

Disciplinary Knowledge






















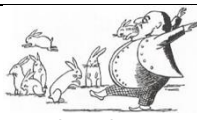














| | Year 1 | Year 2 |
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| | LKS2 | UKS2 |
| Art in context | <ul style="list-style-type: none"> Can create images in the style of an artist from history. Can discuss and describe well known artists' work and explain how their work is similar/different | <ul style="list-style-type: none"> Can use observational skills to replicate images by well known artists and explain how their work is similar/different Can explore the impact of well known artists' work on the society at the time |
| Art in Context | <ul style="list-style-type: none"> Can describe how her own work is similar and/or different to the work of well known artists and designers | <ul style="list-style-type: none"> Can describe how her own work is similar and/or different to the work of well known artists and designers. Can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Draw with pencil | <ul style="list-style-type: none"> Drawing with pencil, can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. Drawing with coloured pencil, can keep within the lines of a drawing when adding colour. Draw on different types of media. Investigate textures by describing, naming, rubbing, copying. | <ul style="list-style-type: none"> Can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. Control the types of marks made with the range of media. Can draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. |
| Drawing with charcoal /pastel | <ul style="list-style-type: none"> Can push down to make bold and strong lines and apply less pressure to make soft lines. | <ul style="list-style-type: none"> Drawing With pastel/charcoal, make faint, soft lines and apply more pressure to make stronger lines. Drawing With pastel/charcoal, can blend and smudge. Drawing can use charcoal pieces and other items to create different lines, edges and large sweeping movements |
| Drawing with pastels and charcoals | <ul style="list-style-type: none"> Can vary the thickness of lines. Can use the side to build up layers of colour. Can work on a soft paper to create an image with a set coloured background. Can work on top of a background to create detail Can apply pastel in layers to created smooth graduated tones. Can apply different amounts of blending to suggest different textures. Can create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines. Can use oil pastels as a resist before applying watercolour or ink wash. This is a good way of creating highlights. | <ul style="list-style-type: none"> Can use the tip to create detail. Can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. Can apply pastel in layers to created smooth graduated tones. Can apply different amounts of blending to suggest different textures. Can create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines. Can use oil pastels as a resist before applying watercolour or ink wash. This is a good way of creating highlights. |
| Drawing with pen and crayon | <ul style="list-style-type: none"> Can use a range of different pens to make marks. When drawing with wax crayon, can push down to make bold and strong lines and apply less pressure to make soft lines. | <ul style="list-style-type: none"> Can use different types of pen to make different types of line. Drawing can use ball-point & felt tip pens to make fine marks. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. |


























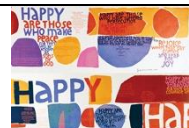



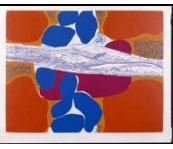






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| Drawing with pencils | <ul style="list-style-type: none"> • Can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. • Can use pressure to create hard and soft lines and use soft lines to plan a drawing • Can block colour by applying pencil strokes in the same direction. • Can control depth of colour by applying different pressures on the pencil tip. • Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show an awareness of objects having a third dimension and perspective. | <ul style="list-style-type: none"> • Can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser • Can layer colours to create depth of colour and tone. • Can work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. • Develop their own style using tonal contrast and mixed media |
| Drawing with pens. | <ul style="list-style-type: none"> • Can make a variety of lines free-flowing, sweeping, broken, faint & hard. • Can work with a variety of pen types. • Can use pens to record minute detail. • Create textures and patterns with a wide range of drawing implements. | <ul style="list-style-type: none"> • Can make a variety of lines free-flowing, sweeping, broken, faint & hard. • Can work with a variety of pen types. • Can use pens to record minute detail. • Create textures and patterns with a wide range of drawing implements. |
| KS1 | | |
| KS2 | | |
| Painting | <ul style="list-style-type: none"> • Can select the brush size and type depending on the task. • Can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. • Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. • Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Confidently create different effects and textures with paint according to what they need for the task. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. • Start to look at working in the style of a selected artist (not copying). | <ul style="list-style-type: none"> • Can create layers of paint to add detail to background colours. • Can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to develop their own style using tonal contrast and mixed media. • Recognise the art of key artists and begin to place them in key movements or historical events. |
| Painting | <ul style="list-style-type: none"> • Can hold a brush correctly and use different types and sizes of brush. • Experiment with a variety of media; different brush sizes and tools. • Explore lightening and darkening paint without the use of black or white. • Begin to control the types of marks made with the range of media. • Paint on different surfaces with a range of media. • Start to record simple media explorations in a sketch book. • Start to mix a range of secondary colours, moving towards predicting resulting colours. | <ul style="list-style-type: none"> • Can use different brush types to make different marks: lines, blobs, dots, dashes. • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Continue to experiment in lighten and darken without the use of black or white. • Begin to mix colour shades and tones. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. • Continue to control the types of marks made with the range of media. • Use a brush to produce marks appropriate to work. E.g. small brush for small marks. |

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| <p>Sculpture</p> | <ul style="list-style-type: none"> • Can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. • Can use equipment and media with confidence. Learn to secure work to continue at a later date. • Can join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. • Can record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. • Can continue to explore carving as a form of 3D art. Use language appropriate to skill and technique. • Can continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding techniques. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. | <ul style="list-style-type: none"> • Add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials • Make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Use sketchbooks Plan a sculpture through drawing and other preparatory work. • Use the sketch book to plan how to join parts of the sculpture. • Adapt work as and when necessary and explain why. • Confidently carve a simple form. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings. • Use language appropriate to skill and technique. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Explore a range of great artists, architects and designers in history and identify those who have worked in |
| <p>Sculpture</p> | <ul style="list-style-type: none"> • Can make a model using natural and man made materials to show a simple idea or using her imagination • 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 and kneading. • Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> • Can make a model using natural and man made materials to show a simple idea or using her imagination • Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. • Explore carving as a form of 3D art. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. • Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further. |
| <p>Sketchbook</p> | <ul style="list-style-type: none"> • Can use a sketchbook to record his/her observations and develop ideas. • Can annotate own designs. | <ul style="list-style-type: none"> • Can use a sketchbook to show how ideas have been improved. • Can choose a suitable format to work with: Portrait or Landscape • Can evaluate own work. |

Long Term Overview of artistic mediums

| | Year A (C) | Year B (D) | Year A | Year B | Year C | Year D |
|-----------------|-------------------------------------|------------------|-----------------|-------------------|-----------------|------------------|
| Autumn 1 | Drawing with Pencil | | | | | |
| | Colour Pencil | Sketching Pencil | Colour Pencil | Sketching Pencil | Colour Pencil | Sketching Pencil |
| Autumn 2 | Painting | | | | | |
| | Poster paint | Water colours | Acrylic Paints | Poster Paints | Water Colours | Oil Painting |
| Spring 1 | Sculpture | | | | | |
| | Papier Mache/ Mixed Modelling | Clay | Wire | Clay | Modroc | Wire |
| Spring 2 | Drawing with Pen/Ink | | | | | |
| | Felt tips | Fine liners | Ink | Fine Liners | Felt tips | Ink |
| Summer 1 | Printing | | | | | |
| | Fabric Printing | Paper Printing | Fabric Printing | Paper Printing | Fabric Printing | Paper Printing |
| Summer 2 | Drawing with Charcoal/ Oil Pastels | | | | | |
| | Charcoal | Oil Pastels | Charcoal | Oil Pastels | Charcoal | Oil Pastel |

| Year A | KS1 | KS2 | | | | |
|--------|---|---|---|---|---|--|
| Term 1 | Colour Pencil | | | | | |
| | Still Life | Portraits | | | | |
| |  Romero Britto |  Paul Cezanne |  Georgia O'Keefe |  Frieda Kahlo |  Bhavna Misra |  Chuck Close |
| Term 2 | Painting with Poster Paint | | Painting with Acrylics | | | |
| | Portraits | | | Landscapes | | |
| |  James Rizzi |  Picasso |  Corey Barksdale |  Martina Shapiro |  Richard Mayhew |  Scott Naismith |
| Term 3 | Papier Mache and Mixed Modelling | | | Wire | | |
| | Mystical and Magical | | | Nature | | |
| |  James Morrison |  Patricia Anders |  Brian Marshall |  Alexander Calder |  Ruth Asawa |  Kendra Haste |
| Term 4 | Felt Tips | | | Fine Liners | | |
| | Pop art | | | Illustrations | | |
| |  Brianna McCarthy |  Takashi Murakami |  Roy Lichtenstein |  Edward Lear |  Andrea Pippins |  Ruby Taylor |
| Term 5 | Fabric Printing | | | Fabric Printing | | |
| | Patterns in Nature | | | African Print | | |
| |  William Morris |  Matisse |  Matisse |  Amaka Osakwe |  Chris Seydou |  Adama Paris |
| Term 6 | Charcoal | | | | | |
| | Line | | | Portraits and layers | | |
| |  Dennis Creffield |  Georgia O'Keefe |  Philip Vaughan |  Delta Martin |  Ann Symes |  Nelson Makamo |

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| Year B | KS1 | | | KS2 | | |
| Term 1 | Sketching pencils | | | | | |
| | Portraits | | | Still life | | |
| |  Da Vinci |  Curtis Holder |  Picasso |  Van Gogh |  Richard Romero |  Pierre-Yves Riveau |
| Term 2 | Painting with watercolour | | | Painting with poster paint | | |
| | Landscapes | | | Portraits | | |
| |  Monet |  Elizabeth Murray |  Paul Klee |  Klimt |  Arcimboldo |  Bisa Butler |
| Term 3 | Clay | | | | | |
| | Introduction to clay | | | 3D modelling | | |
| |  Bruce Sherman |  Lorein Stern |  Louise Goodman |  Lena Arice Lucas |  Gina Lawson- Egan |  Paul Andrew Wandless |
| Term 4 | Fine liners | | | Ink | | |
| | Illustrations | | | Faces | | |
| |  Beatrix Pottter |  Manjula Padmanabhan |  Judith Kerr |  Alphonso Dunn |  Edward Ardizzone |  David Stone Martin |
| Term 5 | Paper Printing | | | Paper Printing | | |
| | Food | | | Nature | | |
| |  Alice Pattullo |  Corita Kent |  Andy Warhol |  David Hockney |  Melanie Yazzie |  Robert Blackburn |
| Term 6 | Charcoal/Oil pastels | | | | | |
| | Form | | | Emotion | | |
| |  Matisse |  Leon Kossoff |  Charles White |  Odilon Redon |  Edvard Munch |  Mateja Marinko |

