

## Art Essential Substantive Knowledge

**Substantive Knowledge** in art is based on the knowledge and development of skills to support the 7 elements of art.

**These are:** line · shape · colour · form · value · texture · space

### Component 1: Know how to draw effectively

	Reception Essential Knowledge (Nursery in red)	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
<b>Year A and B</b>	<p>Draw using pencil, crayons, chalk, pens Make marks, lines and curves and use these in an expressive and creative way Know how to draw a person – head, body, arms, legs and facial features</p> <p style="color: red;">Explore different materials freely. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, e.g. a circle for a face and place features</p>	<p>Use a viewfinder to select a view or shapes in an image to record what is in the frame Draw from observation Use quick line and shape drawings adding colour and some features</p>		<p>How to use a viewfinder to select a view and visual clues in an image to record what is in the frame Draw from observation and return to add detail Add light/dark tone, colour and features to create more realist quick studies from observation Build up drawings and images of whole or parts of images</p>
<b>Year A</b>		<p style="color: purple;"><b>Focused new learning Line and tone</b> Draw from observation using <b>quick line</b> or shape drawings <b>Add simple features/details</b></p> <p>Know how to produce a range of lines to create different effects in dry media:</p> <ul style="list-style-type: none"> <li>• Of varying thickness</li> <li>• Straight, wavy, curved, thick and thin</li> </ul>	<p style="color: red;"><b>Focused new learning: Shape and space</b> Exploring shape and space through dry media</p> <ul style="list-style-type: none"> <li>• Observe and draw simple shapes.</li> <li>• Draw faces - accurate drawings of facial features</li> <li>• Make accurate drawings of whole people, building on their work on facial features</li> </ul> <p>YR 3/4 Composition Foreground /mid ground/background YR 5/6 Simple perspective</p>	

	<p>Use types of pencils and coloured pencils use to create different effects</p> <ul style="list-style-type: none"> <li>• Know how to shade</li> <li>• Know tone is light/dark</li> <li>• Know how to make things lighter and darker using shading</li> </ul> <p><b>Grades of pencil;</b> HB, 2B and 8B create different effects</p>	<p>single focal point and horizon</p>
<b>Year B</b>	<p><b><u>Focused new learning Line and tone</u></b> Draw from observation using quick line or <b>shape</b> drawings <b>Add texture and tone</b></p> <p><b>Texture and line</b> Know and use a variety of dry media confidently (pastels and chalks)</p> <ul style="list-style-type: none"> <li>• Know how to use pastels effectively.</li> <li>• Know how to create texture using shading, dots, long/short strokes</li> </ul> <p><b>Grades of pencil;</b> HB, 2B and 8B</p> <ul style="list-style-type: none"> <li>• create different effects</li> </ul>	<p><b><u>Focused new learning Line and tone</u></b> <b><u>Shadow and the effects of light</u></b> Wider range of pencil grades; HB to 8B</p> <ul style="list-style-type: none"> <li>• Use a range of lines to create different effects through hatching/cross hatching/blending</li> <li>• select grade based on intended outcome</li> </ul> <p>YR 3/4 Shading - create light and dark tones and develop the idea of shadows YR 5/6 More defined tonal qualities - take into account the direction of light</p>
<b>Year C</b>		<p><b><u>Focused new learning Line and tone</u></b> <b><u>Shading, texture darker and lighter</u></b> Use a wide range of dry media to create different effects</p> <ul style="list-style-type: none"> <li>• Tone makes things darker or lighter</li> <li>• Apply a variety of dry media techniques to create light and dark tones: use colour blending, erasing to lighten, overlay or blend colours to lighten or darken e.g. use rubbers to lighten, smudging with fingers or cotton buds</li> <li>• Line - Use hatching and cross hatching to create different effects (with pastels remind of blending and drawing techniques) teach layering, strokes, pointillism)</li> </ul> <p>YR 3/4 Shading - create light and dark tones and develop the idea of shadows YR 5/6</p>

			More defined tonal qualities - take into account the direction of light
<b>Year D</b>		<p><b>Placement</b> and size of an object on the page</p> <p><b>Maths:</b> position and direction</p>	<p><b><u>Focused new learning: Pattern</u></b></p> <ul style="list-style-type: none"> <li>• A pattern is a design where shapes, forms, colours of lines are repeated.</li> <li>• They can be regular or irregular</li> <li>• Identify and draw simple patterns</li> </ul> <p><b><u>Focused new learning: Shape and Space</u></b></p> <p>Exploring shape and space through dry media</p> <ul style="list-style-type: none"> <li>• Observe and draw simple shapes</li> <li>• Create patterns with simple shapes</li> </ul>

## Component 2: know how to use paint effectively

	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
<b>Year A and B</b>	<p>Match a range of colours to purpose E.g. blue sky, green grass</p> <p>Experiment with: colour mixing - mix primary colours to make secondary colours and shades of colour - through experimentation <span style="color: #C00000;">Explore colour and colour mixing.</span></p>	<p>Primary colours are mixed to create secondary colours</p> <p>Brown is made by mixing:</p> <ul style="list-style-type: none"> <li>• all the primary colours</li> <li>• 2 complementary colours</li> </ul> <p>Tints are created by adding white Tones are created by adding black</p>		<p>Match paint type to use</p> <ul style="list-style-type: none"> <li>• types of paint: acrylic, watercolour, ready mix</li> </ul> <p>Mix colours</p> <ul style="list-style-type: none"> <li>• to match subtle tones and tints</li> <li>• to a specific palette</li> </ul> <p>Select most appropriate sized brush</p> <ul style="list-style-type: none"> <li>• thick brush for large work, thin brush for smaller areas</li> </ul>
	<p>Paint can be applied using: fingers, brushes, sponges, thick brushes, card</p>	<p>Match thick and thin brushes according to purpose</p>		
<b>Year A</b>		<p><b>Explore paint techniques</b> to layering scraping and combing.</p> <ul style="list-style-type: none"> <li>• layering and scraping through with combs and other found objects</li> </ul>	<p><b><span style="color: #483D8B;">Focused new learning: Colour</span></b></p> <p><span style="color: #483D8B;">Explore and produce different hues and intensities in their work</span></p> <ul style="list-style-type: none"> <li>• <span style="color: #483D8B;">Revisit colour wheel and primary and secondary colours</span></li> <li>• <span style="color: #483D8B;">Identify complimentary colours</span></li> <li>• <span style="color: #483D8B;">Mix and match complimentary colours</span></li> <li>• <span style="color: #483D8B;">Brown can be made from mixing complimentary colours</span></li> <li>• <span style="color: #483D8B;">Considers artists use of colour and its application.</span></li> </ul>	

Year B		<p><b><u>Focused new learning - Texture</u></b>  Add different things to paint it e.g. sand, sawdust, wood shavings etc</p>	<p><b><u>Focused new learning – Texture</u></b>  Explore the texture of paints  Use different tools to create texture – cotton buds/pointillism, impasto, scrumbling.</p>
Year C			<p><b><u>Focused new learning: Colour</u></b>  Explore and produce different hues and intensities in their work</p> <ul style="list-style-type: none"> <li>• Revisit colour wheel and primary and secondary colours</li> <li>• Be able to identify, mix and work with tertiary colours on the colour wheel.</li> <li>• Use inspiration from the natural world to create a colour palette using tertiary colours</li> <li>• Considers artists use of colour and its application (Hockney, Rosseau, <b>Ginger Wikilyiri</b>)</li> </ul>
Year D			<p><b><u>Focused new learning – Texture</u></b>  Explore the texture of paints  Very wet and thin or thick and heavy (add PVA to the paint, water colours)  Choose and mix appropriate paints for printing.  Print making</p>

**Component 3: Know how to print effectively**

	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
<p><b>Year D KS2</b></p> <p>Explore printing by: Making marks and simple patterns using natural and man-made objects</p> <p><b>Year B KS1</b></p> <p>Making marks using natural and man-made objects</p>		<p><b>Focused new learning: Pattern</b></p> <p>Freeform pattern:</p> <ul style="list-style-type: none"> <li>roll printing inks over found objects e.g. mesh, stencils</li> </ul> <p>Marbling technique</p> <p>Colour can be used to create a specific background</p> <ul style="list-style-type: none"> <li>e.g. black ink for a night sky and add silhouettes</li> </ul>		<p><b>Focused new learning: Pattern</b></p> <p>See drawing and painting YEAR D</p> <p>Build up an image or pattern on a printing block</p> <p>Create a printing block/tile</p> <ul style="list-style-type: none"> <li>use a simplified initial sketch in a sketch</li> </ul> <p>Relief/impressed method</p> <ul style="list-style-type: none"> <li>create a pattern</li> </ul> <p>Overprinting technique</p> <ul style="list-style-type: none"> <li>use 2 colours or patterns</li> <li>work into a design using a range of media including pens, coloured pencils and paint</li> </ul> <p>Design prints</p> <ul style="list-style-type: none"> <li>for fabrics, book covers, wallpaper or wrapping paper etc</li> </ul>
<p><b>Year A KS1</b></p>		<p>Repetitive patterns</p> <ul style="list-style-type: none"> <li>use simple printing blocks along lines</li> </ul> <p><b>Maths:</b> geometry - pattern</p>		

Component 4: know how to create 3D pieces of artwork effectively				
	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
<b>Year A and B</b>	Manipulate malleable materials (playdoh, clay) using hands and rolling tools	Sculptures following a basic plan <ul style="list-style-type: none"> <li>Use direct observation, imagination or story/song as starting point</li> </ul>		Sculptures following a basic plan <ul style="list-style-type: none"> <li>use sculptures by known artists as a starting point with a particular focus on form, shape, pattern, texture, colour, emotion or mood</li> </ul>
<b>Year A</b>	Represent something known using a range of materials  Weaving <ul style="list-style-type: none"> <li>tie, wrap, weave materials into a structure of sticks, canes, chicken wire etc</li> </ul> Work on a large and small scale	Use natural materials to create a 3d image from 2d inspiration.  Use simple wire to create a form/shape  Use paper mache to layer over a simple wire frame (coat hanger)		<p><b><u>Focused new learning: Form and shape</u></b></p> <p><b><u>Create solid armatures</u></b></p> <ul style="list-style-type: none"> <li>Cut, make and combine wire to make shapes</li> <li>Combine wire using twisting technique</li> <li>Use wire cutters carefully</li> <li>Combine modroc and layer</li> <li>Build up image using this technique.</li> </ul> <p>Year 3/4 Use structures and sculptures by known artists as an inspiration for their own work.</p> <p>Year 5/6 Plan own sculpture Pay particular attention to form and shape when creating sculptures. Add detail to sculpture and choose a finish for their sculpture</p>

<p><b>Year B</b></p>	<p>Explore different materials freely</p>	<p>Use the pinch and roll technique when working with clay          Know how to enhance the surface of clay using press or carve technique</p>	<p><b><u>Focused new learning: Form and Shape</u></b>  <b><u>Create a pinch pot decorated as a natural creature</u></b></p> <ul style="list-style-type: none"> <li>• Plan own sculpture</li> <li>• Combine clay using slip, score and join</li> <li>• Build up image using this technique.</li> <li>• Add detail to their sculpture and choose a finish for their sculpture</li> </ul> <p>Year 5/6          Pay particular attention to form and shape when creating          Add detail to sculpture and choose a finish for their sculpture</p>
<p><b>Year C (Year B KS1)</b></p>			<p><b><u>Focused new learning: Form and Shape</u></b></p> <ul style="list-style-type: none"> <li>• Combine shapes to make a solid form - use balloons, newspaper and cardboard - Understand how to use glue to join and layer up to construct around a solid form - cover in paper Mache</li> <li>• Add detail to their sculpture</li> </ul> <p>Year 3/4          Use structures and sculptures by known artists as an inspiration for their own work.</p> <p>Year 5/6          Plan own sculpture          Pay particular attention to form and shape when creating sculptures.          Add detail to sculpture and choose a finish for their sculpture</p>



**Component 5: know how to create collages effectively**

	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
<b>Year A and B</b>	<p>Simple collage can be created by gluing or scrunching a range of materials onto a background</p> <ul style="list-style-type: none"> <li>paper, magazine cuttings, fabric, found objects etc</li> </ul> <p>Explore different materials freely</p>	<p>Represent a given idea based on properties such as colour or texture</p> <p>Simplify and recreate what is observed</p>		
Year A		<p>Cut, fold, crumple, tear and overlap a range of materials working on different scales</p>		Apply in sculpture – Year A/B/C
Year B		<p>Sort, group and cut materials for different purposes e.g. colour, texture. Work on group and large scales. Collect, sort and match colours appropriate for an image. Create and arrange shapes appropriately</p>		Apply in other areas – Year A/B/C

**Component 6: know how to use digital technology to create effectively pieces of artwork**

	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge YEAR D
	<p>Use a digital camera to select and capture an image</p> <p><b>Computing curriculum</b></p>	<p>Simple art program</p> <ul style="list-style-type: none"> <li>• select simple tools</li> <li>• Lines: know how to alter the thickness of a line</li> <li>• Shape: know how to use shape and fill tools</li> <li>• Eraser: know how to use to alter the image</li> </ul> <p><b>Computing curriculum</b></p>		<p><b>Focused new learning: Pattern</b></p> <ul style="list-style-type: none"> <li>• A pattern is a design where shapes, forms, colours of lines are repeated.</li> <li>• They can be regular or irregular</li> <li>• Identify and draw simple patterns</li> </ul> <p>Use a painting program Make an image corresponding to their work in other art media</p> <p>Digital Use a digital camera to capture objects to be cut and pasted into another image</p> <p>Cut into/crop images to create a final image</p> <p>Duplicate or repeat a pattern or shape</p> <p>Layered these images from an original idea in a sketchbook</p> <p><b>Art Year D</b></p>



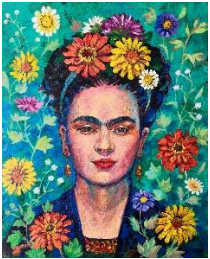
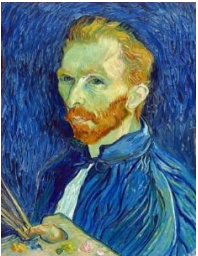










**Ongoing Component: know how to use sketch books to record observations, review and revisit ideas**

Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	KS2 Essential Knowledge
Record colours and create collections	Record what is seen in a sketch book Record new processes and techniques		Plan and develop ideas, gather evidence and inspiration Investigate media, processes and techniques Support the development of a design over several stages Plan a painting, print or 3D piece using extended sets of drawings

### Disciplinary Knowledge

**Disciplinary Knowledge** in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. This is incorporated in each MTP. The journey culminates in producing a piece of art using the techniques learnt and in the style of the artist they are studying. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work. Please see below for how this is developed across the key stages.

Reception Essential Knowledge	KS1 Essential Knowledge	Year3/4 essential knowledge	Year 5/6 Essential Knowledge
<p>Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</p> <p>Identify colours, objects and shapes in the artwork.</p> <p>Discuss their own artwork using simple language.</p>	<p>Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</p> <p>Notice details and familiar objects/ shapes / colours in an artwork including light and dark.</p> <p>Make simple comparisons between artists and artworks.</p> <p>Make some links between their work and an artwork.</p> <p>Begin to comment on how an artist/designer has used colour, pattern and shape.</p> <p>Describe and discuss their own artworks, noting key details.</p>	<p>Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</p> <p>Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</p> <p>Make links between their work and the work of more than one artist.</p> <p>Recognise when and where an artwork was created (timeline and map).</p> <p>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</p> <p>Ask their own questions about artworks, developing them and sharing in class discussion.</p> <p>Describe and discuss their own artworks, explaining choices with appropriate vocabulary.</p>	<p>Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.</p> <p>Compare multiple artworks and recognize patterns and key concepts between art movements.</p> <p>Make clear links between their work and the work of others, noting specific influences and techniques.</p> <p>Explain how key artworks contributed to cultural development or historical events e.g. Banksy's politically motivated artwork, Warhol's soup tins in post-war America</p> <p>Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</p> <p>Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.</p>

<b>Artist Study</b>			
	Reception Essential Knowledge	KS1 Essential Knowledge	KS2 Essential Knowledge
Year A	Artist of interest	Quentin Blake  Picasso  <small>Pablo Picasso - Weeping Woman (1937)</small>	Freda Khalo  Van Gogh  Easter Island 
Year B		Goldsworthy 	Seurat  Local architecture  Visiting artist 
Year C			Hockney  Ginger Wikilyiri – modern aboriginal artist  Yayoi Kusama 
Year D			William Morris  Lucienne day  Sabyasachi Mukherjee 