

# The Gattons Infant School.

## Art Knowledge and Skills overview

Year Group	Autumn	Spring	Summer
EYFS Curriculum expectations	<p><b>Following the Early Years Foundation Stage Framework, art skills are incorporated into focused opportunities within the following areas of learning:</b></p> <ul style="list-style-type: none"> <li><b>Expressive Arts and Design</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> <li><b>Physical Development</b> Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</li> <li><b>Communication and language</b> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.</li> </ul> <p>How could you improve it? How could you make it stronger? What could you use to help you? Who is this for? Why have you made it? What would they use it for?</p>		
	<p><b>Autumn - EYFS Knowledge</b></p> <p>I can draw a simple self-portrait in pencil I can make prints with a vegetable I can name the primary colours I can mix secondary colours I can make splatter a painting like Jackson Pollock. I can look at the work of Jackson Pollock.</p> <p><b>Artist: Jackson Pollock</b></p>	<p><b>Spring - EYFS Knowledge</b></p> <p>I can make an observational drawing of a plants I can look at the work of Henri Matisse (The Snail) I can cut paper to make a collage. I can draw a house/home</p> <p><b>Artist: Henri Matisse</b></p>	<p><b>Summer - EYFS Knowledge</b></p> <p>I can draw a self-portrait. I know how to mix colours to make lighter and darker shades. (Use celery to print scales on a fish in different shades and tones.) recapping</p> <p>I know what clay is I can mould clay</p> <p><b>Explore Frida Kahlo</b></p>
	<p><b>Autumn - EYFS Skills</b></p> <p>I know how to mark make to create a self-portrait. I know how to make patterns using vegetables to print with. I know the primary colours. I know some of the secondary colours. I know how to mix paints. I know what tools I can use to create a splatter painting. I know what an artist is. I know who Jackson Pollock is.</p>	<p><b>Spring - EYFS Skills</b></p> <p>I know what tools/resources I can use to create a drawing of a plant. I know who Henri Matisse is. I know how to use scissors to cut paper. I know how to cut shapes out of paper. I know how to join 2 pieces of paper together to create a collage.</p>	<p><b>Summer - EYFS Skills</b></p> <p>I know how to mark make to create a self-portrait.</p>

	Continuous provision: See Reception long term plan to see EAD imbedded throughout continuous provision.					
National Curriculum expectations	<p><b>The national curriculum for art and design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Key stage 1 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about 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.</li> </ul>					
	Autumn - Colour		Spring - Sculpture/collage		Summer - Drawing & Printing	
<b>Drawing skills to be taught in every lesson as a starter/warm up - see progression bank.</b>						
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
<b>Year 1</b>  <i>Colour</i> <i>Sculpture</i> <i>Drawing</i> <i>Printing</i>	<p>I can recognise primary colours</p> <p>I can mix primary colours to discover secondary colours</p> <p>I can apply colour with a range of tools.</p> <p>I can use my colour mixing skills to create a painting inspired by fire and fireworks.</p> <p><b>Artist:</b> Recap Pollock plus another artist tbc</p>	<p>I know the primary colours.</p> <p>I know how to mix primary colours to make a secondary colour.</p> <p>I know how to use tools to apply colour to make a painting.</p> <p>I know how to use tools and colour to create a painting.</p>	<p>I can make marks on a piece of clay using different tools.</p> <p>I can model clay by pinching, rolling, tearing and cutting it.</p> <p>I can join pieces of clay together.</p> <p>I can use clay to make a model friend for the Lonely Beast.</p> <p><b>Artist:</b> Introduce Joan Miro</p>	<p>I know how to create marks (crosshatching, dots, holes, patterns etc) on clay using different tools (sticks, clay tools, fabrics, natural resources, feathers etc)</p> <p>I know how to manipulate clay into different shapes by pinching, rolling, tearing and cutting.</p> <p>I can join 2 bits of clay using crosshatching and slip.</p> <p>I can use the skills I have learnt to create a friend for The Lonely Beast.</p>	<p><b>Drawing skills - observational drawings</b></p> <p><b>I can draw a self-portrait.</b></p> <p><b>Bag Printing</b></p> <p>I can create a monoprint (link to Wakehurst Visit)</p> <p>I can create a string print.</p> <p>I can create a polystyrene prints.</p> <p>I can create a picture using printing skills.</p> <p><b>Artist:</b> Recap Frida Kahlo</p>	<p>I know how to use pencils, pens, crayons, charcoals etc to draw a picture.</p> <p>I know how to look carefully and copy what I can see in front of me.</p> <p>I know how to make lines, patterns and images onto ink and a whiteboard to create a monoprint.</p> <p>I know how to create a string print by gluing string to a board and inking it up.</p> <p>I know how to use a roller to ink up a plate and print it.</p> <p>I know how to make multiple prints.</p> <p>I know how to make indents in a polystyrene tile to create an image or pattern.</p> <p>I know how to apply ink with a roller.</p>
	Autumn - Drawing/Printing		Spring - Colour		Summer - Collage	

Drawing skills to be taught in every lesson as a starter/warm up - see progression bank.						
Year 2 Recap collage/texture Printing Colour Drawing Collage/Texture	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>I can draw a self-portrait.</p> <p>I can experiment with mono printing, string printing and relief printing.</p> <p>I can create an eco print using leaves and natural resources.</p> <p>I can choose and apply my print making skills to create a fabric print.</p> <p><b>Artist:</b> Terry Runyon</p>	<p>I know how to look carefully and draw myself with detail.</p> <p>I remember how to create a monoprint, string print and relief and can experiment with these techniques to create an image.</p> <p>I can use natural resources to create an eco print.</p> <p>I can choose a printmaking technique to create an image on fabric inspired by Terry Runyon.</p>	<p>I can create my own colour wheel looking at primary and secondary colours.</p> <p>I can make a tertiary colour.</p> <p>I can find a complimentary colour.</p> <p>I can make different tints and tones.</p> <p>I can mark make using the colours I have made.</p> <p><b>Artist:</b></p>	<p>I know how to make a colour wheel by mixing colours together.</p> <p>I know how to mix 2 colours together to create a tertiary colour.</p> <p>I know which colours compliment each other.</p> <p>I know how to add white and black to create different tones in colours.</p> <p>I know how to mix colours to create my own picture.</p>	<p>I can create a collage using different textures.</p> <p>I can add textures to paint.</p> <p>I can look at textures in weaving.</p> <p>I can create a weave using different textures.</p> <p><b>Artist:</b> David Hockney</p>	<p>I know what materials I can use to create different textural effects.</p> <p>I know what materials work well when mixed to paint to create texture.</p> <p>I know how to create a weave using a loom.</p>

### Vocabulary progression

Reception	Year 1 - revisit Reception vocabulary and teach	Year 2 - revisit Year 1 vocabulary and teach
<p><b>Drawing/Paint</b></p> <p><b>Self-portraits</b> - A self-portrait is a drawing, painting, or written description that you do of yourself.</p> <p><b>Observational</b> - watching things or people.</p> <p><b>Line</b> - a long thin mark which is drawn or painted on a surface.</p> <p><b>Shape</b> - The shape of an object, a person, or an area is the appearance of their outside edges or surfaces</p> <p><b>Form</b> - the form of something is its shape.</p> <p><b>Sketch</b> - a drawing that is done quickly without a lot of details. Artists often use sketches as a preparation for a more detailed painting or drawing.</p> <p><b>Colour</b></p> <p><b>Primary colours</b> - basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue</p> <p><b>Light</b> - is the brightness that lets you see things.</p> <p><b>Dark</b> - If you describe something as dark, you mean that it is black in colour, or a shade that is close to black.</p> <p><b>Collage/Sculpture</b></p> <p><b>Texture</b> - the way that it feels when you touch it</p>	<p><b>Colour</b></p> <p><b>Warm</b> - Warm colours have red or yellow in them rather than blue or green</p> <p><b>Cool</b> - Cool colours are light colours which give an impression of coolness.</p> <p><b>Primary</b> - basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue</p> <p><b>Secondary</b> - a colour formed by mixing two primary colours</p> <p><b>Colour</b> - The colour of something is the appearance that it has as a result of the way in which it reflects light. Red, blue, and green are colours.</p> <p><b>Thick/ness</b> - Something that is thick has a large distance between its two opposite sides. It is wide.</p> <p><b>Thin</b> - Something that is thin is much narrower than it is long.</p> <p><b>Painting</b> - a picture which someone has painted.</p> <p><b>Brush/es</b> - A brush is an object which has a large number of bristles or hairs fixed to it.</p> <p><b>Sculpture/Collage</b></p> <p><b>Mould</b> - form (an object) out of malleable material</p>	<p><b>Printing</b></p> <p><b>Print</b> - Printing is a way to make many identical copies of texts and images on paper. Printing began as a way to speed up the process of making copies of books.</p> <p><b>Pattern</b> - Patterns are things that repeat in a logical way, like vertical stripes on a sweater. They can be numbers, images or shapes.</p> <p><b>Monoprint</b> - is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals</p> <p><b>Relief Print</b> - This is printing from a raised surface. A simple example of relief printing is a rubber stamp pressed into a stamp pad and pressed onto a piece of paper.</p> <p><b>Texture</b> - Texture simply means how something feels when it is touched. If you touched a piece of marble, it might feel smooth and cold. A piece of wood would feel rough. A piece of cloth or a tapestry might feel rough or smooth.</p> <p><b>Roller</b> - a roller of absorbent material, mounted on a handle, that is rolled in a trough of paint and then over the surface to be painted</p> <p><b>Eco-printing</b> - a technique where plants, leaves and flowers leave their shapes, color, and marks on fabric</p>

<p><b>Artist</b> - a person who creates pictures, painting or sculptures.</p> <p><b>Collage</b> - putting small pieces of paper or materials together to create a picture</p> <p><b>Cut</b> - using a tool to divide it into pieces, or to mark it.</p> <p><b>Roll</b> - When something rolls or when you roll it, it moves along a surface, turning over many times.</p> <p><b>Tear</b> - If you tear paper, cloth, or another material, or if it tears, you pull it into two pieces or you pull it so that a hole appears in it.</p> <p><b>Scrunch</b> - If something scrunches, it makes a loud sound as it is pressed or crushed or as it presses or crushes something else.</p> <p><b>Tools</b> - an instrument or simple piece of equipment that you hold in your hands and use to do a particular kind of work.</p> <p><b>Shape/s</b> - The shape of an object, a person, or an area is the appearance of their outside edges or surfaces</p>	<p><b>Roll</b> - when you roll it, it moves along a surface, turning over many times.</p> <p><b>Pinch</b> - to press tightly between two surfaces</p> <p><b>Smooth</b> - A smooth surface has no roughness, lumps, or holes</p> <p><b>Carve</b> - If you carve an object, you make it by cutting it out of a substance such as wood or stone</p> <p><b>Slip</b> - Slip (noun) is a liquefied suspension of clay particles in water. It differs from its very close relative, slurry, in that it is generally.</p> <p><b>3 dimensional</b> - A three-dimensional object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.</p> <p><b>Crosshatch</b> - to mark with two series of parallel lines that intersect</p> <p><b>Join</b> - a place or line where two or more things are connected or fastened together.</p> <p><b>Sculpture</b> - sculpture is a work of art that is produced by carving or shaping materials such as stone or clay</p> <p><b>Cut</b> - using a tool to divide it into pieces, or to mark it.</p> <p><b>Roll</b> - When something rolls or when you roll it, it moves along a surface, turning over many times.</p> <p><b>Coil</b> - you wind it into a series of loops or into the shape of a ring. If it coils around something, it forms loops or a ring.</p> <p><b>Texture</b> - the way that it feels when you touch it</p> <p><b>Tools</b> - an instrument or simple piece of equipment that you hold in your hands and use to do a particular kind of work.</p> <p><b>Shape/s</b> - The shape of an object, a person, or an area is the appearance of their outside edges or surfaces</p> <p><b>Drawing</b></p> <p><b>Self-portrait</b> - A self-portrait is a drawing, painting, or written description that you do of yourself.</p> <p><b>Observational art</b> - is easily defined as drawing or painting from life. Examples would include sketching a bowl of fruit (still life), drawing from a model (figurative), or drawing a street scene (landscape). The image is not taken from either a photograph or the artist's imagination, but from real life observation.</p> <p><b>Painting</b> - A painting is a picture which someone has painted.</p> <p><b>Drawing</b> - A drawing is a picture made with a pencil or pen.</p> <p><b>Pencil</b> - A pencil is an object that you write or draw with</p> <p><b>Crayon</b> - A crayon is a pencil containing coloured wax or clay, or a rod of coloured wax used for drawing.</p> <p><b>Thick/ness</b> - Something that is thick has a large distance between its two opposite sides. It is wide.</p> <p><b>Thin</b> - Something that is thin is much narrower than it is long.</p> <p><b>Line</b> - A line is a long thin mark which is drawn or painted on a surface</p> <p><b>Printing</b></p>	<p><b>Fabric</b> - Fabric is cloth or other material produced by weaving together cotton, nylon, wool, silk, or other threads. Fabrics are used for making things such as clothes, curtains, and sheets.</p> <p><b>Colour</b></p> <p><b>Warm</b> - Warm colours have red or yellow in them rather than blue or green</p> <p><b>Cool</b> - Cool colours are light colours which give an impression of coolness.</p> <p><b>Primary</b> - basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue</p> <p><b>Secondary</b> - a colour formed by mixing two primary colours</p> <p><b>Colour</b> - The colour of something is the appearance that it has as a result of the way in which it reflects light. Red, blue, and green are colours.</p> <p><b>Complimentary</b> - one of any pair of colours, such as yellow and blue, that give white or grey when mixed in the correct proportions</p> <p><b>Tertiary</b> - a colour formed by mixing a primary and a secondary colour or two secondary colours</p> <p><b>Tone</b> - the relative lightness or darkness of a colour</p> <p><b>Light</b> - is the brightness that lets you see things.</p> <p><b>Dark</b> - If you describe something as dark, you mean that it is black in colour, or a shade that is close to black.</p> <p><b>Layering</b> - letting one application of paint dry before adding another. In some painting the layers are translucent, typically with watercolours but oils and acrylics can both be translucent, and so the layers beneath affect the colour of the outcome.</p> <p><b>Drawing</b></p> <p><b>Self-portrait</b> - A self-portrait is a drawing, painting, or written description that you do of yourself.</p> <p><b>Portrait</b> - a painting, drawing, or photograph of a particular person.</p> <p><b>Sculpture/Collage</b></p> <p><b>Texture</b> - the way that it feels when you touch it</p> <p><b>Join</b> - a place or line where two or more things are connected or fastened together.</p> <p><b>Fabric</b> - Fabric is cloth or other material produced by weaving together cotton, nylon, wool, silk, or other threads. Fabrics are used for making things such as clothes, curtains, and sheets</p> <p><b>Glue</b> - a sticky substance used for joining things together</p> <p><b>Sew</b> - joining pieces of cloth together by passing thread through them with a needle.</p> <p><b>Patchwork</b> - a piece of clothing is made by sewing together small pieces of material of different colours or patterns.</p> <p><b>Repeat pattern</b> - A design for decorating a surface composed of a number of elements (motifs) arranged in a regular or formal manner</p>
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**Pattern** - Patterns are things that repeat in a logical way, like vertical stripes on a sweater. They can be numbers, images or shapes.

**Monoprint** - is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals

**Relief Print** - This is printing from a raised surface. A simple example of relief printing is a rubber stamp pressed into a stamp pad and pressed onto a piece of paper.

**Texture** - Texture simply means how something feels when it is touched. If you touched a piece of marble, it might feel smooth and cold. A piece of wood would feel rough. A piece of cloth or a tapestry might feel rough or smooth.

**Roller** - a roller of absorbent material, mounted on a handle, that is rolled in a trough of paint and then over the surface to be painted

**Repeat** - If you repeat an action, you do it again.

**Textile** - types of cloth or fabric, especially ones that have been woven.

**Design** - When someone designs a garment, building, machine, or other object, they plan it and make a detailed drawing of it from which it can be built or made

**Printing block/plate** - where the image that you are going to print is.

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