

Art – Skills and Knowledge Grid – Class 1

Topic	Vocabulary	Knowledge	Artists
Formal Elements of Art	Composition, Abstract, Wavy, Vertical, Horizontal, Cross hatch, Wavy, Waves, Water, Lines, Primary colours, Secondary colours, Impasto.	I can create abstract art I know that abstract art is artwork made from colour, shape and pattern rather than objects which we recognize I know that abstract art uses a lot of shapes I can create an abstract piece using different colours and shapes in an interesting way I can create a line drawing I can create a work of art in the style of a modern artist I can experiment with different resources to create different lines I can use lines to create a drawing I know that lines can be used in different ways I can draw lines to look like water I can use a variety of different materials to make different types of marks I can add plants and creatures to bring art to life I can work collaboratively on one large piece of art I know that there are three primary colours: red, yellow and blue I know that primary colours can be mixed to create the secondary colours (purple, orange and green) I can apply paint carefully so that the colours do not run into one another	
Art and Design Skills	Pattern, Shape, Kaleidoscope, Form, Texture, Space, 2D shapes, 3D shapes, Abstract, Contemporary, Drawing mediums, Narrative, Printing, Shade, Tudor style house, Shade, Form, Print, 2D	I think carefully about the items I choose to print with I know the right amount of paint to use I can use a variety of colours in my printing I can create simple block designs or patterns when printing I know that yellow and blue mixed together make green I know that mixing different yellows and blues make different shades of green I can mix at least five different shades of green I can make a print of a Tudor house in the Great Fire of London I can use two different printing techniques to make my print I can draw around a variety of shapes I know that my shapes can overlap I can experiment variety of different media in this piece I can say which medium I prefer and why I can look at a picture in detail and talk about it I can remember that artists tell stories in their artwork, whether it is realistic or abstract and that art can be about your feelings I know that looking hard at a picture helps me to see details and understand the artwork	Louis Wain

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Topic	Vocabulary	Knowledge	Artists
<p>Collage using different media</p>	<p>Horizon, Landscape, Sea, Beach, texture, Colour, Tint, Shade, Collage</p>	<p>I can identify the key features of a landscape Cutting complex shapes using scissors safely and carefully Drawing lines to represent the horizon line and the sea Composing a beach scene using shapes provided and my imagination I can identify different textures in a scene I can find appropriate materials to create different textures and apply appropriate textures to a well known painting I can create different tints and shades and use them to paint I can use different tints and shades to create a tonal representation of the sea and sky I understand that light colours stand out more and darker colours recede I can reproduce and apply an artist's colour range to my own work I can mix colours to match those I've seen I can apply the colours carefully with a paintbrush I can create details using controlled painting and other materials and objects I can paint areas of dark and light I can use a small brush to paint details I can use other objects and materials to add further details</p>	<p>Vincent Van Gough</p>
<p>Sculptures and Collages</p>	<p>Pattern, Etching, Insect, Exoskeleton, Invertebrate, 3D, Collage, Pattern, Symmetry, sculpture,</p>	<p>I can create a pattern from clay I can sketch a pattern from observations, using lines, curls and circles I can use moulding clay/plasticine to create a sculpture I can work carefully to make sure that my patterns are even and regular I know how to use etching tools to create my patterns I can create a 3D model of a creature can select natural materials that I think will make an interesting piece of art I can arrange the materials in a meaningful way and explain their placement in my final composition I can plan and create a sculpture as a class I can work cooperatively I can create different parts of a sculpture I can secure parts of the sculpture together I know that 3D sculpture can be created from a range of materials I can paint our class sculpture I can use different tools to paint with I can paint onto 3D surfaces using appropriate methods</p>	

Art – Skills and Knowledge Grid – Class 2

Topic	Vocabulary	Knowledge	Artists
Art and Design Skills	Clay, Template, Slip, Repeating, Pattern, Weave, Material, Shade, Sketch, Rollercoaster, Brush, Paint, Draw	<p>Craft – Clay I can create repeating patterns into clay in the same way that I used them in my printing pattern I know that clay is a material that can only be used when it is flexible and wet</p> <p>Craft – Weaving I know that fabric is made from weaving I can fold a horizontal piece of paper into eight sections I can fold a vertical piece of paper into six sections I can cut along folded accurately with scissors I can thread strips of paper to create a weave patterns</p> <p>Shading I can control my pencil to create dark and light tones I know that I must take care to shade with no gaps I know that I must not to go over the lines</p> <p>Painting – Roller coaster ride I can use a comfortable grip when holding a brush I know how to load a paint brush with the correct amount of paint I can work carefully to control my brush I can use a flowing stroke when painting</p> <p>Learning about – Drawing for fun I know that art can be enjoyable however good I think I am I can appreciate other people's drawings I can suggest ways to improve my own work and other peoples</p>	
Formal Elements of Art	Repeating Pattern, Pattern, Tessellation, Overprinting, Rubbing, Frottage, 3D, Drawing, Dada, Surrealism, Pop Art, Tone, Shade	<p>I know that a pattern is created by repeating lines, shapes, tones or colours I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design I can choose everyday items to paint with and use them to create a repeating pattern. I know how to take a rubbing and can identify different textures when creating a picture. I know that the tool that I use will change how my rubbing looks I can use colour to create different effects I can carefully tear my rubbings into shapes I know that 'tone' means the lightness or darkness of something I can experiment with pencils to create different tones I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</p>	Max Ernst, Ed Ruscha

Art – Skills and Knowledge Grid – Class 2

Topic	Vocabulary	Knowledge	Artists
<p>Human Form</p>	<p>Alphabet, Letterforms, Dexterous, Skull, Pattern, Trace, Sketch, Face, Features, Beauty, Collage, Self-portrait, Pegs, Figures</p>	<p>I can recognise facial features in a skull I can accurately trace outlines I can add extra detail by drawing what I see I know that the term collage means 'a collection of materials or objects covering a surface' I know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness I can create a collage of facial features I know that Julian Opie is a British artist I can create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair I can detail facial features using only dots and small lines I know that Edwina Bridgeman is a craftsperson who makes figures from objects I can make a clothes peg figure of my own using a variety of materials I can make connections between my work and the work of Edwina Bridgeman</p>	<p>Damien Hirst, Julian Opie, Edwina Bridgeman</p>
<p>Sculpture</p>	<p>Superhero, Pose, Wire, Limbs, Torso, Joints, Emoji, Face, Features, , Comic, Pop Art, Primary colours, Tone, Print, Pastels, Shadowing</p>	<p>I can create a superhero sculpture by: Bending wire/pipe cleaners into a superhero shape or by using plasticine to make arms legs and a body. I can show awareness of the proportions of limbs in my sculpture I know that the parts of the face that convey most emotion are the: eyes, mouth, eyebrows and I can create different expressions by altering these features I can use materials to add texture to my art work I can create a dot matrix effect in the style of Lichtenstein I can create shadow effects within the artwork by outlining the figures in black I can use pastels to add colour in areas not already filled with comic collage or fingerprint dots I can blend two primary pastel colours to make a secondary colour I can shade tones to the edge with few gaps and with a neat finish</p>	<p>Roy Lichtenstein</p>

Art – Skills and Knowledge Grid – Class 3

Topic	Vocabulary	Knowledge	Artists
<p>Art and Design Skills</p>	<p>Cartoon, Characters, Tint, Shade, Tone, Outline, Sketch, 3D, Craft, Puppet, Sock, Shadow</p>	<p>Learning about – Carl Giles I know that Carl Giles is a cartoonist I can draw my family in a minimalist, graphical/cartoon style</p> <p>Painting – Tints and Shades I know the meaning of: Tone (the areas of dark and light in a painting or photograph) Tint (to make a colour lighter) Shade (to make a colour darker) I know I can make a tint by adding white to a colour I know I can make a shade by adding black to a colour I can use tints and shades of a colour to paint from light to dark I can paint neatly and smoothly I can compare my work to the work of an artist</p> <p>Drawing – My toy story I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these I can 'tidy up' my sketched lines with a rubber when happy with my shape I can complete my drawing by adding: detail texture colour</p> <p>Craft and Design – Puppets I can use a variety of materials to make a puppet figure in three dimensions using craft materials I can make the various parts of my puppet to the correct proportions I can sketch a design of my sock puppet before I make it I can cut and stick with precision</p>	<p>Carl Giles, Diego Velazquez</p>

Art – Skills and Knowledge Grid – Class 3

Topic	Vocabulary	Knowledge	Artists
<p>Formal Elements of Art</p>	<p>Geometric, Shapes, Geometry, 2D, 3DWire, Sculpture, Shading, Tone, shading, Tone, Light, Dark</p>	<p>I can recognise and accurately draw simple shapes in objects I can identify objects made from shapes in my environment and draw from observation I know that: In nature objects are usually formed from wavy lines and Man-made objects consist of straight lines I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry' I can bend, manipulate and join wire to create shapes I can use smaller pieces of wire to add features I can work safely with the tools and equipment I am using I know that 'tone' refers to the light and dark areas of an object or artwork I can hold my pencil properly when shading by: using the side of the pencil and holding it flat to the paper</p> <p>I can apply the four rules of shading:</p> <ol style="list-style-type: none"> 1. Shading in ONE direction 2. Creating smooth, neat, even tones 3. Leaving NO gaps 4. Ensuring straight edges <p>I know that 'tone' refers to the light and dark areas of an object or artwork I am able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading I can blend tones gradually so that there aren't any sudden changes from dark to light</p>	<p>Carl Giles, Diego Velazquez</p>

Art – Skills and Knowledge Grid – Class 3

Topic	Vocabulary	Knowledge	Artists
Prehistoric Art	Prehistoric, Caves, Animals, Charcoal, Rubbing, Cave Artists, Stone Age, Pigment, Composition, Handprint, Negative Image, Positive Image	<p>I know the process of making art in prehistory</p> <p>I know that prehistoric people painted with muted earth colours</p> <p>I can start to understand why early man created art</p> <p>I can identify key 2D shapes in an image</p> <p>I can identify and collect coloured natural items to paint with</p> <p>I can investigate which natural items make the most successful colours</p> <p>I can create paints using all-natural ingredients as cave artists did</p> <p>I can mix paint to create a range of natural colours</p> <p>I can experiment with techniques to create different textures</p> <p>I can add fine detail using smaller brushes</p> <p>I can create natural colours using paint</p>	Cave Artists
Craft	Weave, Warp, Weft, Natural, Synthetic, Loom, Mood board, Decorate, Palette	<p>I know what a mood board is</p> <p>I can show what is important to me through the creation of my own mood board</p> <p>I know the process of tie-dyeing</p> <p>I can secure the ties tightly</p> <p>I know the similarities between tie-dyeing and wax resist</p> <p>know that Warp mean the threads running top to bottom (longitudinally) and Weft means the threads running side to side (laterally- weaving over and under the warp threads)</p> <p>I know how to weave</p> <p>I can weave with a range of materials</p> <p>I can sew a running stitch</p> <p>I can cut fabric neatly and accurately</p>	

Art – Skills and Knowledge Grid – Class 4

Topic	Vocabulary	Knowledge	Artists
<p>Art and Design Skills</p>	<p>Optical Illusions, Portrait, Landscape, Chinoiserie Pottery, Willow Pattern, Soap Carving, Sculpture, Texture, Brushstrokes, Perspective, Geometry, Curator, Exhibition, Still Life, Sketch, Dark, Light</p>	<p>Design – Optical Illusions I know that lenticular printing gives an optical illusion I know that this illusion is created using two images I can create an image using the principles of lenticular printing I can score lines safely</p> <p>Design – Willow Pattern I know about the creation of the willow pattern I can choose three parts from a story to use in my willow pattern design I can make my own willow pattern design by: drawing the three parts of my story using undiluted ink to add detail using a water wash to add lighter tones adding an outline to my plate</p> <p>Craft – Soap Sculptures I can draw a design for a three-dimensional piece I can work with the material safely and creatively to make a recognisable object I can use tools and my hands to carve, model and refine my sculpture</p> <p>Painting – Paul Cezanne I have analysed paintings by the artist Paul Cézanne and can remember key facts about his work I can paint in the style of Paul Cézanne by: mixing colours as he did using the same brushstroke techniques</p> <p>Drawing – Still Life I can work in a group to create an interesting still-life arrangement I can sketch an outline of the still life objects using symmetry lines I know that 'tone' means the lightness or darkness of something I can use light, medium and dark tones to make the drawing look three dimensional I can add highlights to my drawing</p>	<p>Thomas Minton, Barbara Hepworth, Paul Cezanne, Giorgio Morandi</p>

Art – Skills and Knowledge Grid – Class 4

Topic	Vocabulary	Knowledge	Artists
<p>Formal Elements of Art</p>	<p>Charcoal, Mark-making, Abstract, Playdough, Print, Pattern, Tessellation, Pattern, 2D Shapes, Symmetry, Compass</p>	<p>I can experiment with charcoal to create different textures and effects I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique I can make a printing block using playdough I can press an object into the block to create texture and pattern I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand I can make my own stamp using geometric and mathematical shapes I can use my stamp to create prints I can make my prints unique through my use of colour and pattern I can experiment in print using: Repeating patterns Symmetrical patterns A simple symmetrical figure I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern I know that a compass is used to make circles I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern I know that people have used the flower of life pattern for thousands of years</p>	<p>Thomas Minton, Barbara Hepworth, Paul Cezanne, Giorgio Morandi</p>
<p>Every Picture tells a story</p>	<p>Pattern, Narrative, Shape, Tone, Role-play, Abstract</p>	<p>I know that artists tell stories in their artwork and that art can be about feelings I can describe the formal elements in a picture I can understand and describe the story behind a painting I can create a drawing based on a famous piece of art</p>	<p>David Hockney, Paula Rego, Edward Hopper, Pieter Bruegel, Fiona Rae</p>

Art – Skills and Knowledge Grid – Class 4

Topic	Vocabulary	Knowledge	Artists
<p>Sculpture</p>	<p>Maracas, Repeating Pattern, Zig-Zag, Symmetrical, Action Painting, Wax-Resist, Drums, Timbre, Composition, Collage, Facial Features, Sculpture, Recycled, Reused, 3D, Landfill</p>	<p>I can see further uses for recycled materials I can create circular prints of consistent size and shape I can draw recognisable musical notes and symbols I can use wax resist to create a pattern I know that pitch is affected by the size of the object struck I can create a musical themed design or pattern I can create a collage of contrasting images I can recognise the work of Arcimboldo I can neatly cut out and arrange sections of a sculpture I know about the work of Sokari Douglas Camp I can create a sculpture from reused materials I can discuss how recycling or reusing material helps the environment</p>	<p>Sam Francis, Arcimboldo, Sokari Douglas Camp, El Anatsui</p>

Art – Skills and Knowledge Grid – Class 5

Topic	Vocabulary	Knowledge	Artists
Art and Design Skills	Drawing, Pattern, Gradation, Tone, Shading, Designer, Invention, Innovation, Portrait, Sketch, Form, Shape, Texture, Line, Collage, Dynamic colours, Blend, Trace, Scale, Grid, Paint, Draw, Sketch, Illustration	<p>I can use fine control with a pencil to make a detailed and analytical observational drawing</p> <p>I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there</p> <p>I can add tonal gradation using a 2B pencil</p> <p>I can use my imagination to brainstorm ideas for an invention that has a set purpose</p> <p>I can develop and communicate my ideas through notes and drawings</p> <p>I can select one idea and draw this in full – including annotations</p> <p>I can successfully draw a portrait using the continuous line method</p> <p>I can use text to add detail to my portrait:</p> <ul style="list-style-type: none"> varying the size of the words varying the size of individual letters placing the letters artistically <p>I can lay out a simple collage by selecting the most interesting elements</p> <p>I can glue my collage in place when I am happy with the final composition</p> <p>I can draw and colour the collage accurately from composition</p> <p>I can adjust my drawing in light of mistakes</p> <p>I can correct any rough edges or gaps in my colouring</p> <p>I can make a grid on paper</p> <p>I can draw an enlarged version of the section I have chosen by scaling it to a larger size</p> <p>I can paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting</p> <p>I can sketch my initial thoughts and ideas based on a given theme</p> <p>I have successfully used visualisation and my imagination to think of an original idea for a picture</p> <p>I can develop my ideas into a successful piece of artwork</p>	Paul Klee

Art – Skills and Knowledge Grid – Class 5

Topic	Vocabulary	Knowledge	Artists
Formal Elements- Architecture	Architecture, Design, Houses, Sketching, Shading, Monoprint, Abstract, House, Features, Pattern, Perspective, Elevation, Amphitheatre, Rain-forest, Temple, Monument, Legacy	I can successfully draw a picture of a house from observation I can look closely at details such as roof tiles and bricks to interpret them accurately I can evaluate my print composition I can create a clear print I can describe Hundertwasser's work and recognise it I can reimagine buildings in this style I can add colours and motifs to a design to transform the look of a building I can design a building based on an architectural style I can use perspective view, a plan view or front elevation to draw my design I can design a building based on a theme or to suit a specified purpose I can design a monument to symbolise a person or event	Friedensreich Hundertwasser
Every Picture Tells a Story	British Values, Immigration, Graffiti, Mural, Public Art, Racism, Inkblot, Pattern, Emoji, Facial Expressions, Tableau, Companionship, Support, Sketching, Tone, Shape	I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values I can use limited materials to create a symmetrical abstract image I can use my imagination to interpret and add detail to my image I can create a message (with meaning) using purely visual symbols I know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that I can express how a piece of artwork makes me feel I can compare events in a piece of artwork to current news and the 'Fundamental British Values' I can demonstrate my understanding of the composition and meaning of a piece of artwork through a drama activity I can see the importance of 2D drawings in developing three dimensional work I know that I can also develop ideas through exploring shape and form I can use 2D drawings and explore shape form to develop my own ideas for 3D work	Banksy, Hermann Rorschach, Andy Warhol, John Singer Sargent, Magdalene Odundo

Art – Skills and Knowledge Grid – Class 5

Topic	Vocabulary	Knowledge	Artists
<p>Design for Purpose</p>	<p>Coat of Arms, Shield, Armour, Symbol, Design, Features, Sketch, Shape, Bright Colours, Pattern, Diagram, Modify, Consumable, Product, Purpose, USP, Slogan, Purpose, Concept, Designer</p>	<p>Within a shape I know what a coat of arms is and how symbols represent a person I understand the context of design throughout human history I know that a design requires both planning and purpose I know that designers start with ideas and rough drawings before finalising their designs I can work collaboratively to a design brief and present ideas and designs clearly in a visual format I know that designs can be reviewed and modified as a project develops I understand how advertising, words, USP and packaging help to sell a product and to give it an identity I can investigate and understand the use of language when naming a design product I can design a product based on a word I know that products have USP (unique selling points) I can communicate through spoken and visual language to 'sell' a product</p>	<p>Morag Myerscough, Luke Morgan</p>

Art – Skills and Knowledge Grid – Class 6

Topic	Vocabulary	Knowledge	Artists
<p>Impressionism Painting</p>	<p>Impressionism, Claude Monet, Painting, Brush, Zentangle method, Pattern, Shape, Print-ing, Repeated, Reverse system, Hat, Design, Prototype, Realism, Symbolism, Character, Oil paint</p>	<p>I know some of the motivations and techniques of impressionist and post-impressionist painters I know not to leave any white areas within my painting I can paint skilfully by mixing complex colours I can apply the paint in the style of Claude Monet</p> <p>Drawing and Craft – Zentangle Patterns and Printing I know how to transfer my drawn zentangle pattern onto a polyprint/poly-styrene tile I know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used I can create a design matrix by drawing different zentangle patterns I can apply an even layer of ink onto the tile I can create a repeat pattern</p> <p>Design – Making a Hat I know how the design process works and can successfully use it I can create a prototype I can review, evaluate and modify ideas as the design develops I can share my ideas verbally and through quick sketches I can work as part of a team on a working model by reviewing, evaluating and modifying design ideas</p> <p>Evaluating – Edward Hopper I can analyse and evaluate artwork using the following fundamental element: 'Say what you see'/scene Technique Form and Shape Colour and light The title</p>	<p>Claude Monet, William Morris, Edward Hopper</p>

Art – Skills and Knowledge Grid – Class 6

Topic	Vocabulary	Knowledge	Artists
<p>Make My Voice heard</p>	<p>Graffiti, Street art, Wildstyle tag, Mural, Portrait, Features, Shading, Pastel, Halo technique, Chiaroscuro technique, Guernica, First World War, Spanish Civil War, Composing, Painting, Clay, Sculpture, Features</p>	<p>I know there are different styles of graffiti art I know that the work of the artist Kathe Kollwitz is based on difficult experiences I can create my own graffiti tag I can add a 3D shadow to my tag I can draw a series of lines to create a simple portrait of a face I can use Kathe Kollwitz as an inspiration to add to these lines to show an emotional expression I can use charcoal to add shadows to my portrait drawing I know about some of the symbolism used in Picasso's 'Guernica' I can plan and create a drawn composition in the style of Picasso's 'Guernica' by:</p> <p style="padding-left: 40px;">using symbols in my artwork to convey a message considering where the tones of black, grey and white are used to create effect</p> <p>I can use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' I know how to use masking tape to create a straight line I can create a sculpture of a head using clay I know to keep clay malleable using a drop of water I can convey a message or emotion in my sculpture by:</p> <p style="padding-left: 40px;">using clay sculpting tools adding facial features using additional pieces of clay and attaching these to the head</p>	<p>Banksy, Käthe Kollwitz, Pablo Picasso, Mark Wallinger</p>

Art – Skills and Knowledge Grid – Class 6

Topic	Vocabulary	Knowledge	Artists
	<p>Photomontage, Composition, Dada, Macro Photography, Saturate, Desaturate, Tones, Self-portrait, Selfie, Expression, The Scream</p>	<p>I can create a photomontage image by selecting images and creating a new image with them I know that a photomontage is a collection of images put together to create a final piece I can select images and create a composition I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps I can make decisions about cropping, editing and presentation of photographic images I know that artists use photography to record and observe, I understand the terms macro, and monochromatic I can take photographs in different poses which show different expressions I can develop one of these into a line drawing, using continuous line I can develop a self-portrait from a photograph and understand how this can be used to create expression in an image I can combine photography with learning how to draw a portrait I can take photographs in different poses which show different expressions I know that paintings and photographs can express emotion I can replicate the mood and expression of a painting</p>	<p>Hannah Höch, Edward Weston, Edvard Munch</p>
<p>Still Life</p>	<p>Still Life, Composition, Negative medium, Shade, Underpainting, Hue, Tone, Memory box, Graphic representations</p>	<p>I can draw from observation with a focus on line and form I know that my sketches are not the finished article and I can do several attempts I can use charcoal and chalk to show light and shadow I can create a piece of abstract art I can create clear lines and shapes I can use other materials to draw with I know what is meant by a negative image I can paint with attention to form line and layout I know how to mix colours to create the hue that I need I know how to mix darker and lighter tones I can represent ideas graphically, combining words and graphics I can justify my choice of graphics and words I can create a box from pieces of thick paper/card</p>	<p>Paul Cezaanne, Jaromír Funke, Iberê Camargo</p>