




EYFS – art and design



	 EYFS Core Knowledge
Use materials	<ul style="list-style-type: none"> • Have opportunities of experimenting with a range of media • Be familiar with creating models and joining different objects to make a sculpture (model) • Have experience playing with a range of materials at home as well as in EYFS • Explored using IT packages at home on iPads as well as in school
Drawing	<ul style="list-style-type: none"> • Be familiar with mark making and attempting early drawings • Have experience using felt-tipped pens and other drawing resources • Be given freedom to explore different pencils, without formality





Key stage 1 – art and design



	Retrieval	Year 1	Retrieval	Year 2
Use materials	<ul style="list-style-type: none"> In EYFS, children will have had opportunities of experimenting with a range of media They will be familiar with creating models and joining different objects to make a sculpture (model) They will have experienced playing with a range of materials at home as well as in EYFS They may well have explored using IT packages at home on iPads as well as in EYFS settings 	<ul style="list-style-type: none"> Know how to cut, roll and coil materials Know how to use IT to create a picture Select, cut, assemble, tear, stick and collage different materials 	<ul style="list-style-type: none"> Pupils have had some formality when using clay and other malleable materials They have been directed to use a specific IT package, used by the school, to create art Pupils will have experience of leaf and bark rubbings and the language and texture 	<ul style="list-style-type: none"> Know how to create a printed piece of art by pressing, rolling, rubbing and stamping Know how to make a coil clay pot Know how to join two clay finger pots together Be able to use 'slip' when making joins in clay Know how to use different effects within an IT paint package
Drawing	<ul style="list-style-type: none"> Children will be familiar with mark making and attempting early drawings They will also have experienced using felt-tipped pens and other drawing resources They have been given freedom to explore different pencils, without formality 	<ul style="list-style-type: none"> Know how to show how people feel in paintings and drawings Know how to use pencils to create lines of different thicknesses in drawings 	<ul style="list-style-type: none"> Pupils' drawings show greater understanding of the subject at hand and be more detailed It is useful for teachers to make use of the 'Goodenough' stages of drawing development to see what they should expect from 5 and 6 year olds 	<ul style="list-style-type: none"> Know how to show how people feel in paintings and drawings Know how to use pencils to create lines of different thickness in drawings





Key stage 1 – art and design



EYFS Core Knowledge	
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none">• Explore the use of paint with different brushes or sponges• Experience the use of fingers, hands and feet to print• Investigate the use of sticks in watery mud, etc.• Experience a range of patterns in their play such as repeating patterns and growing patterns





Key stage 1 – art and design



	Retrieval	Year 1	Retrieval	Year 2
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> Children will have explored the use of paint with different brushes or sponges Children have experienced the use of fingers, hands and feet to print Children have investigated the use of sticks in watery mud, etc. Children have experienced a range of patterns in their play such as repeating patterns and growing patterns 	<ul style="list-style-type: none"> Know how to create moods in art work Know the names of the primary and secondary colours Know how to create a repeating pattern in print Be able to create rubbings (from a print or textured surface) Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas) 	<ul style="list-style-type: none"> Pupils have experienced mixing paint both formally and informally in Year 1 They should be able to name the primary and secondary colours and be able to explain which colours mix together to give colours like orange and purple Pupils should be familiar with a range of tools, including thin and thick brushes as well as sponges and rollers They should have has experience of observing something before attempting to draw or paint it 	<ul style="list-style-type: none"> Know how to mix paint to create all the secondary colours Know how to create brown with paint Know how to create tints with paint by adding white Know how to create tones with paint by adding black Match and make new colours Explore wash, strokes, layers, blending, splash and drip techniques





Lower key stage 2– art and design



	Retrieval	Year 3	Retrieval	Year 4
Drawing, painting and sculpture	<ul style="list-style-type: none"> By the end of Year 2, pupils should be familiar with a range of pencils, for example 8B, 4B, HB and know what they would use each for Pupils should be able to use thin and thick brushes to create different textures and different shades They have experimented with tones and tints by adding white and black to their original colour They have experienced printing by using pressing, rolling, rubbing and stamping They have experienced creating a wash by using water and a small amount of paint and know how to apply this 	<ul style="list-style-type: none"> Know how to show facial expressions in art. Know how to use different grades of pencil to shade and to show different tones and textures Know how to create a background using a wash Know how to use a range of brushes to create different effects in painting Lift an impression or print from a textured or incised surface (using a stamp or block and water based printing ink and prepared surfaces) 	<ul style="list-style-type: none"> Pupils are very familiar with a range of pencils to include at least one H pencil (perhaps 2H) They are experienced at creating different shades and patterns with these pencils They should now be confident to apply a wash and know about letting the wash dry before applying thicker paint onto the background They should also know that in most cases washes are applied with a thick brush They should know how to over-print and create more than one colour with the same artefacts They should be familiar with rolling clay and how to join clay using slip 	<ul style="list-style-type: none"> Know how to show facial expressions and body language in sketches and paintings Know how to use marks and lines to show texture in art Know how to use line, tint, tone, shape and colour to represent figures and forms in movement Know how to show reflections in art Know how to print onto different materials using at least four colours Create a surface pattern by repeat printing a motif or simulate a repeating pattern using digital technology Know how to sculpt clay and other mouldable materials





Upper key stage 2– art and design



	Retrieval	Year 5	Retrieval	Year 6
Drawing, painting and sculpture	<ul style="list-style-type: none"> • Pupils are familiar with a range of pencils and know what each is able to do in terms of shade and sharpness • Their drawings of people show detail so that the mood is clear • Drawings of people are proportioned well and in line with the expectations outlined in 'Goodenough' • They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work • They are able to mix paint to a desired colour and know how to use white and black to create tints and shade • They should be able to join clay using slip and create models in clay where joining is required • They should be familiar with a range of IT painting programs 	<ul style="list-style-type: none"> • Know how to use shading to create mood and feeling • Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement • Know how to express emotion in art • Know how to create an accurate print design following given criteria • Explore wash and transparency, marks and strokes when painting 	<ul style="list-style-type: none"> • Pupils should make an effort to ensure that drawings created during art lessons and drawings they create during humanities lessons are of equal quality • Pupils should be able to create facial expressions in their drawing of people • When drawing a person, they should know about proportion and keep to it • Their paintings are more sophisticated with water colour and acrylic paint being used effectively • They know about using view finders to give them greater accuracy • Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work 	<ul style="list-style-type: none"> • Know how to overprint to create different patterns • Know which media to use to create maximum impact • Use a full range of pencils, charcoal or pastels when creating a piece of observational art





EYFS – art and design



EYFS Core Knowledge	
Study of a range of artists	<ul style="list-style-type: none"> • Encourage discussion around pieces of art work children may have in their own homes (both 2D and 3D) • Talk about these pieces with parents and grandparents and encourage explanation of what they like or dislike about them. • Talk about famous artists' work and start the process of formal appraisal. • Display their own work and encourage them to feel proud of their efforts. • Have discussions around what they like about their art work those of their friends.





Key Stage 1 – art and design



	Retrieval	Year 1	Retrieval	Year 2
Study of a range of artists	<ul style="list-style-type: none"> • There is a good possibility that children will have come across pieces of art work in their own homes (both 2D and 3D) • They have talked about these pieces with parents and grandparents and may be able to explain what they like or dislike about them • In EYFS children will have talked about famous artists' work and started the process of formal appraisal • They have displayed their own work and felt proud of their efforts • They have said what they like about their art work by their friends 	<ul style="list-style-type: none"> • Describe what can be seen and give an opinion about the work of an artist • Ask questions about a piece of art 	<ul style="list-style-type: none"> • Pupils should be confident in offering their opinions about certain art work and should be able to explain why they like or even dislike a piece of art and give clear reasons • They may be able to start interrogating the art and talk about colour used and the subject in general • They should be confident enough to ask questions and to offer opinions about any piece of art being studied 	<ul style="list-style-type: none"> • Suggest how artists and creative practitioners have used colour, pattern and shape • Know how to create a piece of art in response to the work of another artist • Pupils develop views and ideas, using this to inform their own creative actions





Lower Key Stage 2 – art and design



	Retrieval	Year 3	Retrieval	Year 4
Study of a range of artists	<ul style="list-style-type: none"> Pupils are familiar with interrogating a piece of art work and to talking about technique as well as use of colour, form, pattern and shade They will also have considered art from different parts of the world, i.e., African art They will have already responded to the techniques used by an artist by creating their own piece using some of the artists' techniques 	<ul style="list-style-type: none"> Know how to identify the techniques used by different artists and creative practitioners Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods 	<ul style="list-style-type: none"> At this stage, pupils should be familiar with comparing the work of at least two artists and be able to talk about what they like in each and about the techniques employed by each They will have considered ideas they have learned from artists and used their sketchbooks to try new ideas out before applying this to a final piece They should have expanded their knowledge of art from different cultures and started to consider art produced during different historical periods 	<ul style="list-style-type: none"> Experiment with the styles used by other artists and creative practitioners Explain some of the features of art from historical periods Know how different artists developed their specific techniques





Upper Key Stage 2 – art and design



	Retrieval	Year 5	Retrieval	Year 6
Study of a range of artists	<ul style="list-style-type: none"> Pupils have begun to develop an expertise of knowledge about certain artists and can explain what their intentions were, for example, Picasso and Dali Although they are beginning to take account of the technique of various artists, they are more confident to make partial use of this technique in their own art, giving them greater variation 	<ul style="list-style-type: none"> Research the work of an artist or creative practitioner and use their work to replicate a style Know reasons why artists and designers work in the way they do and make decisions Use the study of an artist to inform creative actions 	<ul style="list-style-type: none"> Pupils get engrossed in researching about famous artists and creative practitioners They understand the artists' motives in creating the art they did and can see the impact it has on a final piece of art They recognise the importance of using sketchbooks for investigating different techniques and ideas and willingly use this as an important part of their planning 	<ul style="list-style-type: none"> Explain the style of art used and how it has been influenced by a famous artist Know what a specific artist is trying to achieve in any given situation Know why art can be very abstract and interpret what message the artist is trying to convey





Lower Key Stage 2 – art and design



	Retrieval	Year 3	Retrieval	Year 4
Using sketchbooks	<ul style="list-style-type: none"> Pupils are familiar with the concept of a sketchbook having used a 'floor book' system in EYFS and key stage1 to experiment with different ideas 	<ul style="list-style-type: none"> Know how to use sketches to produce a final piece of art Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others 	<ul style="list-style-type: none"> Pupils should be familiar with the concept of a sketchbook and are beginning to see it as a place where they can have a record of their ideas based on a range of stimuli They have captured a range of pencil patterns using different pencils from 8B to HB They have started to experiment with ideas based on the work of famous artists They have recorded some of their ideas that have resulted from using IT paint packages 	<ul style="list-style-type: none"> Know how to integrate digital images into artwork Use sketchbooks to help create facial expressions Use sketchbooks to experiment with different texture Use photographs to help create reflections





Upper Key Stage 2 – art and design



	Retrieval	Year 5	Retrieval	Year 6
Using sketchbooks	<ul style="list-style-type: none"> At this stage, it is hoped that pupils are constantly making references to their sketchbooks and are also using it to experiment with new ideas They are able to record ideas about pattern, texture and shade They can also use photographs and start to look at ways of capturing thoughts and ideas that may have started from the photograph 	<ul style="list-style-type: none"> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art 	<ul style="list-style-type: none"> At this stage, pupils should be referring to their sketchbooks without being prompted to do so They have many ideas linked to texture, pattern, shade, etc. – some will be used in subsequent pieces of art work but others will have been dismissed The important point is that they are confident enough to explore and experiment They should also be confident to explore emotion in different media They also have a record of a range of artists that they have come across and will note the techniques that they have used 	<ul style="list-style-type: none"> Explain why different tools have been used to create art Explain why chosen specific techniques have been used Know how to use feedback to make amendments and improvement to art Know how to use a range of e-resources to create art

