

## Art and Design Knowledge Map

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Autumn Term</b>	<p><b>Drawing:</b> Can use and hold drawing tools with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Use drawing tools to make marks, lines and curves. Draw accurate representations of people and objects. Talk about own and others work.</p>	<p><b>Textiles:</b> Begin to identify different forms of textiles (<b>weaving, sewing, collage, batik, tie dye</b>). Have experience in colouring textiles (<b>printing</b>, fabric crayons, painting). Match and sort fabrics and threads for colour, texture, length, size and shape. Explain how to thread a needle and have a go. Use more than one type of stitch (<b>running stitch, cross stitch</b>). Have some experience of weaving and understand the process and some techniques, both 3D and flat (grass through twigs, carrier bags on a bike wheel). Change and modify threads and fabrics (<b>knotting, fraying, fringing, pulling threads, twisting, plaiting</b>). Use appropriate language to describe colours, media, equipment and textures. SP: 1, 2, 3, 4, 8, 9, 10</p>	<p><b>Printing:</b> Explore printing simple pictures with a range of hard and soft materials (cork, pen lids, cotton reels, sponge). Demonstrate experience at impressed printing (drawing into ink, printing from objects). Make simple prints (mono-printing). Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief (with string and card). Experiment with overprinting motifs and colour. Begin to identify different forms of printing (books, poster pictures, fabrics) SP: 1, 2, 3, 4, 8, 9.</p>	<p><b>Textiles:</b> Show awareness and name a range of different fabrics. Use a variety of techniques (<b>printing, dyeing, weaving, stitching</b>). Create and use dyes. Apply decoration using needle and thread (different stitches, buttons, feathers, sequins). Become confident in applying colour with printing, tie dye, fabric pens etc. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics (<b>knotting, fraying, fringing, pulling threads, twisting, plaiting</b>). Record textile explorations and experimentations. Demonstrate experience in looking at fabrics from other countries. Adapt work where necessary. SP: 1, 2, 3, 4, 6, 10</p>	<p><b>Drawing:</b> Can make quick studies from observation to record action or movement with some fluency. Will investigate and experiment with formal elements (<b>line, tone, shape, texture, pattern, colour and form</b>) to make drawings that convey meaning. Apply the technical skills they are learning to improve the quality of their work (e.g.) select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades). Develop different drawing techniques (<b>hatching, cross-hatching, stippling, blending, shading, erasing</b>) and make sensible choices about what to do next. Develop use of <b>scale, proportion and perspective</b>. Use drawing to design and plan sculptures, paintings or prints. Produce increasingly accurate drawings of people. SP:1, 2, 3, 4, 5, 8</p>	<p><b>Sculpture/3D work:</b> Work in a safe and organised way, caring for equipment. Plan how to join parts of a sculpture, securing work to continue at a later date. Develop skill in applying Modroc to a framework or over other constructed foundations. Demonstrate experience in freestanding work using a range of media. Recognise sculptural forms in the environment. Use recycled, natural and manmade materials to create sculptures. Solve problems and discuss possible solutions as they occur. Use language appropriate to skill and technique. Adapt work as and when necessary and explain. Compare approaches and styles. Make a <b>slip</b> to join two piece of clay. Continue to model and develop work through combination of <b>pinch, slab and coil</b>. Use language appropriate to skills (<b>slip and score, pinch, coil, slab</b>) SP: 1, 2, 3, 4, 7</p>	<p><b>Printing:</b> Use tools in a safe way. Develop ideas from a range of sources. See positive and negative shapes (positive shapes occupy positive space. The area around positive shapes, the background, is negative space). Demonstrate experience in a range of printmaking techniques. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques (using stencils, rolling out ink and placing paper on top then drawing onto paper). 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. Develop their own style using tonal contrast and mixed media. SP: 1, 2, 3, 4, 5, 9</p>

Artists and links	Vincent Van Gogh, Georges Seurat, Bridget Riley, Barbara Hepworth.	Anni Albers weaving, African/Indian weavers.	Berenice Sydeny, Naum Gabo	Adire (African textiles)	Edgar Degas (movement), Antony Gormley (people), Giacometti (people), Gwen Josh (people)	Elisabeth Frink, Giacomo Balla, Carl Andre, Henry Moore.	Ernst Ludwig Kirchner
Autumn Term	<p><b>Printing:</b> Take rubbings (leaf, brick, coin ect.). Create simple pictures by printing from objects. Develop simple patterns by printing using objects.</p>	<p><b>Collage:</b> Cut and tear paper and card. Sort and gather materials they need. Sort materials according to texture and colour. Begin to identify types and textures of fabric and materials for collage. SP: 1, 2, 3, 4, 8, 9, 10</p>	<p><b>Collage:</b> Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. Use repeating patterns. Begin to identify different types and textures of fabric and materials for collage. SP: 1, 2, 3, 4, 7, 8, 9.</p>	<p><b>Painting:</b> Experiment with <b>monochromatic</b> paint scales using the terms <b>tint</b> (adding white), <b>shade</b> (adding black), and <b>tone</b> (adding black and white). Begin to explore <b>complimentary colours</b>. Demonstrate increasing control of the types of marks made and experiment with different effects and textures (<b>blocking in colour, washes</b>, thickened pain creating textual effects). Record experiments and explorations. Confidently create different effects and textures with paint according to what they need for the task. Use a brush to produce marks appropriate to the work (small brush for detail). SP: 1, 2, 3, 4, 6</p>	<p><b>Painting:</b> Mix paint with an understanding of <b>primary, secondary and monochromatic colours</b>, select and use these appropriately. Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes and thickening paint</b>. Use light and dark within painting and show an understanding of <b>complementary colours</b>. Produce work 'in the style; of an artist. Use a brush with control to produce marks appropriate to the work e.g. small brush for detail. Alternate brush size depending on background and foreground. SP: 1, 2, 3, 4, 5, 8</p>	<p><b>Textiles:</b> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Demonstrate experience in 3D weaving. Continue to gain experience in batik. Demonstrate experience in combining techniques t produce end piece (stitching into printed fabric). Design, plan and decorate a fabric piece. Change and modify threads and fabrics. Recognise different forms of textiles and express opinions on them. Identify artists who have worked in a similar way. Adapt their work according to their views and describe how they might develop it further. SP: 1, 2, 3, 4, 10</p>	<p><b>Drawing:</b> Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail. Develop their use of the effect of light on objects and people from different directions. Can convey tonal qualities well, showing good understanding of light dark on <b>form</b>. Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices. Increased accuracy in the use of <b>scale, proportion and perspective</b>. Drawings of people and in particular faces, more accurate. SP: 1, 2, 3, 4, 5, 6, 7</p>
	Artists and links	Chinese rubbings.	Derek Gores	Ben Giles, Dolan Geiman	Mark Rothko, Diego Rivera, Indian Miniatures, Georgia O'Keefe, Abstract Art, Expressionism, cave paintings (Lascaux and Altamira)	Todd Lockwood (dragons), Edward Hopper (light and dark), Rembrandt van Rijn (detail, light and dark)	Nigerian tie dye, Java batiks, Rosalind Freeborn.

Spring Term	<p><b>Painting:</b> Colour mixing, selecting colour, variety of tools to apply paint, work from direct observation, talk about their work.</p>	<p><b>Sculpture/3D work:</b> Design and plan the final outcome of their piece before making. Experiment with a variety of malleable media such as clay, papier mache, salt dough and Modroc. Use equipment and media with increasing confidence. <b>Shape, form, join, construct</b> and model materials for a purpose (pot, tile from observation or imagination). Manipulate malleable materials in a variety of ways (<b>rolling, pinching, kneading</b>). Impress and apply simple decoration techniques (<b>impressed, painted, applied, carved</b>). Select and use tools and equipment safely and in the correct way. Use surface patterns/textures when appropriate. SP: 1, 2, 3, 4, 7</p>	<p><b>Drawing:</b> Use <b>line and tone</b> to represent objects seen, imagined or remembered. Experiment with different drawing techniques (<b>hatching, stippling, blending, shading, erasing</b>) and make sensible choices about what to do next. Select particular techniques for a given purpose. Exercise care and control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip). Talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to the art work. SP: 1, 2, 3, 4, 5, 6.</p>	<p><b>Drawing:</b> Explore <b>shading</b>, using different media to achieve a range of light and dark tones, black to white. Use <b>line, tone, patterns, colour, texture, shape</b> and mark with care to represent things seen, imagined or remembered. Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance. Experiment with different drawing techniques (<b>hatching, cross-hatching, stippling, blending, erasing, shading</b>) and make sensible choices about what to do next. Can create line drawings with care and can begin to draw in <b>scale</b> applying rules of simple <b>perspective</b>. Experiment with the potential of various pencil grades. Develop drawing faces with increased accuracy. SP: 1, 2, 3, 4, 5, 6</p>	<p><b>Sculpture/3D work:</b> Use equipment and media with confidence, safely and in an organised way. Learn to secure work to continue at a later date. Construct simple base for extending and modelling. Join two parts of sculpture successfully. Produce and decorate models. Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures. Use language appropriate to skill and technique. Adapt work as and when necessary and explain why. Apply Modroc to a framework. Make a <b>slip</b> to join two pieces of clay. Produce patterns/textures that are more intricate. Produce larger pieces using <b>pinch/slab/coil techniques</b>. Use language appropriate to the skill and technique. SP: 1, 2, 3, 4, 6, 7, 9</p>	<p><b>Collage:</b> Use ceramic mosaics to produce a piece of art, overlap different materials, combine visual and tactile qualities to express mood and emotion. SP: 1, 2, 3, 4, 8, 9, 10</p>	<p><b>Collage:</b> Justify the materials they have chosen. Combine pattern, tone and shape. Combine visual and tactile qualities to express mood and emotion. SP: 1, 2, 3, 4, 5, 10</p>
Artists and links	Giuseppe Arcimbold – topic Pier Mondrian, Van Gogh, Claude Monet, Seurat, Georgia O’Keefe. Book illustrator – Zoltan Szabo	Henry Moore, African, Native American.	Georgia O’Keefe, William Morris, Robert Furber, Winifred Nicholson, Vincent Van Gogh.	Durer (Praying Hands), Jane Wells Loudon, Raoul Dufy, Keika Hasegawa, Giorgio Morandi	Christo and Jeanne Claude.	Fred Tomaselli	Annegret Soltau, Ben Giles

	<p><b>Sculpture/3D work:</b> Explore malleable media such as clay, papier mache, salt dough, playdough and sand. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently. Build a construction/sculpture using a variety of objects from observation or imagination. Consider their final outcome before making.</p>	<p><b>Painting:</b> Recognise and name <b>primary and secondary colours</b>. Experiment with <b>primary colours</b> and create the <b>secondary colours</b>. Start to mix a range of <b>secondary colours</b>, moving towards predicting resulting colours. Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects. Begin to control the types of marks made with the range of tools. Paint onto a different range of surfaces with a range of tools. SP: 1, 2, 3, 5, 6, 9</p>	<p><b>Textiles:</b> Begin to identify different forms of textiles (<b>weaving, sewing, collage, batik, tie dye</b>). Have experience in colouring textiles (printing, fabric crayons, painting). Match and sort fabrics and threads for <b>colour, texture, length, size and shape</b>. Explain how to thread a needle and have a go. Use more than one type of stitch (<b>running stitch, cross stitch</b>). Have some experience of weaving and understand the process and some techniques, both 3D and flat (grass through twigs, carrier bags on a bike wheel). Change and modify threads and fabrics (<b>knotting, fraying, fringing, pulling threads, twisting, plaiting</b>). Use appropriate language to describe colours, media, equipment and textures. SP: 1, 2, 3, 4, 8, 9, 10</p>	<p><b>Collage:</b> Cut accurately the material they need. Overlap materials to create layers. Experiment using different colours. Use mosaics. Use montage. SP: 1, 2, 3, 4, 8</p>	<p><b>Printing:</b> Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in fabric printing. Use a sketchbook to record media explanations and experimentations as well as try out ideas, plan colours and collect source material for future works. Explore the range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. SP: 1, 2, 6, 9</p>	<p><b>Printing:</b> Use tools in a safe way. Develop ideas from a range of sources. See positive and negative shapes (<b>positive shapes occupy positive space, The area around positive shapes, the background, is negative space</b>). Demonstrate experience in a range of printmaking techniques. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques (using stencils, rolling out ink and placing paper on top then drawing onto paper). 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. Develop their own style using tonal contrast and mixed media. SP: 1, 2, 3, 4, 6, 9</p>	<p><b>Sculpture/3D work:</b> Work in a safe and organised way, caring for equipment. Plan how to join parts of a sculpture, securing work to continue at a later date. Develop skill in applying Modroc to a framework or over other constructed foundations. Demonstrate experience in freestanding work using a range of media. Recognise sculptural forms in the environment. Use recycled, natural and manmade materials to create sculptures. Solve problems and discuss possible solutions as they occur. Use language appropriate to skill and technique. Adapt work as and when necessary and explain. Compare approaches and styles. Make a <b>slip</b> to join two piece of clay. Continue to model and develop work through combination of <b>pinch, slab and coil</b>. Use language appropriate to skills (<b>slip and score, pinch, coil, slab</b>) SP: 1, 2, 3, 4, 5, 9, 10</p>
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Artists and links	Barbara Hepworth – fossils. Andy Goldsworthy.	Gustav Klimt, Franz Marc, Paul Klee, David Hockney, Arcimboldo.	Textiles from different cultures	Richard Hamilton, Dolan Geiman	Jasper Johns, Angie Lewin Adinkra art	Sally Mckay, Matisse, Edward Bawden	Maya stelae and sculptures. Have opportunity to explore modern and traditional artists using ICT and other resources.
Summer Term	<p><b>Collage:</b> Cut and tear paper and card. Gather and sort materials they need. Show experience in fabric collage (layering fabric).</p>	<p><b>Drawing:</b> Can draw carefully in <b>line</b> from observation, recording shapes and positioning all marks/features with some care. Explores <b>tone</b> using different grades of pencil, pastel and chalk. Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip). Use a variety of drawing techniques (<b>hatching, scribbling, stippling and blending</b>). Observe and draw landscapes. Observe and draw patterns. Encourage drawings of people to focus on more accurate observations of faces, limbs etc. Talk about their own work and that of others. SP: 1, 2, 3, 4, 5, 6, 9.</p>	<p><b>Painting:</b> Confidently mixes <b>primary colours</b> to make <b>secondary colours</b>. Investigate mixing a wider variety colours to create different tones (adding white and black to a colour), share their discoveries with others. Begin to control the types of marks made with a range of painting techniques (<b>layering, mixing media and adding texture</b>). Use a brush with control to produce marks appropriate to the work (small brush for detail). SP: 1, 2, 3, 4, 7.</p>	<p><b>Sculpture/3D work:</b> Use equipment and media with confidence, safely and in an organised way. Learn to secure work to continue at a later date. Construct simple base for extending and modelling. Join two parts of sculpture successfully. Produce and decorate models. Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures. Use language appropriate to skill and technique. Adapt work as and when necessary and explain why. Apply Modroc to a framework. Make a <b>slip</b> to join two pieces of clay. Produce patterns/textures that are more intricate. Produce larger pieces using <b>pinch/slab/coil techniques</b>. Use language appropriate to the skill and technique. SP: 1, 2, 3, 4, 7</p>	<p><b>Textiles:</b> Show awareness and name a range of different fabrics. Use a variety of techniques (<b>printing, dyeing, weaving, stitching</b>). Create and use dyes. Apply decoration using needle and thread (different stitches, buttons, feathers, sequins). Become confident in applying colour with printing, tie dye, fabric pens etc. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics (<b>knotting, fraying, fringing, pulling threads, twisting, plaiting</b>). Record textile explorations and experimentations. Demonstrate experience in looking at fabrics from other countries. Adapt work where necessary. SP: 1, 2, 3, 4, 6, 9, 10</p>	<p><b>Painting:</b> Colour wheel to show <b>complimentary colours</b>, confidently control the types of marks made and experiment with different textures and effects (<b>blocking in colour, washes, thickening paint</b>). Mix and match colours to create atmosphere and light effects e.g. <b>monochromatic colours</b>. Mix <b>colour, shades and tone with confidence</b>. Show movement through paint e.g. rivers to show movement. SP: 1, 2, 3, 4, 5, 6</p>	<p><b>Textiles:</b> Use a variety of techniques, e.g. <b>printing, dyeing, weaving and stitching</b> to create different textural effects. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Demonstrate experience in 3D weaving. Continue to gain experience in batik. Demonstrate experience in combining techniques to produce end piece (<b>stitching into printed fabric</b>). Design, plan and decorate a fabric piece. Change and modify threads and fabrics. Recognise different forms of textiles and express opinions on them. Identify artists who have worked in a similar way. Adapt their work according to their views and describe how they might develop it further. SP: 2, 3, 4, 5, 9</p>

Artists and links	Kurt Schwitters	Arcimboldo, Marta Gottfried, Edward Henry Pottthast, William Hogarth, Edvard Munch	Jackson Pollock, Bridget Riley, Claude Monet, Aboriginal Art, Georgia O'Keefe.	Alexander Calder, George Segal, Jim Leach, Kinetic, recycled/found object sculptures from Africa and India	Kazuhiro Takadoi, Ulla Stina Wikander, Richard Box	Laurence Stephen Lowry, Matisse, Rene Margritte, Claude Monet, Vincent Van Gogh.	Have opportunity to explore modern and traditional artists using ICT and other resources.
Summer Term	<p><b>Textiles:</b> Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric using different implements (fabric pens, paints, sticking on buttons). Have a go at threading a needle. Show experience in simple stitch work. Show experience in simple weaving (paper, twigs).</p>	<p><b>Printing:</b> Explore printing simple pictures with a range of hard and soft materials (cork, pen lids, cotton reels, sponge). Demonstrate experience at impressed printing (drawing into ink, printing from objects). Make simple prints (mono-printing). Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief (with string and card). Experiment with overprinting motifs and colour. Begin to identify different forms of printing (books, poster pictures, fabrics) SP: 1, 2, 3, 9.</p>	<p><b>Sculpture/3D work:</b> Design and plan the final outcome of their piece before making. Experiment with a variety of malleable media such as clay, papier mache, salt dough and Modroc. Use equipment and media with increasing confidence. <b>Shape, form, join, construct and model materials</b> for a purpose (pot, tile from observation or imagination). Manipulate malleable materials in a variety of ways (<b>rolling, pinching, kneading</b>). Impress and apply simple decoration techniques (<b>impressed, painted, applied, carved</b>). Select and use tools and equipment safely and in the correct way. Use surface patterns/textures when appropriate. SP: 1, 2, 3, 4, 7,</p>	<p><b>Printing:</b> Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in fabric printing. Use a sketchbook to record media explanations and experimentations as well as try out ideas, plan colours and collect source material for future works. Explore the range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. SP: 1, 2, 3, 4, 9</p>	<p><b>Collage:</b> Combining visual and tactile qualities. Overlapping materials. Using mosaics to produce a pattern, experiment using different colours and materials. SP: 1, 2, 3, 4, 6</p>	<p><b>Drawing:</b> Continue to use the correct vocabulary (<b>line, tone, shape, texture, pattern, colour, form</b>). Drawings show an understanding of the effect of light on objects and people. Confidently experiment with different ways of using a tool or material that is new to them. Develop use of different drawing techniques (<b>hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulum</b>) within their work and make sensible choices about what to do next. Use of scale, proportion and perspective more accurately. Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs. Produce increasingly accurate drawings of people. SP: 1, 2, 3, 4, 5</p>	<p><b>Painting:</b> Introduce the idea of <b>tertiary colours (primary + secondary)</b> and <b>harmonious colours</b>. Look at different <b>tints</b> (colours with white added) and <b>shades</b> of a pure hue (colour). Work in a sustained and independent way to develop own style of painting. Purposely control the types of marks made and experiment with different effects and textures (blocking in colour, <b>washes</b> and thickening paint to create textual effects). <b>Mix colour, shades and tones</b> with confidence building on previous knowledge, understanding which works well in their work and why. Take a real scene and interpret in an abstract style: SP: 1, 2, 3, 4, 5, 6, 8, 10</p>

<b>Artists and links</b>	Kay Fasset Matisse	Eman Alhashemi	Barbara Hepworth, Hans Arp, Louise Nevelson, Naum Gabo	Roy Lichtenstein, Andy Warhol, Anita Klein.	Hannah Hoch, Robert Rauschenberg	Zaha Hadid (architect), Edgar Degas, Marcel Duchamp (nude descending a staircase), Pedro Figari, Stephen Wiltshire.	Francis Bacon, Frida Kahlo, Pablo Picasso, Antony Gormley, Vincent Van Gogh, Max Beckmann, Lichtenstein, Andy Warhol, Laurence Stephen Lowry.
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