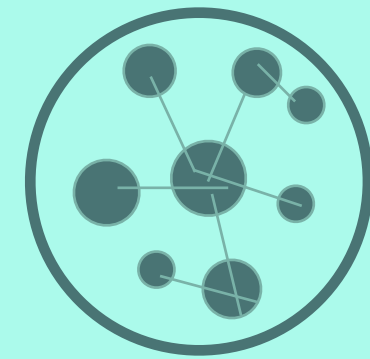


Information

Isolated facts that can have no organisational basis or links



Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge

Second Order Concepts

'The kinds of questions an Artist asks'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

Knowledge and Understanding of Artists and Designers

Who inspired this piece?
What historical or social factors affect the piece?
What does this piece make me feel?
Can I see the influence of X in this piece?

The Formal Elements

What are the formal elements?
What formal element are we focussing on?
How has X used this formal element in their work?

Explore and Develop Ideas

What media should I use?
What do I want my audience to think?
How might my piece change if add/remove/change X?

Sketchbooks

Does my sketchbook show progression from beginning of the project to the end?
Does my sketchbook present my ideas and observations?

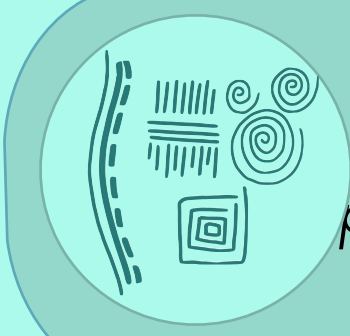
Evaluate

What do I like about my work?
How might I make changes to my work?
How does my work compare to the work of others?



Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study



Line

The path left by a moving point, varying in thickness, length and direction.

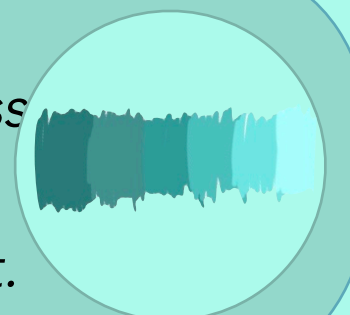
Shape

The element of art that describes an enclosed two-dimensional areas.



Tone

The lightness or darkness of something, and how light falls on a 3D object.

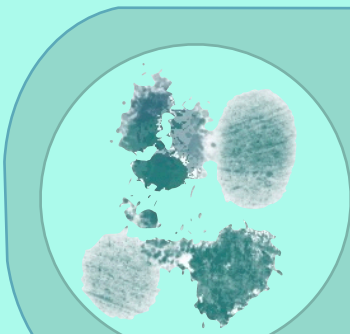
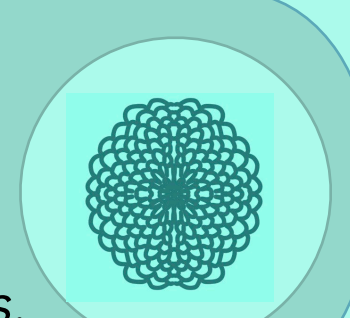


Colour

Colours can be primary, secondary or tertiary. Colours can also be in schemes, warm cool or neutral.

Pattern

A design that is created by repeating lines, shapes, tones or colours.

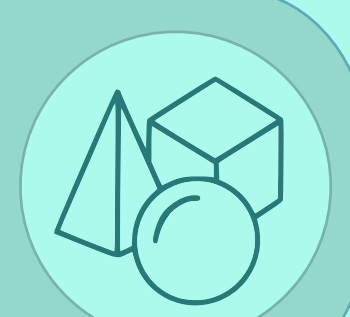


Texture

The surface quality of something, the way something feels or looks like it feels.

Form

An actual 3D shape, such as sphere, cube or cone.



Key Concepts (Big Ideas)



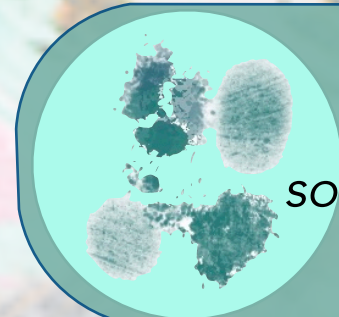
Line

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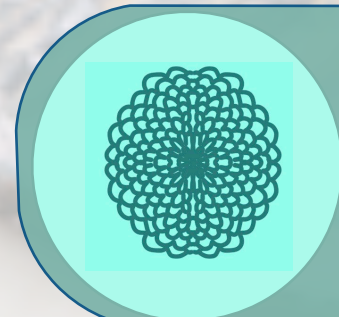
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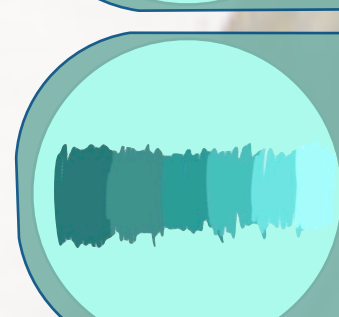
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Shape

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Form

An actual 3D shape, such as sphere, cube or cone.

EYFS	Year 1/2	Year 3/4	Year 5/6
Grow me a Story	The Stories People Tell (A) Live and Let Live (B)	Island Life (A) Land, Sea and Sky (B)	Space Scientists (B)
Over the Rainbow	The Magic Toymaker (A) Treasure Island (B)	How Humans Work (A) Scavengers and Settlers (B)	Moving People (B) Roots, Shoots and Fruits (A)
Only one Me Down in the Woods	From A to B (A) The Magic Toymaker (A) Super Humans (B)	Temples Tombs and Treasures (A) Scavengers and Settlers (B)	Moving People (B) The Great, the Bold and the Brave (A)
Only One Me Over the Rainbow	From A to B (A) Buildings (B)	Temples Tombs and Treasures (A) Island Life (A) Different Places, Similar Lives (B)	Buena Onda (B)
Grow me a Story	What is it made of? (A) Buildings (B)	Living Together (A) They Made a Difference (B) Different Places, Similar Lives (B)	Buena Onda (B) Roots, Shoots and Fruits (A)
Over the Rainbow	The Stories People Tell (A) Treasure Island (B) Live and Let Live (B)	How Humans Work (A) Land, Sea and Sky (B)	Moving People (B) AD900 (A)
Where shall we go?	What is it made of? (A) Buildings (B)	Living Together (A) How Humans Work (A) They Made a Difference (B)	World War II (B) Earth as an Island (A)

Key Concepts (Big Ideas)

Line

The path left by a moving point, varying in thickness, length and direction.

Colour

Colours can be primary, secondary or tertiary. Colours can also be in schemes, warm cool or neutral.

Texture

The surface quality of something, the way something feels or looks like it feels.

Pattern

A design that is created by repeating lines, shapes, tones or colours.

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<h3>EYFS</h3> <p>Pupils know...</p>	<h3>Year 1/2</h3> <p>Pupils know...</p>	<h3>Year 3/4</h3> <p>Pupils know...</p>	<h3>Year 5/6</h3> <p>Pupils know...</p>
<p>Lines can be curved or straight and described lines using simple terms like 'wiggly' 'straight'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>Using different tools or using the same tool in different ways can create different types of lines</p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>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.</p> <p>How line is used beyond drawing and can be applied to other art forms.</p>
<p>The names of a range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast.</p> <p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>A monochromatic artwork uses tints and shades of one colour</p> <p>Colours can be symbolic and have meanings that can vary relating to culture.</p>
<p>Simple terms to describe what something feels like eg bumpy</p>	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Collage materials can be overlapped and overlaid to add texture.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p> <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p>	<p>That a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p>	<p>Pattern can be man-made or natural.</p> <p>Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>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.</p>
<p>Know the names of simple shapes.</p>	<p>A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.</p> <p>Collage materials can be shaped to represent shapes in an image.</p>	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p> <p>How to use basic shapes to form more complex shapes and patterns.</p>	<p>Shapes can be used to place the key elements in a composition.</p> <p>How an understanding of shape and space can support creating effective composition.</p>
<p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours.</p>	<p>That 'tone' in art means 'light and dark'.</p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>Tone can help show the foreground and background in an artwork.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
<p>Modelling materials can be shaped using hands or tools</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it.</p> <p>That 'composition' means how things are arranged on the page.</p> <p>Pieces of clay can be joined using the 'scratch and slip' technique.</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>Organic forms can be abstract.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
Knowledge and Understanding of Artists and Designers	To give simple opinions about the work of an artist or designer.	To give opinions about the work of other artists or designers. To describe similarities and differences between pieces of work by other artists or designers. To recognise the styles of artists and designers and use these ideas to inform my own work. Describe the emotions conveyed by the work.	To research and appraise work of artists and designers and show their influences in my work. Show an understanding of significant artists throughout history and link my work to them. To explain the historical or cultural significance of the work of a chosen artist or art form.	To research and develop the techniques of great artists and designers and apply this in my own work. To critically analyse the work of artists, architects and designers throughout history. To explain how an idea or theme has been communicated through different forms and styles.
Possible Questions	<i>How does it make you feel? What interests me? Do I like this artwork?</i>	<i>What feelings or emotions does this piece of work convey? What does this piece of work show? What interests me about this piece of work? How is it similar or different to what I have seen before?</i>	<i>How does this piece of work make me feel? What does this? How has the artist produced this work? Why was this artwork made? How does this work compare to others I have seen?</i>	<i>What social or historical factors affect the piece of work? When and how was the work made? What materials and techniques are used? What emotions does this work convey? How does this work compare to others I have seen?</i>
Explore and Develop Ideas	To safely use and explore a variety of materials, tools and techniques to create my own artwork. Pupils learn how ideas change, grow and develop as work is produced.	Talk about the choices of tools, materials and media I have used. To develop my ideas through painting, drawing and sculpture in response to first hand observations and experiences. Begin to show confidence when working creatively.	I am able to talk about my artistic intention and how I want my audience to feel or think. I show confidence and independence when working creatively. I can develop initial ideas into final work, adapting it as it progresses.	To investigate different starting points for my work eg. nature, environment, still life, and choose which idea to develop further. To produce personal and imaginative responses to a theme. To explain how I am developing and refining my ideas using language appropriate to the style of art.
Possible Questions		<i>What tool/material would give the effect of X? What do I need at my work station?</i>	<i>How will my choice affect the audience? How might I adapt this piece of work in order to improve it? How might my work change if I added/removed x?</i>	<i>How does my choice in X represent the theme? How might I refine my work?</i>
Evaluate	To say what I like or don't like about my artwork.	Begin to talk in detail about the techniques and materials I have used in my own work and the work of others. Talk about the features I like about my artwork and what I might change. Describe how I adapted my work for a specific purpose.	To compare ideas, method and approaches used in my own artwork and the work of others, using appropriate vocabulary.	Explain how an idea or theme has been represented in a different ways through art. To use language specific to a range of techniques to evaluate my own work and the work of other artists.
Possible Questions		<i>What materials or techniques have I used? What do I like about my artwork? Why have I chosen to use X?</i>	<i>What materials or techniques have I used? How is my work similar or different to the work of X?</i>	<i>How has the theme of X been represented here? How is my work similar or different to the work of X? What has inspired this piece of work?</i>

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
Sketchbooks	N/A	<p>I can use my sketchbook to:</p> <ul style="list-style-type: none"> • Practise and try out ideas and techniques • Make records of the world around me, my ideas, thoughts, feelings and discoveries. 	<p>I can use my sketchbook to:</p> <ul style="list-style-type: none"> • Practise and try out skill and techniques • generate ideas and record thoughts and observations of experiments. • Plan out and refine work. • Record observations and research of artists and themes. • Experiment with techniques used by studied artists. 	<p>Use a sketchbook to:</p> <ul style="list-style-type: none"> • Record my thoughts and ideas, including some annotations. • Record experiments with media and try out new techniques and processes, noting what works and what doesn't. • Record observations and research of artists and themes. • Practise and try out skill and techniques • Experiment with techniques used by studied artists. •
Possible Questions		<p><i>Does my sketchbook contain all of my ideas? Is my final piece photographed and stuck in?</i></p>	<p><i>Does my sketchbook show all off my ideas? Can I see the influence of X in this experiment?</i></p>	<p><i>Does my sketchbook contain all of my ideas from start to finish? Does my sketchbook contain work individual to me?</i></p>
Making Skills including Formal Elements (Big Ideas)	<p>Pupils should learn the meaning of the words colour, line, tone, shape, texture and pattern.</p>	<p>Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Pupils should learn the meaning of the words colour, line, tone, shape, texture and pattern and begin using them in their art. They recognise when they are using formal elements and when they recognise it in artist's work, and describe how they are using that.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>