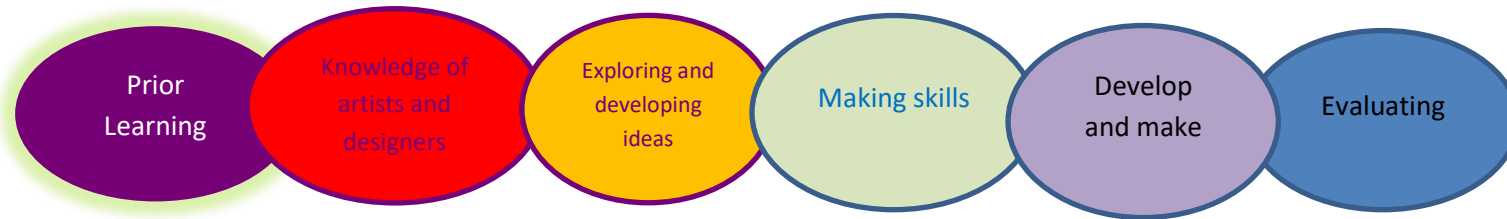


## Key concepts (Big Ideas) in ART and DESIGN

Pupils **theoretical knowledge** will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their **practical knowledge** through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' **disciplinary knowledge** will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.



### Knowledge of artists and designers (Disciplinary knowledge)



Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.

### Exploring and developing ideas (Practical knowledge)



Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce

- **Fluency:** Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- **Experimentation:** Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- **Authenticity:** Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art

### Making skills: Drawing, painting, mixed media and 3D (Practical knowledge)



Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.



They will develop their knowledge of

- **Methods and techniques**, such as shading, printing or collage





- **Media and materials**, including pencil, pen, paper, wire, clay and paint
- **Formal elements** of line, tone, shape, colour, form, pattern and texture  
(See table overleaf)

**Evaluating (Disciplinary knowledge)**

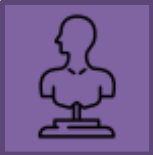


Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, ‘What is art?’ ‘What counts as art?’ ‘What makes an artist?’ by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways.



**A Summary of the component knowledge for the making skills**


Practical –Domains of Knowledge			
Specialisms	Media and materials		Methods and techniques
<b>Drawing</b> 	Graphite Pen (2b, 4b, 6b, 2h) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon		Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing
<b>Painting</b> 	Watercolour (tablet & tube) Acrylic Gouache Oils Natural pigments	Papers Brushes Palette Palette knife Rollers Sponges	Blocking in, wet on wet, building up, dry brushing, s’graffito, washes, glazing, stippling, dabbing


Formal elements of art and design taught through the Key Concepts below	
Visual tools that the artist uses to create a composition	
<b>Line</b>	A line is the path left by a moving point
<b>Shape</b>	A shape is an area enclosed by a line
<b>Form</b>	Form is a 3D shape such as a sphere, cube or cone. Shapes within an object (such as a face) can be used to describe the form.
<b>Tone</b>	Tone means the lightness and darkness of something. Tints and shades describe the tone. Tints are colours where a hue (colour such as red, blue, green, etc) is added to white. Shades are where black is added to a hue (colour such as red, blue, green, etc).
<b>Colour</b>	Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple Complimentary colours: two colours next to each other on the colour wheel (e.g. red and orange).

<b>Sculpture</b> 	Clay Card & cardboard Plaster	Cutting, sticking, moulding, pinching, pulling, slipping and scoring, rolling, slab building, tearing, layering, bending, imprinting,	


	Composite or contrasting colours are directly opposite on the colour wheel (e.g. red and green. Red does not have any traces of green in it and vice versa).
<b>Texture</b>	Texture is the surface quality of something, the way something feels or looks like it feels
<b>Pattern</b>	A pattern is the design that is created by repeating other formal elements eg: line, shape, colours


Knowledge and skills sequencing		ART and DESIGN					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge of artists and designers</b> (Disciplinary knowledge) 	To be able to give simple opinions about the work of an artist or designer, saying what I like or dislike about the work or elements of the work (e.g. the colour, subject matter, etc)	To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why  To be able to identify significant elements about the style of an artist or designer (e.g. the use of shape, colour or form, etc.)	To be able to describe the similarities and differences between pieces of work by other artists  To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work (e.g. the use of block colour in work from the Pop Art movement)	To be able to identify an artists' or designers' work through research  To be able to appraise work of artists and designers  To be able to show how artists' and designers' work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork)	To show that I am familiar with the work of significant artists throughout history and am able to link my work to them  To be able to explain the historical or cultural significance of the work of a chosen artist or art form	To be able to identify the influences and inspiration of great artists and designers through research presented in sketchbooks.  To be able to identify techniques used by great artists and designers in their work and apply this in my own work.  To be able to critically analyse the work of artists, architects and designers throughout history  To be able to explain how an idea or theme has been communicated through different forms and styles (for example, how climate change has been addressed through sculptural pieces and through photography)	
<b>Exploring and developing ideas</b> (Practical knowledge) 	To be able to safely use a variety of materials and tools to create my own artwork (e.g. sitting when cutting and holding scissors safely).	To be able to create a piece of art from either imagination or as a response to an experience  To be able to select appropriate tools and materials	To be able to develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences	To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth)  To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my		To be able to investigate different starting points for my work  To be able to choose which idea to develop further  To be able to select different tools and media to develop my ideas	

	<p>To be able to explore a variety of materials, tools and techniques to create my own artwork (such as pencils, paints and clay, etc.)</p>	<p>to create artwork (including making decisions about suitable sized paint brushes, etc.)</p> <p>To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. "I have used a small brush because the area I wanted to paint was too small for a larger brush")</p> <p>To be able to use sketchbooks through teacher modelling to experiment with tools, materials and processes.</p>	<p>To be able to take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork, etc.)</p> <p>To be able to take risks to discover what happens when I work creatively (e.g. "What would happen if I use the pencil on the side?" or, "What would happen if I use this object to create a different texture in the clay?")</p>	<p>audience to think that the shape was coming out of the page so I used tone to show three dimensions)</p> <p>To be able to take risks with different materials to discover what happens when I work creatively and independently investigate and develop the outcomes of these decisions.</p> <p>To be able to show an understanding of geometry and proportion in my drawing.</p> <p>To be able to use sketchbooks to document ideas and record my thoughts</p> <p>To be able to use sketchbooks to documents observations (primary and secondary) and record my thought about my work.</p> <p>To be able to use sketchbooks to refine my work and document how I am developing my skills and techniques.</p>	<p>To be able to explain how I am developing and refining ideas using language appropriate to the chosen style of art (e.g. I have chosen to use contrasting colours in my piece because this makes the colours stand out more)</p> <p>To be able to record my thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations.</p> <p>To be able to develop and refine techniques in a sketchbook, including some annotations</p> <p>To be able to use my sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces</p>		
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Making skills: Drawing</b> (Practical knowledge)</p> 	<p>To be able to explore mark making through effective use and hold of drawing tools such as pencils, chalk and crayons.</p>	<p>To be able to explore mark making through experimentation with drawing lines (such as thick, thin, scribbled and controlled)</p> <p>To be able to use simple 2D shapes to show form.</p>	<p>To be able to identify and demonstrate drawing techniques.</p> <p>To be able to apply tone to describe form, using taught drawing techniques.</p> <p>To be able to develop skill and control with different drawing materials (including appropriate</p>	<p>To be able to develop my drawing techniques using different media, including graded pencils, charcoal and chalk.</p> <p>To be able to draw from direct observation, using primary sources.</p>		<p>To be able to identify and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing (for example use of previously taught shading, compositional and observational techniques)</p> <p>To be able to draw using precision, perspective and detail to create work in a range of scales (including 1:1, A5 and A3+).</p>	

			pressure and speed)				
	<p>I can be able to hold and use a pencil, pen, etc effectively</p> <p>I can identify, describe and use simple shapes including those from the natural world for a purpose</p>	<p>I can be able to hold and use a drawing tool in experimental ways to draw a range of lines (<i>such as thick, thin, scribbled and controlled</i>).</p> <p>I can be able to use appropriate language to describe lines</p> <p>I can identify, describe and use shape to inform composition in my work.</p>	<p>I can identify and demonstrate drawing techniques.</p> <p>I can use line for expression</p> <p>I can develop skill and control with different drawing materials (<i>including appropriate pressure and speed</i>)</p> <p>I can identify shapes made by light and dark areas within the subject and show these in my work.</p> <p>I can experiment with pencils to create light, mid and dark tones.</p>	<p>I can express and describe organic and geometric forms through different types of line.</p> <p>I can identify, draw and label shapes within images and objects, from direct observation.</p>	<p>I can demonstrate scale and proportion when drawing from direct observation, using primary sources (<i>e.g. use the basic body proportion technique</i>)</p> <p>I can apply symmetry to draw accurate shapes</p> <p>I can analyse and describe how artists use line in their work</p> <p>I can create geometric compositions using mathematical shapes</p> <p>I can analyse and describe the use of shape in artists' work</p>	<p>I can create a detailed observational drawing demonstrating scale and proportion (<i>e.g. a detailed drawing of an eye or of a moving object</i>)</p> <p>I can apply expression with line using techniques I have learned</p> <p>I can develop an increasing sophistication in the use of tone in my work to communicate my ideas in 2D and 3D forms</p> <p>I can analyse and evaluate artists' use of shape</p>	<p>I can demonstrate a wide range of sketching techniques within experimentation or final piece</p> <p>I can demonstrate greater skill and control when using lines</p> <p>I can study and apply the techniques of other artists</p> <p>I can fluently sketch key shapes and objects when drawing</p> <p>I can create abstract compositions using knowledge of other artists' work</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Making skills: Painting</b> (Practical knowledge)</p> 	<p>To be able to identify and select colours to use in a painting.</p> <p>To experiment with mixing colours to create a new colour for a painting.</p> <p>To be able to explore making</p>	<p>To be able to identify primary and secondary colours.</p> <p>To be able to mix secondary colours by mixing 2 primary colours.</p> <p>To be able to develop skill and control when using paint (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)</p>		<p>To be able to use some different media and materials, such as natural pigments to create colour, to paint with</p> <p>To be able to control brush strokes when painting (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)</p>		<p>To use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint</p> <p>To be able to apply tonal techniques and more complex colour theory to my own work (for example, making decisions about complimentary and contrasting colours in my work).</p>	

	patterns, shapes and pictures using paints			To create tints and shades with paint and apply tints and shades in my paintings.			
	<p>I can identify light and dark colours.</p> <p>I can compare light and dark colours.</p> <p>I can name and choose colours for a specific purpose</p>	<p>I can identify light, mid and dark tones in my own and others' work.</p> <p>I can mix the primary colours and know how to mix them to create secondary colours</p>	<p>I can create light, mid and dark tones in a range of media, including drawing and painting.</p> <p>I can starting to apply light, mid and dark tones in my work.</p> <p>I can mix, apply and refine and describe colour mixing for purpose using wet and dry media</p> <p>I can create shades of a colour and choose and justify colours for purpose (for example, I need to add more black to make this shade darker)</p>	<p>I can develop skill and control when using tone.</p> <p>I can use simple shading rules to develop light, mid and dark tones.</p> <p>I can create tone in the style of significant artists in a range of media, including drawing and painting.</p> <p>I can mix, apply colour using natural pigments</p> <p>I can create tints and shades of a colour and justify colour for purpose (eg, I need to add white to this colour to make a lighter tint).</p> <p>I can use aspects of colour such as tints and shades for different purposes (eg, to show where the light source is coming from)</p>	<p>I can use a variety of tones to create different effects</p> <p>I can understand tone in more depth to create 3D effects</p> <p>I can analyse and describe the use of tone in artists' work</p> <p>I can analyse and describe colour and painting techniques in artists work</p> <p>I can manipulate colour for print</p>	<p>I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone</p> <p>I can select and mix colours to depict thoughts and feelings</p>	<p>I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques</p> <p>I can mix and apply colours to represent still life objects from observations</p> <p>I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Making skills:</b>	To explore using different materials to create texture	To use a range of materials and appropriate tools (such as printing, clay and collage) to describe form.		To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form.		To be able to apply my knowledge of a range of skills and techniques to communicate my ideas in 2D and 3D forms.	

<p><b>Mixed media and sculpture</b> (Practical knowledge)</p> 	<p>To be able to explore different materials to create shape.</p>	<p>To use a range of materials and appropriate tools (such as printing, clay and collage) to create pattern.</p> <p>To use a range of materials and appropriate tools (such as printing, clay and collage) to describe texture.</p>		<p>To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to create pattern.</p> <p>To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe texture.</p> <p>To be able to use a range of materials and appropriate tools (such as printing, clay and collage) to communicate my ideas.</p>			
	<p>I can explore materials and joining techniques</p> <p>I can investigate materials including those in the natural world</p> <p>I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)</p>	<p>I can create a simple form through making sculpture</p> <p>I can use simple language to describe form and space</p> <p>I can use experiment with materials to create textures</p> <p>I can understand patterns in nature and design and make patterns in a range of materials</p>	<p>I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture.</p> <p>I can describe different textures</p> <p>I can select appropriate materials to create textures</p> <p>I can demonstrate a range of techniques to make repeating and non-repeating patterns</p> <p>I can identify natural and man-made patterns and create patterns of my own</p>	<p>I can create and form shapes from 3D materials</p> <p>I can further develop my ability to describe a 3D form in a range of materials, including drawing</p> <p>I can analyse and describe texture with artists' work</p> <p>I can experiment with materials to create textures to describe the subject.</p> <p>I can construct a variety of patterns through craft materials to further develop my understanding of pattern</p>	<p>I can further develop my ability to describe and model form in 3D using a range of materials</p> <p>I can analyse and describe how artists use and apply form in their work</p> <p>I can use a range of materials to express different texture for effect</p> <p>I can create original designs for patterns using geometric repeating shapes</p> <p>I can analyse and describe how other artists' use pattern</p>	<p>I can extend my ability to describe and model form in 3D using a range of materials</p> <p>I can develop an understanding of texture through practical making activities</p> <p>I can construct patterns through various methods</p>	<p>I can express and articulate an idea through sculpture</p> <p>To analyse and study artists' use of form to communicate an idea or theme</p> <p>I understand how artists manipulate materials to create texture</p> <p>I can represent feelings and emotions through patterns</p> <p>I can create sophisticated artwork using my knowledge of pattern</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Evaluating</b> (Disciplinary knowledge)  	To be able to say what I like or don't like about my artwork	To describe some of the art and design techniques I have used in my work  To be able to talk about the features I like in a piece of artwork, including my own and what I might change in my own work	To be able to talk in more detail about the techniques and materials used in my own work and the work of others  To describe how I changed or adapted my work for a specific purpose	To compare ideas, methods and approaches used in my own artwork and the work of others  To be able to use appropriate vocabulary to talk about details of the work		To explain how an idea or theme has been represented in different ways through art  To be able to use language specific to a range of techniques to evaluate my own work and the work of other artists	

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
<b>Art</b>	Significant artists, works of art and art movements.	Comparing works of art and artistic styles. Identifying common features and different approaches		How art has changed over time		Using artistic terminology, evaluating, creative expression, giving opinions, presenting	Visits to galleries, exhibitions, sculptures etc... Investigating art in different places and contexts