

## Art Knowledge Map

		Nursery	Year R	Year 1	Year 2
<b>Drawing</b>	Knowledge	<ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate marks and patterns when drawing. Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Investigate marks and patterns when drawing.</li> <li>• Identify similarities and difference between drawing tools.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• Combine materials when drawing</li> </ul>	<ul style="list-style-type: none"> <li>• That a continuous line drawing is a drawing with one unbroken line.</li> <li>• Properties of drawing materials e.g.; which ones smudge, which ones can be erased, which ones blend. How to:</li> <li>• Hold and use drawing tools in different ways to create different lines and marks.</li> <li>• Create marks by responding to different stimulus such as music.</li> <li>• Overlap shapes to create new ones.</li> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing.</li> <li>• Complete a continuous line drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Use three different grades of pencil in their drawing (4B, 8B, HB) –drawings of castles, ferns and feathers</li> <li>• Use charcoal, pencil and pastels</li> <li>• Create different tones using light and dark</li> <li>• Show patterns and texture in their drawings- shields, experiment bark rubbings with different textures</li> <li>• Use a viewfinder to focus on a specific part of an artefact (pewter jug)before drawing it</li> </ul>

	Key Vocabulary	Pencil, finger, coloured pencils, pastels, chalk, thick, thin, wavy, straight	Pastels, paint, felt tips, crayons, chalk	Line – straight, curved, spiral, continuous, cross-hatch, diagonal, dots, horizontal, wavy, vertical, texture movement, slow, fast Scale, large, small drawing, sketch Materials, Graphite, pencil, chalk pastel, oil pastel, blending, Body, hand, wrist, elbow, shoulder, Artist, inspiration, Observation, reflect, discuss, share, 3D shape, 2 D shape, mark-making, charcoal, circle	Line – horizontal, vertical, diagonal, curved. Tone, Explore, collect, present, arrange, composition Observational drawing, pressure, Sense of touch Wax resist, graphite, watercolour tone, Intention, reflect, present, discuss, feedback similarity, difference
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<p style="text-align: center;"><b>Painting &amp; Mixed Media</b></p>	<p style="text-align: center;">Knowledge</p>	<p>Explore paint, using hands as a tool.</p> <ul style="list-style-type: none"> <li>● experience natural painting tools.</li> <li>● Investigate natural materials eg paint, water for painting.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe colours and textures as they paint.</li> <li>● Explore what happens when paint colours mix.</li> </ul> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <ul style="list-style-type: none"> <li>● Respond to a range of stimuli when painting.</li> <li>● Use paint to express ideas and feelings.</li> <li>● Explore colours, patterns and compositions when combining materials in collage.</li> </ul>	<ul style="list-style-type: none"> <li>● Combine primary coloured materials to make secondary colours.</li> <li>● Name secondary colours in paint.</li> <li>● Choose suitable sized paint brushes.</li> <li>● Clean a paintbrush to change colours.</li> <li>● Print with objects, applying a suitable layer of paint to the printing surface. <ul style="list-style-type: none"> <li>● Overlap paint to mix new colours.</li> </ul> </li> <li>● Use blowing to create a paint effect.</li> <li>● Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Mix a variety of shades of a secondary colour.</li> </ul> <p>Make tints by adding white.</p> <p>Make tones by adding black</p> <ul style="list-style-type: none"> <li>● Match colours seen around them.</li> <li>● Create texture using different painting tools.</li> <li>● Make textured paper to use in a collage.</li> <li>● Choose and shape collage materials e.g. cutting, tearing.</li> <li>● Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>● Add painted detail to a collage to enhance/improve it.</li> </ul> <p>Use different kinds of materials on their collage and explain why they have chosen them</p>
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	Key Vocabulary	<p>Pastel, paint, felt tips, crayons, chalk, glue, sticks, sponges, brushes, fingers, mix, change</p>	<p>Colour, red, blue, yellow, green, orange, purple, black, white, grey, pink, brown Paint, brush, water pot Rub, press, print</p>	<p>Primary colours, red, blue, yellow, Colour mixing, secondary colours, watercolour, wash, shade, shape, space, texture, thick, pattern, mix, print</p>	<p>Primary colours, secondary colours green, purple orange, hue Brushwork, gesture Expressionism, abstract, still life Intention, imagination, invent, composition Impression, emotion, reaction Similarity, difference, discuss, reflect, feedback, shade, shape, patter</p>
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<b>Craft and Design</b>	Knowledge	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li> <li>• Join different materials &amp; explore different textures</li> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Use variety of construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment to create different textures</li> <li>• Use tools to create different textures</li> <li>• Use a range of materials to create different textures</li> <li>• Manipulate materials to have a planned effect</li> </ul>	<p>Group fabrics and threads by colour and texture</p> <ul style="list-style-type: none"> <li>• Group fabrics and threads by colour and texture,</li> <li>• Gather and sort the materials they will need</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabric using glue – Mother’s Day Cards</li> <li>• Sew fabrics together – Christmas Decorations</li> <li>• Create part of a class patchwork</li> <li>• Create individual and group collages – Mother’s Day &amp; Father’s Day</li> <li>• Use different kinds of materials on their collage and explain why they have chosen them</li> <li>• Use repeated patterns in their printing</li> </ul> <p>Key artist - Hundertwasser</p>
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	Key Vocabulary	Feel, handle, feel, size, look, smell	Rubbing, print, press, lift Pattern, repeating pattern, texture, feel, rough, smooth, bumpy, soft, hard, fabric Join, glue, glue stick	Artist, illustrator, observation, sculpture, sculptor collage, transform, fold, tear, crumple, cut, arrange, composition Installation, collaboration, present, reflect, share, discuss	Artist, printmaker, architect, designer, Print, press, pressure, plate, impression, relief print paint, primary colours, secondary colours, green, orange, purple Shape, line, arrangement Form, structure, balance, pattern, sequence, image, model, scale, 3D, construct, experience, response
Sculpture and 3D		<ul style="list-style-type: none"> <li>● Begin to use simple one handed modelling tools to cut and shape soft materials eg. playdough, clay.</li> </ul> <p>Explore use of playdough and other simple malleable materials.</p>	<p>Explore the properties of clay.</p> <ul style="list-style-type: none"> <li>● Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make.</li> <li>● Problem-solve and try out solutions when using modelling materials.</li> <li>● Develop 3D models by adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to roll and fold paper.</li> <li>● Cut shapes from paper and card.</li> <li>● Cut and glue paper to make 3D structures.</li> <li>● Decide the best way to glue something.</li> <li>● Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>● Make larger structures using newspaper rolls</li> </ul>	<ul style="list-style-type: none"> <li>● Smooth and flatten clay.</li> <li>● Roll clay into a cylinder or ball.</li> <li>● Make different surface marks in clay.</li> <li>● Make a clay pinch pot/Diva pot</li> <li>● Mix clay slip using clay and water.</li> <li>● Join two clay pieces using slip. <ul style="list-style-type: none"> <li>● Use hands in different ways as a tool to manipulate clay.</li> </ul> </li> <li>● Use clay tools to score clay</li> </ul>

	Key Vocabulary	Handle, feel, manipulate, pull, size, look, smell	Tape, glue, staple, tool, handle, construct	Pinch, roll, coil, slab, model, sculptures	Sculptor, material, media, sculptures
Use of IT			<ul style="list-style-type: none"> <li>• Use a simple painting program to create a picture</li> <li>• Use tools like fill and brushes in a painting package</li> <li>• Go back and change their picture</li> </ul>	<ul style="list-style-type: none"> <li>• Create a picture independently</li> <li>• Use simple IT mark-making tools, e.g. brush and pen tools</li> <li>• Edit their own work</li> <li>• Take different photographs of themselves displaying different moods</li> <li>• Change their photographic images on a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Use the printed images they take with a digital camera and combine them with other media to produce art work - Warhol</li> <li>• Use IT programs to create a piece of work that includes their own work and that of others (using web)</li> <li>• Use the web to research an artist or style of art</li> </ul>

<b>Knowledge of Artists and visual Literacy</b>		<ul style="list-style-type: none"> <li>• Discuss likes &amp; dislikes about artwork</li> <li>• Enjoy looking at and talking about art.</li> <li>• Enjoy looking at and talking about art.</li> </ul>	<p>Recognise that artists create varying types of art and use lots of different types of materials.  Recognise that artists can be inspired by many things.  Possible artist to look at:- Self portraits by Hanoch Piven</p>	<ul style="list-style-type: none"> <li>• Understand how artists choose materials based on their properties in order to achieve certain effects.</li> <li>• An Artist is someone who creates.</li> <li>• Art is made in different ways.</li> <li>• Art is made by all different kinds of people.</li> </ul> <p>Possible Artists to look at:-</p> <ul style="list-style-type: none"> <li>• Self-portraits by Van Gogh</li> <li>• Clarice Cliff and Jasper Johns.(Paint unit)</li> </ul>	<ul style="list-style-type: none"> <li>• Create work from a brief, understanding that artists are sometimes commissioned to create art.</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used.</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect</li> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> </ul> <p>Examples of artists/makers/designers</p> <ul style="list-style-type: none"> <li>• Georgia O’Keeffe, Diego Velazquez, James Mayhew, Van Gogh, Klimt, Gaudi, Hundertwasser, Andrew Goldsworthy</li> </ul>
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