Ackworth Howard C of E School

Educating for 'life in all its fullness.'

Art and Design
Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe in nurturing the Arts and aspire to cultivate the gifts and talents of every child. We aim to develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and culture, wealth and well-being of the nation) of each child.

Mind

Art at our school is an inspiring and practical subject that engages, inspires and challenges learners, equipping them with the knowledge and skills in order to experiment, invent, critically evaluate and be creative for themselves and for an audience. Learners build curiosity and excitement through rich first hand experiences and visits.

Body

Learners collaboration skills are developed through their art work. Children work practically through exploration, and by responding to inspiration from the life and works of artists, designers and architects. The unique talents of every child are embraced.

Spirit

We nurture the aspirations and hopes of our children so they can achieve highly. The children will express their own emotions and feelings through their own personal style. They will have a greater understanding of local artists and those in the wider world and through different times in history, developing an awareness of the contribution to the culture, creativity and wealth of the nation.

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Painting and Printing)** **Nursery** • I can use pre-made paints and are able to name colours • I can hold a paintbrush in the palm of my hand • I can print with large blocks and larger sponges • I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I can mix primary colours to appropriate consistency • I enjoy using hands, feet and fingers to paint • I can print with large blocks and larger sponges • I can make simple models which express my ideas. • I am beginning to mix primary colours to make secondary colours • I can use thick brushes • I can print with small blocks, small sponges, fruit, shapes and other resources

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Painting and Printing)** **Reception** • I am able to mix primary colours to make secondary colours. • I can use thick brushes. • I can use thin brushes to add detail. • I can print with small blocks, small sponges, fruit, shapes and other resources. • I can add white or black paint to alter tint or shade. • I can hold a paintbrush using a tripod grip. • I can create patterns or meaningful pictures when printing. • I can colour match to a specific colour or shade. • I can independently select additional tools (Stamps, rollers etc) to improve my work. • I can create patterns or meaningful pictures when printing.

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Drawing)** **Nursery** • I can make marks. • I can draw circles and lines. • I am beginning to draw things that I observe • I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I can draw faces with features and draw enclosed spaces, giving meaning • I am able to draw things that I observe • I can make simple models which express my ideas. • I can draw potato people (no neck or body) • I am beginning to draw simple things from memory

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Drawing)** **Reception** • I can draw potato people (no neck or body) • I can draw simple things from memory • I can draw bodies of an appropriate size for what I'm drawing • I am beginning to draw self-portraits, landscapes ad buildings / cityscapes • I can draw with detail (bodies with sausage limbs and additional features)

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Collage)** **Nursery** • I can use glue sticks with support • My product is all one texture • I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I can use glue spatulas with support • My product is all one texture • I can make simple models which express my ideas. • I can use glue sticks and glue spatulas independently • I adds other materials to develop my models (tissue paper, glitter…) • I can describe textures as smooth or bumpy • I am beginning to weave (gross motor)

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Collage)** **Reception** • I can use glue sticks and glue spatulas independently • I can add other materials to develop models (tissue paper, glitter…) • I can describe smooth or bumpy textures • I am beginning to weave (gross motor) • I can join items with glue or tape • I know how to improve models (scrunch, twist, fold, bend, roll) • I can describe smooth, rough, bendy, hard textures • I am beginning to weave (fine motor) • I can join items in a variety of ways – Sellotape, masking tape, string, ribbon • I know how to secure boxes, toilet rolls, decorate bottles • I can use words such as flexible and rigid

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Sculpture)** **Nursery** • I can build towers by stackings objects • I am exploring clay • I can explore different materials, using all my senses to investigate them. • I can manipulate and play with different materials. • I can build walls to create enclosed spaces • I make marks in clay • I can make simple models which express my ideas. • Builds simple models using walls, roofs and towers. • Manipulates clay (rolls, cuts, squashes, pinches, twists…)

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Expressive Arts and Design: Creating with Materials (Sculpture)** **Reception** • I can build simple models using walls, roofs and towers. • I can manipulate clay (rolls, cuts, squashes, pinches, twists…) • I can build models which replicate those in real life. • I can use a variety of resources – loose part play • I can make something that I give meaning to • I can build models which replicate those in real life. • I can use a variety of resources – loose part play • I can make something with clear intentions

Early Years Art and Design

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
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.	**Early Learning Goals** **Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Early Years Art and Design

Possible Activities	
Drawing ▪Experiment with a range of tools and name them. ▪Draw from observation, memory and imagination. ▪Draw on large and small scale. ▪Draw upright and flat. ▪Draw in sand, chalk and on the playground. ▪Use pencils, felt tip pens, chalk, crayons and pastels. **Painting** ▪Explore with different types of paint – ready mix, powder, finger and watercolours. ▪Use a range of applicators. ▪Mix sawdust, sand, washing up liquids and pastes into paint to change its consistency and texture. ▪Paint on different surfaces of sizes, shapes and colours of paper. ▪Name and recognise the colours red, yellow, blue, green, orange and purple. ▪Paint objects, and places from observation. ▪Paint from memory and imagination. **Sculpture** ▪Use a range of junk, found and natural materials to make models. ▪Use glue, sticky tape and other fastenings. ▪Identify and talk about sculpture in the environment. ▪Use rolled up paper, art straws and pipe cleaners.	**Printing** ▪Create finger and handprints ▪Explore printing with found objects – sponges, cotton buds, building bricks, corks and fruit and vegetables. ▪Print sequential patterns ▪Use stencils to create patterns ▪Print on paper and on fabric. **Collage/Textiles** ▪Sort threads and fabrics and talk about colour and texture. ▪Identify and talk about clothes and textiles in the environment. ▪Make pictures and collages using vivelle and other fabrics. ▪Thread and weave into garden netting, fencing and mesh. ▪Print onto fabrics.

Early Years Art Vocabulary

Essential Vocabulary - Painting and Printing		
Nursery		
Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, print, blocks, sponges	Mix, primary colours, paint, print, hand, foot, fingers, blocks, sponges	Colour, colour names, paint, thick thin, brush, print, sponge, fruit names, shape names.
Reception		
Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark., splatter, flick, thick, thin, choice, smudge, clear, print, sponge, stamp, roller, shapes, objects, leaves, pine cones, flowers, natural materials, environment	Colours, colour names, change, white, black, alter, tint, shade, brush, tripod grip, paint, choice, type, poster, ready mix, acrylic, powder, water colour, pattern, print, repeating,	Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better

Early Years Art Vocabulary

Essential Vocabulary - Drawing		
Nursery		
Draw, pencil, marks, circles, lines, paper,	Draw, face, features, detail, pencil, copy, ideas	Draw, face, body, features, detail, pencil, copy, ideas,
Reception		
Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain	Observe, copy, look, notice, shape, colour, lines, represent, self portrait, emotion, feeling	Observe, copy, look, notice, shape, colour, lines, represent,, features, detail, explain, thick, thin, colour, like, dislike, reason, change, similar, different, improve, better

Early Years Art Vocabulary

Essential Vocabulary - Collage		
Nursery		
Glue, glue stick, join,	Glue, spatula, join, PVA glue	Glue, stick, craft, glitter, design, idea, pom-poms, feathers, pasta, sequins, PVA glue, feels, texture, smooth, bumpy, weave
Reception		
Glue, spatula, independent, junk, modelling, build, materials, textures, smooth, bumpy, soft, rough, weave,	Join, glue, tape, improve, scrunch, twist, fold, bend, roll, texture, describe, smooth, rough, bendy, hard, weave	Join, selloptape, masking tape, string, ribbon, fix, connect, tower, structure, stronger, sturdy, flexible, rigid, secure

Early Years Art Vocabulary

Essential Vocabulary -Sculpture		
Nursery		
Build, tower, stack, construct, idea, create, explore, clay	Build, create, make, construct, walls, join, connect, enclosed, clay, tools, marks, prints	Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist
Reception		
Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist	Real life, replicate, loose parts, moveable, style, copy, similar	Real life, replicate, loose parts, moveable, style, copy, similar, imagination, observation, evaluate, like, dislike, change, different, improve, better

Early Years Art Vocabulary

Reception Essential Vocabulary (Linked to Art Units)		
Drawing and Sketchbooks	**Surface and Colour**	**Working in 3 Dimensions**
Draw	Colour	Build
Observation	Shade	Bricks
Memory	Blend	Cardboard
Imagination	Mix	Box
Shape	Light	Glue
Colour	Dark	Lego
Lines	Colour mixing	Duplo
Outline	Cool	Create
Pencils	Warm	Sellotape
Chalks	Brush	Junk modelling
Pastels	Shape	Natural materials
Wax crayons	Size	Tools
	Name of colours	Join
	Print	Combine
	Finger	Enclosed
	Hand	Enclosure
	Sponge	Scrunch
	Fruit	Twist
	String	Fold
	Patterns	Bend
	Stencil	Roll
		Secure

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught:
 	
▪To use a range of materials creatively to design and make products.
▪to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
▪to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
▪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.
	Year 1 – Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	
	Drawing
	• Understand drawing is a physical activity.
	• Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.
	• Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
	• Use colour (pastels, chalks) intuitively to develop spiral drawings.
	• Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.
	• Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.
	
	Sketching
	• Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.
	• Make a simple elastic band sketchbook. Personalise it.
	• Use sketchbooks to:
	  • Test out printmaking ideas
	  • Develop experience of primary and secondary colours
	  • Practice observational drawing
	  • Explore mark making
	
	Printmaking
	• Understand prints are made by transferring an image from one surface to another.
	• Understand relief prints are made when we print from raised images (plates).
	• Use hands and feet to make simple prints, using primary colours.
	• Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.
	• Explore concepts like "repeat" "pattern" "sequencing".

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught: ▪To use a range of materials creatively to design and make products. ▪To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ▪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.	**Painting** • Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Respond to your painting, and try to "imagine" an image within. • Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. **Collage** • Understand collage is the art of using elements of paper to make images. • Understand we can create our own papers with which to collage. • Collage with painted papers exploring colour, shape and composition. • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. **Making** • Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. • Understand the meaning of "Design through Making" • Use a combination of two or more materials to make sculpture. • Use construction methods to build. • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. **Purpose/Visual Literacy/Articulation** • Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • Reflect upon the artists' work, and share your response verbally ("I liked…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). • Some children may feel able to share their response about classmates work.

Year 1 Art Vocabulary

Essential Vocabulary		
Spirals:	**Simple Printmaking:**	**Making Birds:**
Spiral, Movement, Pressure, Motion, Continuous line, Mark-making, Colour, Pattern, Drawing surface, Drawing tool	Print, Texture, Collage, Printmaker, Relief print, Rubbing, Impression, Pattern, Sequence, Pressure	Mark-making, Observation, Sculpture, Structure, Texture, Installation , Shape, Form, Feather, Material

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught:
 	
▪To use a range of materials creatively to design and make products.
 	
▪to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 	
▪to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
 	
▪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.
	Year 2– Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	
	Drawing
	• Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.
	• Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
	• Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph.
	• Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.
	• Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.
	• Create final collaged drawings (see column 5 "collage") which explore composition.
	• Make drawings inspired by sound.
	
	Sketchbooks
	• Continue to build understanding that sketchbooks are places for personal experimentation.
	• Understand that the way each persons' sketchbook looks is unique to them.
	• Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.
	• Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.
	• Work in sketchbooks to:
	  • Explore the qualities of different media.
	  • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.
	  • Explore colour and colour mixing.
	  • Make visual notes about artists studied.

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught: ▪To use a range of materials creatively to design and make products. ▪To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ▪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.	**Painting** • Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. • Understand that the properties of the paint that you use, and how you use it, will affect your mark making. • Understand that primary colours can be mixed together to make secondary colours of different hues. • Understand the concept of still life. • Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. • Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. **Collage** • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. • Collage with drawings to create invented forms. Combine with making if appropriate. **Making** • Understand the role of an architect. • Understand when we make sculpture by adding materials it is called Construction. • Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. • Use Design through Making philosophy to playfully construct towards a loose brief.

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught: ▪To use a range of materials creatively to design and make products. ▪To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ▪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.	**Purpose/Visual Literacy/Articulation** • Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art we can experiment and discover things for ourselves. • Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • Reflect upon the artists' work, and share your response verbally ("I liked…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well"). • Talk about intention. • Share responses to classmates work, appreciating similarities and differences. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 2 Art Vocabulary

Essential Vocabulary		
Explore & Draw:	**Be An Architect:**	**Expressive Painting:**
Drawing, Observation, Line, Shape, Texture, Tone, Shade, Mark making, Pattern, Composition, Detail	Architect, Architecture, Design, Model, Scale, Imagination, Three Dimensional, Form, Structure, Construction	Gesture, Mark-making, Emotion, Texture, Line, Primary Colours, Secondary Colours, Tint, Palette Knife, Abstract

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 	
Pupils should be taught:
▪to create sketch books to record their observations and use them to review and revisit ideas.
 	
▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
 	
▪about great artists, architects and designers in history.
	Year 3 – Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	Drawing
	• Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.
	• Understand charcoal and earth pigment were our first drawing tools as humans.
	• Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.
	• Understand that animators make drawings that move.
	• Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.
	• Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).
	• Option to explore making gestural drawings with charcoal using the whole body (link to dance).
	• Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.
	Sketchbooks
	• Continue to build understanding that sketchbooks are places for personal experimentation.
	• Understand that the way each persons' sketchbook looks is unique to them.
	• Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.
	• Work in sketchbooks to:
	  • Explore the qualities of charcoal.
	  • Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.
	  • Develop mark making skills.
	  • Brainstorm animation ideas.
	Printmaking
	• Understand that screen prints are made by forcing ink over a stencil.
	• Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.
	• Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪to create sketch books to record their observations and use them to review and revisit ideas . ▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history.	**Painting** • Understand that we can create imagery using natural pigments and light. • Understand that paint acts differently on different surfaces. • Continue to develop colour mixing skills. • Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. • Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. **Collage** • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. **Making** • Understand that articulated drawings can be animated. • Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations. **Purpose/Visual Literacy/Articulation** • To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might...). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 3 Art Vocabulary

Essential Vocabulary		
Gestural Drawings with Charcoal:	**Working with Shape & Colour:**	**Making Animated Drawings:**
Charcoal, Gestural, Expressive, Movement, Tone, Silhouette, Composition, Light, Movement, Chiaroscuro	Line, Elements, Composition, Arrange, Negative Shape, Positive Shape, Composition, Lighting, Layering, Stencil	Sketchbook, Line, Shape, Watercolours, Exaggerate, Sculpture, Armature, Structure, Character, Model

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 	
Pupils should be taught:
▪to create sketch books to record their observations and use them to review and revisit ideas .
▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
▪about great artists, architects and designers in history.
	Year 4 – Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	• Understand that artists and illustrators interpret narrative texts and create sequenced drawings.
	• Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.
	• Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.
	• Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
	• Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.
	• Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.
	• Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.
	• Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.
	Sketchbooks
	• Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
	• Use sketchbooks to:
	  • Practise drawing skills.
	  • Make visual notes to record ideas and processes discovered through looking at other artists.
	  • Test and experiment with materials.
	  • Brainstorm pattern, colour, line and shape.
	  • Reflect.
	Painting
	• Understand that still life is a name given to the genre of painting (or making) a collection of objects/elements.
	• That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.
	• To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.
	• To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Pupils should be taught:** ▪to create sketch books to record their observations and use them to review and revisit ideas . ▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history.	**Making** • To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. • Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. **Purpose/Visual Literacy/Articulation** • Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 4 Art Vocabulary

Essential Vocabulary		
Storytelling Through Drawing:	**Exploring Pattern:**	**Sculpture, Structure, Inventiveness & Determination:**
Illustration, Interpretation, Narrative, Composition, Sequencing, Line, Mark-making, Watercolour, Graphic Novel, Visual Literacy	Still Life, Observation, Composition, Shape, Form, Tone, Colour, Collage, Painting, Texture	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols,

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 	
Pupils should be taught:
▪to create sketch books to record their observations and use them to review and revisit ideas .
▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
▪about great artists, architects and designers in history.
	Year 5 – Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	Drawing
	• Understand that designers create fonts and work with Typography.
	• Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
	• Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.
	• Draw over maps/existing marks to explore how you can make mark making more visually powerful.
	• Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.
	Sketchbooks
	• Use sketchbooks to:
	  • Explore mark making.
	  • Brainstorm ideas generated when reading poetry or prose.
	  • Make visual notes to capture, consolidate and reflect upon the artists studied.
	  • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.
	  • Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪to create sketch books to record their observations and use them to review and revisit ideas . ▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history.	**Painting** • Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. • Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. **Making** • Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. • Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. **Purpose/Visual Literacy/Articulation** • Look at the work of designers, artists, animators, architects. • Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. • Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. • Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?

Year 5 Art Vocabulary

Essential Vocabulary		
Typography & Maps:	**Land and City Scapes:**	**Architecture Dream Big or Small:**
Typography,	Landscape.	Domestic Architecture,
Lettering,	Cityscape,	Aspirational,
Graphics,	Working from Life,	Visionary,
Design,	Mixed Media,	Environmental,
Communicate,	Senses,	Tiny House,
Emotions,	Spirit,	Movement,
Purpose,	Energy,	Form,
Intention,	Capture,	Structure,
Playful,	Composition,	Balance,
Exploratory,	Format	Scale,
Visual Impact,		Interior,
Pictorial Maps,		Exterior,
Identity,		Context,
Symbols,		Location,
		Maquette

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 	
Pupils should be taught:
▪to create sketch books to record their observations and use them to review and revisit ideas .
▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
▪about great artists, architects and designers in history.
	Year 6– Pathways (Purple – Substantive Knowledge / Green – Implicit Knowledge/Skills)
	Drawing
	• Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.
	• Understand that graphic designers use typography and image to create packaging which we aspire to use.
	• Understand that there are technical processes we can use to help us see, draw and scale up our work.
	• Explore using negative and positive space to "see" and draw a simple element/object.
	• Use the grid system to scale up the image above, transferring the image onto card.
	• Use collage to add tonal marks to the "flat image".
	Sketchbooks
	• Use sketchbooks to:
	  • Practise seeing negative and positive shapes.
	  • Using the grid method to scale up an image.
	  • Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?
	  • Explore colour: make colours, collect colours, experiment with how colours work together.
	  • Explore combinations and layering of media.
	  • Develop Mark Making.
	  • Make visual notes to capture, consolidate and reflect upon the artists studied.
	Printmaking
	• Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.
	• Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.
	• Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.
	• Use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art.
	• Or create a zine using similar methods.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪to create sketch books to record their observations and use them to review and revisit ideas . ▪to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history.	**Painting** • Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between td shape and pattern and 3d form and function. • Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. **Making** • Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. • Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. **Purpose/Visual Literacy/Articulation** • Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. • Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. • Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). • Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention. • Work collaboratively to present outcomes to others where appropriate. Present as a team. • Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. • Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Year 6 Art Vocabulary

Essential Vocabulary		
2D Drawing to 3D Making:	**Activism:**	**Shadow Puppets:**
2D Drawing, 3D Object, Negative space, Grid method, Scaling up, Collage, Structure, Balance	Activism, Voice, Message, Community, Poster, Zine, Screen-printing	Paper cutting, Cut Outs, Shadow Puppets, Performance, Narrative, Character