

Art Curriculum Overview

Key Art Knowledge - Substantive Knowledge (taken from the NC)

This substantive knowledge document covers the formal elements of line, tone, shape, colour, form, pattern and texture plus theoretical knowledge of artists.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Understanding of the World)	<u>Fabric Faces</u> Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'. Texture: Simple terms to describe what something feels like (eg. bumpy).	<u>Junk Modelling</u> Form: Modelling materials can be shaped using hands or tools.	<u>Colour Mixing</u> Colour: The names of a wide range of colours. Colours can be mixed to make new colours Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.	<u>Bug Hotels</u> Texture: Simple terms to describe what something feels like (eg. bumpy). Form: Modelling materials can be shaped using hands or tools.	<u>Boats</u> Shape: The names of simple shapes in art.	<u>Paint My World</u> Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'.
Children know that art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...						

Year 1 and 2 Year A	Drawing: Making your Mark! • Shape: Know a range of 2D shapes and confidently draw these. • Line: Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. • Texture: Know that texture means ‘what something feels like’. Know different marks can be used to represent the textures of objects. Know different drawing tools make different marks. • Knowledge of artists: Artists choose materials that suit what they want to make. • Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.	Painting and Mixed Media – Life in Colour • Colour: Know that the primary colours are red, yellow and blue and these can be mixed to make secondary colours: Red + yellow = orange, yellow + blue = green, blue + red = purple • Shape: Know a range of common shapes so they can identify and use them in their artwork. • Line: Know that using different tools or using the same tool in different ways can create different types of lines. • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Texture: Know that different tools, and how they are used, create different types of marks. • Tone: Know that there are many different shades (or ‘hues’) of the same colour. • Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. Knowledge of artists: • Some artists create art to make people aware of good and bad things happening in the world around them. • Art can be figurative or abstract. • Artists try out different combinations of collage materials to create the effect they want. Evaluating and analysing: • People use art to tell stories. • People make art about things that are important to them and make art to share their feelings. • People make art to help others understand something.	Sculpture and 3D – Clay Houses Form: Pieces of clay can be joined using the ‘scratch and slip’ technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Patterns can be made using shapes. Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.
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Year 1 and 2 Year B	<u>Drawing: Understanding Tone and Texture</u> Making skills (formal elements): • Shape: Shapes can be organic (natural) and irregular. • Shape: Patterns can be made using shapes. • Shape: Objects can be recreated by identifying and combining basic shapes. • Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Pattern: Patterns can be used to create texture. • Texture: Texture means ‘what something feels like.’ • Texture: Different marks can be used to represent the textures of objects. • Space: ‘Composition’ means how things are arranged on the page. • Space: Thinking about the relative size of different parts helps their artwork look balanced and recognisable. Knowledge of artists: • Some artists create art to make people aware of good and bad things happening in the world around them. Artists use line and tone to show how people feel. Making skills: • Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure. • Recognising that shapes and marks can be refined rather than accepting the first attempt. • Composing more complex drawings by combining shapes. • Using shading to show light and dark areas. Using the same tool to colour/shade different tones by adjusting pressure. • Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people. Evaluating and analysing: • People make art to share their feelings. People make art to explore an idea in different ways.	<u>Painting and Mixed Media – Colour Splash!</u> Making skills (formal elements): • Colour: Know that the primary colours are red, yellow and blue. • Colour: Know primary colours can be mixed to make secondary colours: red + yellow = orange, yellow + blue = green, blue + red = purple • Shape: Know a range of common shapes so they can identify and use them in their artwork. • Line: Know that using different tools or using the same tool in different ways can create different types of lines. • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Texture: Know that different tools, and how they are used, create different types of marks. • Tone: Know that there are many different shades (or ‘hues’) of the same colour. • Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. Making skills: • How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to clean a paintbrush to change colours. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to overlap paint to mix new colours. • How to use blowing to create a paint effect. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Evaluating and analysing: • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.	<u>Sculpture and 3D – Paper play</u> <u>Giant Spiders!</u> • Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three-dimensional art is called sculpture. • Shape: Know paper can be shaped by cutting and folding it. • Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. • Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.
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Year 3	<u>Painting and Mixed Media: Prehistoric Painting</u> • Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Shape: Negative shapes show the space around and between objects. • Line: Using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed. • Evaluating and analysing: Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings	<u>Craft and Design: Ancient Egyptian Scrolls</u> • Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. • Evaluating and analysing: Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate	<u>Drawing: Growing Artists</u> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines. • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. • Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. • Evaluating and analysing: People use art to help explain or teach things. People make art to explore big ideas, like death or nature.
Year 4	<u>Drawing: Power Prints</u> • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • Pattern: Patterns can be irregular and change in ways you wouldn't expect. • Knowledge of artists: Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Evaluating and analysis: Artists evaluate what they make and talking about art is one way to do this.	<u>Painting & mixed media: Light and dark</u> • Colour: Adding black to a colour creates a shade. • Adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork. • Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.	<u>Sculpture and 3D: Mega Materials</u> • Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. • Knowledge of artists: Art can communicate powerful statements about right and wrong. Artists can choose particular materials to communicate a message. • Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.

Year 5	Drawing: I Need Space • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Texture: How to create texture on different materials. • Knowledge of Artists: Artists are influenced by what is going on around them for example culture, politics and technology Artist 'borrow' ideas and imagery from other times and cultures to create new artwork Artists can choose their medium to create a particular effect on the viewer Artists can combine materials; for example, digital imagery and paint or print. • Evaluating and analysing: People can make art to fit in with popular ideas or fashions People can explore and discuss art in different ways Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	Painting & Mixed Media: Portraits • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork. • Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print. • Evaluating and analysing: People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.	Craft and design: Architecture • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Visual designs can represent big ideas like harmony with nature or peace. • Evaluating and analysing: Art, craft and design can be functional and affect human environments and experiences. People make art to portray ideas about identity. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
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Year 6	<u>Drawing: Make My Voice Heard</u> • Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. • Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. • Evaluating and analysing: Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.	<u>Painting & Mixed Media: Artist study</u> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. • Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way. • Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.	<u>Sculpture and 3D – Making Memories</u> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. • Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.
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