

Art and Design Procedural and Experimental Knowledge.

I know how to...

|         | Early Years  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|---------|--|--|---|---|---|---|---|
| Drawing | <p>Explore using different media to draw. (paint, chalk, pencil)</p> <p>Hold a pencil correctly.</p> <p>Draw representations of people.</p> <p>Add details to drawings including emotions on faces.</p> <p>Talk about what I want to draw.</p> <p>Talk about what I have drawn.</p> <p>Draw, pencil grip</p> | <p>Draw lines of varying thickness.</p> <p>Apply varied amounts of pressure to change the thickness and darkness of lines created using a pencil.</p> <p>Use different materials to draw (pencil, pens)</p> <p>Show movement using lines</p> <p>illustration, drawing, line, thickness, darkness, pressure, movement</p> | <p>Use dots and lines to demonstrate texture.</p> <p>Use a variety of mark making techniques to show pattern.</p> <p>Use different materials to draw and make preferences based upon their properties. (pencil, highlighters, felt tips)</p> <p>detail, texture, pattern.</p> | <p>Use different materials to draw (pencil, pastels and charcoal).</p> <p>Use pressure to show light and shadow.</p> <p>Use mark making to support proportions when drawing.</p> <p>Gather ideas by making observations.</p> <p>light, dark, shadow, outline, proportion.</p> | <p>Use lines and texture to create shading with different grades of pencils</p> <p>Use pressure to create different depths of shading.</p> <p>Show tone using lines and texture.</p> <p>tone, form, pencil grade, shading</p> | <p>Use a variety of techniques to add shading and shadow (hatching and cross-hatching).</p> <p>Use perspective in drawings.</p> <p>Select the most appropriate tool for drawing (pencil, pen and ink)</p> <p>perspective, hatching, cross hatching, ink</p> | <p>Use a variety of techniques to add effects, scumble, smudge, blend</p> <p>Depict movement in drawings.</p> <p>Use space to plan my drawings.</p> <p>Use a variety of tools and media selecting the most appropriate.</p> <p>smudge, blend, mark, spatial awareness</p> |

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| <p>Painting</p>  | <p>Hold a paintbrush correctly.</p> <p>Create simple representations of people using paint.</p> <p>Explore what happens when I mix colours.</p> <p>Talk about what I have painted.</p> <p>Explore changing the texture of paint.</p> <p>Paint, painting, colour</p> | <p>Experiment with different brushes and other painting tools. (paintbrush, spatula, sponge)</p> <p>Mix primary colours to make secondary colours.</p> <p>Identify which colours are warm and which are cool.</p> <p>primary colours, secondary colours, warm colours, cool colours, brushstroke.</p> | <p>Place primary and secondary colours on a colour wheel.</p> <p>Experiment with paints - acrylic paint, watercolours.</p> <p>Add white and black to precisely alter tints and shades.</p> <p>watercolour, wash, acrylic, tint, shade</p> | <p>Choose brushes to use with paint type and create shape and texture.</p> <p>Mix colours effectively when using watercolour to create hues and depth of colour.</p> <p>Understand the paint can be layered to create a depth of colour.</p> <p>Consider what to do in a painting's background.</p> <p>hue, depth, background</p> | <p>Choose brushes to use with paint type and use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using watercolours and acrylics using the correct language, tint, shade, primary and secondary.</p> <p>Lighten or darken colours using both black and white but also yellow and blue.</p> <p>foreground, middle ground, background.</p> | <p>Create a colour palette, demonstrating mixing techniques to create a wide range of tone and hue.</p> <p>Use oil paints and water colours to create visually interesting pieces which use a variety of hue and tone in the same colour.</p> <p>blend, palette, tone</p> | <p>Understand how to make a colour warmer or colder.</p> <p>Use colour to make the focus or subject of a painting stand out.</p> <p>warmer, colder, focus, subject</p> |
| <p>Sculpture</p> | <p>Create a sculpture representation</p>  | <p>Use a variety of recycled materials for sculpting.</p>   | <p>Use a variety of natural, recycled and manufactured</p>  | <p>Compare using clay and Modroc to find a preference.</p>  | <p>Use tools and materials to carve, add shape, add</p>   | <p>Plan and design a sculpture.</p>   | <p>Use real life sketches to create a sculpture.</p>   |

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|  | <p>of the human face.</p> <p>Explore using my hands to mould dough and clay by pinching, rolling and pulling.</p> <p>Talk about what I have created and materials I have used.</p> <p>sculpture, statue</p> | <p>Compare sculpting in recycled materials to dough.</p> <p>Use a variety of shapes when sculpting.</p> <p>work of art, 3D, sculptor, materials, abstract,</p> | <p>materials for sculpting. (clay, straws and card)</p> <p>Use a variety of techniques. (rolling, cutting, pinching, folding.)</p> <p>Compare the use of line in drawings and sculpture.</p> <p>installation, shapes, geometric, line</p> | <p>Join malleable materials using fingers and tools to smooth joins.</p> <p>form, join, malleable, preference, media, mod roc</p> | <p>texture and pattern.</p> <p>Join clay structures using slip.</p> <p>Use the clay building techniques coiling and slabbing.</p> <p>coiling, slabbing, slip</p> | <p>Develop cutting and joining skills using wire.</p> <p>Choose from a range of materials to create a 3D sculpture.</p> <p>structure, cast, wire</p> | <p>Use wire as the structural basis for a clay sculpture.</p> <p>Discuss the pros and cons of different materials.</p> <p>structural, pros, cons</p> |
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