Accurate drawings of people, particularly faces, and objects Use sketch book to collect ideas 	<ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension Begin to consider Scale and proportion Produce increasingly accurate drawings of people Work on a variety of scales 	<ul style="list-style-type: none"> Begin to understand and use perspective in their work using simple focal point and horizon Develop awareness of composition-foreground, back ground Accurate drawings of whole people including proportion and placement 	<ul style="list-style-type: none"> Explore the effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people including tone Develop concept of perspective and composition Start to develop own style
---	---	--	---	---	--	--

Painting

Knowledge

<ul style="list-style-type: none"> • Naming colours • Knows how colours can be changed 	<ul style="list-style-type: none"> • Names primary colours • Names secondary colours 	<ul style="list-style-type: none"> • Name different types of paint and their properties • 	<ul style="list-style-type: none"> • Know which primary colours need to be mixed to make secondary colours 			<ul style="list-style-type: none"> • Name artists who have worked in a similar way to their own style
--	--	---	---	--	--	--

Skills

<ul style="list-style-type: none"> • Explore colour • Captures experiences in a range of media • Select colour for purpose • Create textured paint by adding sand, plaster etc 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types • Match colours to artefacts • Applying colour with a range of tools • Mix secondary colours • Mix primary shades and tones 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale • Experiment with tools- mixing media, layering, scraping, 	<ul style="list-style-type: none"> • Techniques- apply colour using dotting, scratching, splashing, block colour, thick paint • Work on a range of scales- use small brushes on small pictures • Use different types of paint 	<ul style="list-style-type: none"> • Colour mixing and matching; tint, tone, shade • Observe colours • Use more specific colour language • Mix and use tints and shades • Create a colour palette 	<ul style="list-style-type: none"> • Develop painting from drawing • Mix and match colour to create atmosphere and light • Be able to identify primary secondary, complementary and contrasting colours • Create work from a variety of sources e.g. observational drawing, poetry, music • Use colour to reflect mood 	<ul style="list-style-type: none"> • Establish own style • Be able to identify and work with complementary and contrasting colours • Use paint to add texture and relief • Add texture to paint • Explain why they have chosen specific painting techniques
--	---	---	--	--	---	--

Knowledge

<ul style="list-style-type: none"> • Knows what some tools can be used for 	<ul style="list-style-type: none"> • Knows that some materials can be manipulated and changed 	<ul style="list-style-type: none"> • Knows about an artist who works with 3D materials 	<ul style="list-style-type: none"> • Understanding of different adhesives and methods of construction 			<ul style="list-style-type: none"> • Knows about some sculptors and crafts people who work in a similar way
---	--	---	--	--	--	--

Skills

<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing with a purpose in mind • Building and destroying • Use simple tools • Manipulate materials to achieve planned effect • Plan and adapt work where necessary 	<ul style="list-style-type: none"> • Manipulate malleable materials • Sculpt with a range of malleable material • Manipulate malleable materials for purpose e.g. pot, tile • Understand safety of materials and tools • Describe what they think/feel about style of chosen artist 	<ul style="list-style-type: none"> • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques-change surface of malleable material • Discuss own work and that of other sculptors • Experiment with constructing and joining recycled, natural and manmade materials 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Use sketch books to plan and develop ideas • Evaluate own work • Discuss similarities between own and others work 	<ul style="list-style-type: none"> • Plan and develop ideas • Explore surface patterns / textures • Discuss own work and work of other sculptors • Plan, design and make models from imagination or observation 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and construct from observation or imagination • Explore properties of media (clay) • Discuss and evaluate own work and that of other sculptors • Use recycled, man-made and natural materials to create sculptures
---	--	---	---	---	---	--

3D

Collage	Skills			
	<ul style="list-style-type: none"> Collect and arrange materials Cut, tear, glue and rearrange materials to create an image based on ideas or feelings Interested in describing the texture of things 	<ul style="list-style-type: none"> Create images from a variety of media Arrange and glue materials to different backgrounds Sort and group different materials for different purposes- colour/texture Work on different scales Collect, sort, name match colours appropriate for an image 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work Use collage as a means of extending work from initial ideas

Printing	Skills			
	<ul style="list-style-type: none"> Rubbings Print with variety of objects Print with block colours Begin to create patterns 	<ul style="list-style-type: none"> Print with a growing range of objects, corks, barrels, sponges Create simple printing blocks Take simple prints- mono-printing Build repeating patterns Design Repetitive patterns Experiment with over printing 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create repeating patterns Print with 2 colour overlays 	<ul style="list-style-type: none"> Explore printing techniques used by various artists Create printing blocks by simplifying an initial journal idea Create prints with 3 overlays Work into prints with a range of media e.g. pens, paint