



# Art Skills and Knowledge Overview

KS1 and KS2 National Curriculum										
<b>Teaching sequence</b>	<ul style="list-style-type: none"> <li>study of an artist (which may include independent research)</li> <li>evaluating the artists' work to inform own art work</li> <li>experimenting and investigating with different techniques and media to develop skills</li> <li>creating own artwork, applying new techniques, skills and media to own art work</li> <li>evaluating their own artwork</li> <li>Improving work after evaluation</li> <li>Reflection and re-cap of knowledge and skills remembered and understood</li> </ul>			<b>Key Concepts - Learning, working and talking like an artist</b>	<b>Being introduced to the key terms and vocabulary that an artist would use and encouraging use of correct vocabulary when evaluating their work;</b>					
					<b>Concept</b>	<b>Explanation</b>				
					line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching.				
					shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.				
					form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone.				
					space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale.				
					colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and				
					tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter/darker tones or tints can be made by adding black or white to a				
			texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry.						
			pattern	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).						
<b>Key Concepts</b>	<b>Visual</b>			This element is that aspect of art which relates to the way we see things: through line, tone, colour, pattern, texture, shape, form and space.						
	<b>Technical</b>			This element is concerned with manipulating materials using appropriate technical skills, so that ideas and feelings are made visual through the use of media.						
	<b>Personal and conceptual</b>			This element is the communication of thoughts, feelings and emotion. Pupils need to work both from imagination and memory (the inner world) and observation (the external world).						
<b>Chronology of Art</b>	(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism m Post- Impressionism Art Nouveau Fauvism Expressionism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s)	Surrealism Abstract Expressionism Optical Art Pop Art Art Povera Minimalis	(1970 – present)	Post Modernism Feminist Neo- Expressionism Street Art Pictures Generation		

**Year 1**

What do artists, craft makers and designers have in common? - Sculpture			Art Focus Day - Drawing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching, twisting, scratching, cutting, molding, kneading and carving. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- malleable materials (materials you can easily manipulate)</li> <li>- how to shape malleable materials using fingers</li> <li>- decorative techniques</li> <li>- the tools and equipment</li> </ul> <p><b>Suggested artists:</b> Henry Moore, Andy Goldsworthy, Barbara Hepworth</p>	<p><b>Do:</b> Make sculptures out of natural materials, modroc, clay and salt dough.</p> <p><b>Know:</b> Who Andy Goldsworthy, Barbara Hepworth and Henry Moore are.</p> <p><b>Understand:</b> How to manipulate materials to create sculptures.</p>	<p>Draw light lines</p> <p>Make different types of lines in pencil (including dots and dashes).</p> <p>Draw lines with pencils (varying size and thickness).</p> <p>Look at lines in works of art</p> <p>Experimenting with line in different media (e.g. chalk, felt tips, ball-point pens etc.).</p> <p>Make different tones in pencil (use graded pencils).</p> <p>Talk about the subject before drawing.</p> <p>Use focusing devices.</p> <p>Look and draw from different viewpoints.</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- line</li> <li>- different media</li> <li>- tone</li> <li>- focusing devices</li> <li>- Viewpoints</li> </ul> <p><b>Suggested artists:</b> Edgar Degas Claude Monet Mary Cassatt</p>	<p>Draw using the skills learnt taking inspiration from artists studied.</p>
Art Focus Day - Painting			Art Focus Day - Printing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Investigate paintbrushes and making different brush strokes. Name the primary colours. Paint in primary colours. Make a colour lighter without white (changing tone in colour by using less paint and more water). Mix &amp; apply colour to convey mood.</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Primary colours</li> <li>- How to use change tone using less paint/water</li> <li>- Colour to convey mood</li> <li>- Colour wheel</li> </ul> <p><b>Suggested artist:</b> Piet</p>	<p>Create paintings using skills learnt taking inspiration from artists studied.</p>	<p>Use objects to create prints (e.g. fruit, veg, leaves, sponges to create patterns &amp; textures).</p> <p>Use body to make prints (e.g. hands/feet) overlay printed imagery with drawn imagery (e.g. draw pictures based</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Which objects can be used to make a print</li> <li>- Overlays</li> </ul> <p><b>Suggested artists:</b> MC Escher, Keith Haring</p>	<p>Create prints using the skills learnt taking inspiration from artists studied.</p>

Make a seasons shade colour wheel – lightening and darkening to represent the seasons.	Mondrian, Af Klint		upon flowers over prints made with hands/feet) Use repeated patterns.		
<b>Year 2</b>					
<b>How can we represent different landscapes using a range of materials? – Painting</b>			<b>Art Focus Day – Sculpture</b>		
<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>	<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>
Create colour wheels and colour spectrums. Record colour mixing. Change the colours by adding a little paint at a time. Explore colour families/complementary colours. Mix secondary colours: purple, greens or oranges. Create a collage using painted coloured strips. Create a painting using secondary colours. Use a range of colours in a painting.	Have an understanding of: - Colour wheel - Colour mixing - Complementary colours - Primary and secondary colours  <b>Suggested artists:</b> Boscoe Holder, Claude Monet, Pierre-Augustus Renoir	<b>Do:</b> Create paintings using primary colours, secondary colours and colour mixing. Create collages.  <b>Know:</b> Who Boscoe Holder, Claude Monet and Pierre-Augustus Renoir are.  <b>Understand:</b> Colour wheels, colour mixing, colour families and complementary colours. How to mix colours and use a range of colours in a painting.	Use a variety of techniques to create sculptures e.g. paper/cardboard/wire/masking tape/string/collage. Manipulate paper from 2D to 3D: - Folding - Tearing - Crumpling Include texture & surface decoration (collage). CROSS CURRICULAR LINK: Habitats (science topic).	Have an understanding of: - How to manipulate paper - Surface decoration  <b>Suggested artist:</b> Andrea Butler	Create sculptures using the skills learnt taking inspiration from artists studied.
<b>Art Focus Day - Drawing</b>			<b>Art Focus Day - Printing</b>		
<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>	<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>
Mark-making with mixed media (e.g. oil pastels, permanent pens – fine or broad, ball-point pens, crayons, medium size brushes). Make different lines with fine, medium and broad line pens. RECAP and EXTEND - make different tones in pencil (use graded	Have an understanding of: - Mark making - Mixed media - Tone - Texture  <b>Suggested artists:</b> Gary Hodges, Richard Symonds	Draw using the skills learnt taking inspiration from artists studied.	Press, roll, rub & stamp to make prints. Make prints by rubbing dry materials such as wax crayon or pencil crayon, over textured objects e.g. fossils/bark. Use the rubbings to make a composition. Print with plasticine. Identify & mimic print from the environment	Have an understanding of: - Stamping - Rubbings  <b>Suggested artists:</b> William Morris, Estella Scholes	Create prints using the skills learnt taking inspiration from artists studied.

pencils). Make different tones with charcoal. Make and blend marks in chalk and charcoal. Make a series of marks to represent textures (try different media e.g. dots for sandpaper, little dashes for fur, scribbly lines for wool). Make patterns with line.			(e.g. wallpapers). Use more than one colour.		
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**Year 3**

How can we express still life through different techniques? - Painting			Art Focus Day - Drawing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Recap colour wheel. Make a collage using coloured strips. Record colour mixing. Mix and paint in different whites. Add black to make a darker colour tone. Explore how to use water colours and how to make lighter colours without using white. Paint in lighter and darker tones of colour (water colour). Paint using a 'wash' (watercolours). Make marks with thickened paint using sand, sawdust, PVA glue etc. to create textured paint, patterns, shapes &amp; lines. Begin to control the</p>	<p>Have an understanding of: -Colour wheel -What happens to tone when black or white paint is mixed in -Tone through water colours -Washes -Layering -Mixed media -Texture</p> <p><b>Suggested artists:</b> Georgia O'Keeffe, Vincent Van Gogh, Henri Matisse, Maya Kopitseva, Mark Rothko</p>	<p><b>Do:</b> Create paintings with different tones. Create paintings with texture.</p> <p><b>Know:</b> Who Georgia O'Keeffe, Vincent Van Gogh, Henri Matisse, Maya Kopitseva and Mark Rothko are.</p> <p><b>Understand:</b> How to change tone and texture with paint.</p>	<p>Make different types of line in pencil Look at lines in works of art. RECAP and EXTEND – Make different lines with fine, medium and broad pens. RECAP and EXTEND - Make different tones in pencil. Use tone to sketch three-dimensional shapes. Draw heads and position of features. Drawing eyes, mouths and noses. Draw faces Full portrait (long pose).</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Line</li> <li>- Tone</li> <li>- Portraiture</li> </ul> <p><b>Suggested artists:</b> Monica Lee Diego Fazio Giorgio Morand</p>	<p>Draw using the skills learnt taking inspiration from artists studied.</p>

types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Apply colour using dotting, scratching, splashing . Use a selection of sizes of brushes, sponge brushes etc.					
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Art Focus Day - Sculpture			Art Focus Day - Printing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
Create sculptures using Modroc.	Have an understanding of: <ul style="list-style-type: none"> <li>- How to use modroc and wire to create texture/shape/form</li> </ul> <p><b>Suggested artist:</b> Marc Quinn, George Segal, Louise Bourgeois</p>	Create sculptures using the skills learnt taking inspiration from artists studied.	Collagraph printing using e.g. corrugated card, string, press print, embossed wallpaper.	Have an understanding of: <ul style="list-style-type: none"> <li>- How to create and print with cardboard collagraph prints</li> </ul> <p><b>Suggested artists:</b> Suzie MacKenzie, Akiko Taniguchi,</p>	Create prints using the skills learnt taking inspiration from artists studied.

**Year 4**

How has culture influenced artists over time? - Painting			Art Focus Day - Printing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
Show understanding of complimentary colours. Recap mixing secondary colours. Change the colours by adding a little paint at a time. Create skin tones. Paint a self-portrait using skin tones. Experiment with creating mood with colour (use colour theory).	Have an understanding of: <ul style="list-style-type: none"> <li>-Culture in art</li> <li>-What water colour paint is and the effects that can be created</li> <li>-What acrylic paint is and the effects that can be created</li> <li>-Colour wheel</li> <li>-Colour theory</li> <li>-Complimentary colours</li> <li>-Skin tones</li> <li>-Hot and cold colours</li> <li>-Art movements</li> </ul>	<b>Do:</b> Use the skills learnt to create paintings in the style of given artists.  <b>Know:</b> Who Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper and Frida Kahlo are.  <b>Understand:</b> Different art movements and a range of water colour/acrylic techniques.	Use acetate monoprinting. Use polystyrene relief printing.	Have an understanding of: <ul style="list-style-type: none"> <li>- How to create and print with polystyrene</li> <li>- How to create acetate prints</li> </ul> <p><b>Suggested artists:</b> Clare Maria Wood, Elizabeth Peyton</p>	Create prints using the skills learnt taking inspiration from artists studied.

<p>Explore colour matching. Begin to learn acrylic paint techniques. Apply acrylic paint techniques in a painting. Use light and dark within painting. Start to develop a painting from a drawing. Start to look at working in the style of a selected artist (not copying).</p>	<p><b>Suggested artists:</b> Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper, Frida Kahlo</p>				
Art Focus Day - Sculpture			Art Focus Day - Drawing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Use papier mache to make a 3D form.</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- How to scrunch, tear and build up paper to create sculptures</li> </ul> <p><b>Suggested artists:</b> Anthony Gormley, Salvador Dali</p>	<p>Create sculptures using the skills learnt taking inspiration from artists studied.</p>	<p>RECAP - Make different types of line in pencil. Cross hatching. Make different lines in charcoal. RECAP and EXTEND – Make different tones with charcoal. Make different marks with charcoal. Draw with chalk and charcoal. Draw different textures. Make patterns with line and shape. Use line patterns in a doodle. Focused looking through talking. Talk about the subject before drawing. Draw using three-dimensional and two-dimensional shapes.</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Line</li> <li>- Cross hatching</li> <li>- Tone</li> <li>- Texture</li> <li>- Pattern</li> <li>- Angles</li> <li>- Relationship between line and shape</li> </ul> <p><b>Suggested artists:</b> Shania Mcdonagh Paul Cezanne</p>	<p>Draw using the skills learnt taking inspiration from artists studied.</p>

			<p>Recognise and draw right angles and parallel lines (draw geometrical shapes).</p> <p>Use a pencil to check angles (sighting).</p> <p>See relationships between line and shape when drawing.</p> <p>Look and draw from different viewpoints.</p>		
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**Year 5**

How has portraiture changed over time, considering the use of materials? - Drawing			Art Focus Day - Sculpture		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>RECAP - Make different types of line in pencil</p> <p>Look at line in works of art.</p> <p>RECAP and EXTEND – Make different lines with fine, medium and broad line pens.</p> <p>Draw lines with different character.</p> <p>Use line to create tone</p> <p>RECAP and EXTEND – Make different tones in pencil.</p> <p>RECAP and EXTEND – Use tone to shade three-dimensional shapes.</p> <p>Talk about the subject before drawing.</p> <p>Use viewfinders to look for detail and content.</p> <p>Draw objects by looking for shapes.</p> <p>Draw using sighting (use a pencil to measure</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Types of line</li> <li>- Tone</li> <li>- Viewfinders</li> <li>- Sighting</li> <li>- Relationship between line and shape</li> <li>- Portraiture</li> </ul> <p><b>Suggested artists:</b> Dante Gabriel Rossetti Gustav Klimt Roy Lichtenstein Kehinde Wiley</p>	<p><b>Do:</b> Draw portraits in the style of given artists.</p> <p><b>Know:</b> Who Dante Gabriel Rossetti, Gustav Klimt, Roy Lichtenstein and Kehinde Wiley are.</p> <p><b>Understand:</b> Tone in drawing. Ratios and proportion when drawing portraits.</p>	<p>Use clay to create a sculpture.</p> <p>Use sophisticated tools to carve, add shapes &amp; texture:</p> <ul style="list-style-type: none"> <li>- Rolling clay</li> <li>- Squeezing clay</li> <li>- Pulling and pinching clay with fingers</li> <li>- Carving details into the clay</li> <li>- Smoothing the clay with fingers</li> <li>- Creating holes/hollows in the clay with tools</li> <li>- Joining pieces of clay together.</li> </ul>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- How to manipulate clay to create sculptures</li> <li>- Tools</li> </ul> <p><b>Suggested artists:</b> Phoebe Cummings, Beate Kuhn, Yasutaka Baba</p>	<p>Create sculptures using the skills learnt taking inspiration from artists studied.</p>

<p>angles and lengths). Learn to see the relationship between line and shape. See the relationship between line and shape when drawing. Draw heads and position of features. Draw eyes. Draw mouths and noses. Draw faces. Draw faces in profile.</p>					
Art Focus Day - Painting			Art Focus Day - Printing		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Mix colour, shades and tones with increasing confidence. Investigate paintbrushes and brush strokes. Make a colour lighter without using white: changing tone in colour. Change one colour into another. Change and blend colours by adding a little paint at a time. Mix greys. Use a range of colours in a painting. Use different brush strokes in a painting. Recap using watercolours and how to make lighter colours without using white. Paint in lighter and</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Colour, shade and tone</li> <li>- Brush strokes</li> <li>- Watercolour techniques</li> <li>- Colour palettes</li> </ul> <p><b>Suggested artists:</b> Wassily Kandinsky, Lucien Rudaux, Yayoi Kusama, Pandora Mond, Harold Ancart</p>	<p>Create paintings using skills learnt taking inspiration from artists studied.</p>	<p>Use layers of two or more colours when printing Use tinfoil printing Use string printing</p>	<p>Have an understanding of:</p> <ul style="list-style-type: none"> <li>- Layering of colour when printing</li> <li>- How to use tinfoil to print</li> <li>- How to create prints using string</li> </ul> <p><b>Suggested artists:</b> Rachel Duckhouse, Andy Warhol</p>	<p>Create prints using the skills learnt taking inspiration from artists studied.</p>



darker tones of watercolours. Sketch (lightly) before painting to combine line & colour. Create a colour palette based upon colours observed in the natural or built world.					
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**Year 6**

What can we learn from designers (over time) to influence our own fashion designs? - Drawing			Art Focus Day - Painting		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
Single and cross hatching. Create illusions with line. Use pens with nibs. Make different lines with charcoal. Draw with charcoal. RECAP and EXTEND – Make different tones with charcoal. Create tone with charcoal. Chalk and charcoal. RECAP and EXTEND – Make different marks in chalk and charcoal. RECAP and EXTEND – Draw with chalk and charcoal. Draw different textures. Make patterns with line and shapes. Use line patterns in a doodle. Collect patterns from nature. Use patterns and shapes.	Have an understanding of: <ul style="list-style-type: none"> <li>- Drawing techniques</li> <li>- Charcoal</li> <li>- Chalk</li> <li>- Textures</li> <li>- Pattern</li> <li>- Figure drawing</li> <li>- Ratios and proportion of the body</li> </ul> <p><b>Suggested artists:</b> Coco Chanel Christian Dior Mary Quant Yves Saint Laurent Vivienne Westwood</p>	<p><b>Do:</b> Figure drawings in the style of given artists.</p> <p><b>Know:</b> Who Coco Chanel, Christian Dior, Mary Quant, Yves Saint Laurent and Vivienne Westwood are.</p> <p><b>Understand:</b> How to use a range of drawing techniques to represent texture. How to accurately draw figures.</p>	Create an extended colour wheel. Record tones in colour on a colour wheel. Mix earth colours. Use acrylic paints. Use colour theory to create the illusion of distance. Create a painting with acrylic paints - landscape focus. Develop a personal style of painting, drawing upon ideas from other artists.	Have an understanding of: <ul style="list-style-type: none"> <li>- Extended colour wheel</li> <li>- Tone on a colour wheel</li> <li>- Acrylic paint techniques</li> <li>- Colour theory</li> <li>- Perspective</li> <li>-</li> </ul> <p><b>Suggested artists:</b> David Hockney, Wayne Thiebaud, Peter Doig, Etel Adnan, Richard Diebenkorn</p>	Create paintings using skills learnt taking inspiration from artists studied.

<p>from nature to create designs.          Collect patterns from different cultures or times.          Draw the whole body (a simple standing pose).          Draw different poses.          Contour figure drawing (slowly draw the outline of the figure without looking at the paper).          Gesture figure drawing (sketches of action poses).          Figure drawing from memory (seeing the figure as a whole shape).</p>					
<b>Art Focus Day - Printing</b>			<b>Art Focus Day - Sculpture</b>		
<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>	<b>Skills</b>	<b>Knowledge</b>	<b>End Points</b>
<p>Design a complex pattern by making their own stencil.          Use screen printing          Use collagraph printing.</p>	<p>Have an understanding of:          - Stencils          - Screen printing   <b>Suggested artists:</b> Swoon, Woodism</p>	<p>Create prints using the skills learnt taking inspiration from artists studied.</p>	<p>Use found objects/materials or frameworks (such as wire or molds) to provide stability or form on a large scale.</p>	<p>Have an understanding of:          - Scale and balance          - Fixtures on a larger scale          - How to build larger sculptures that remain standing   <b>Suggested artists:</b> Anish Kapoor, Jeff Koons, Damian Hirst, Joana Vasconcelos, Christo and Jeanne Claude</p>	<p>Create sculptures using the skills learnt taking inspiration from artists studied.</p>