

Art and Design Vocabulary & Key Knowledge

Understanding of the World

KEY	
All	Refers to adaptation made for SEND pupils (where appropriate)
Most	Refers to all other pupils
Some	Refers to stretch and challenge for more able pupils

Vocabulary	EYFS
All	Colour Sing Shape Paint Draw Sing Dance Move
Knowledge	<p>All: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Most: Share their creations, explaining the process they have used. Sing a range of well-known nursery rhymes and songs.</p> <p>Some: Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Year 1	Blossoming Butterflies Class artists – Monet, Van Gogh, Kusama.	Fire Fire! English Architect – Christopher Wren. His work to be studied alongside the oil pastel scenes.	The Extraordinary Gardener Movement: Realism Focus artist – Pieter Wagemans (Belgian)
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ALL	colour paint artist dots colour	warm cold line light dark	Cross-hatching blending stippling shape
Most	Stippling Hatching Cross-hatching Blending Smudging	Silhouette Colour Hot Mixing Tone Shade	Line Tone Shade Depth Mood Shape Portrait Observation
Some	Scumbling Impressionism	Brushwork Architect Design	Sgraffito
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>All: Explore the class artist and some of their work to create a class door label showing the class name and work by the class artist.</p> <p>Paint proud faces as a self-portrait with our learning charter.</p> <p>Most: To discuss their art with links to the class artist</p> <p>Some: Use colour mixing to understand: What an object looks like – how your eyes see it. Blue Red Green</p>	<p>All: Explore the differences between hot and cold colours and experiment with mixing colours. Explore different materials that also represent hot and cold colours (eg. Paper, tissue, cloth)</p> <p>Most: Create a colour wheel showing hot and cold colours. Experiment with pastel and paint to create a background for the fire. Identify what makes you think of a hot temperature. Mix colours such as red, orange, and yellow</p> <p>Makes you think of a low temperature. Purple, blue, green Pale in colour White Yellow</p>	<p>All: Experiment with water colour paint, pencil crayons, and pastels to create a picture.</p> <p>Most: Draw lines across each other. Slightly mix two colours when wet to bring them together. Make dots or specks.</p> <p>Some: Determine which medium is most effective for the picture with reasons why.</p>

	Yellow Pink	Light pink Little or no light Dark green Some: Apply their knowledge of hot and cold colours with links to artists and key vocabulary.	
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Year 2	<u>Historic Heroes</u> <u>Sculpture</u>	<u>Unsinkable</u> <u>Movement – Impressionism</u> <u>Artist – Richard Nowak (American)</u>	<u>Walk on the Wild Side</u> <u>Movement – Pointillism</u>
All	Sculpt Mould Shape Paint decorate Sketch Colour	Draw Sketch Line Shape Shade Colour Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging	Paint Colour Pointillism Tool Shade printing Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging Sgraffito
Most	Carving Piercing Design Compare Image Emotions Compare	Design Compare Image Design Emotions Compare Contrast	Tone Block printing Mono printing Design Compare Image Design

	Contrast	Shade Tone Impressionism Sgraffito	Emotions Compare Contrast Shade
Some	Engraving Imprinting Illustrate Observation Depth Mood Applique	Emotion Observation Mural	Relief printing Observation Media
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>All: Using clay to create simple patterns and textures.</p> <p>Most: To use a range of different tools to create more complex patterns and texture.</p> <p>Some: To use slip-casting techniques to add 3D elements and details to their clay work.</p>	<p>All: Experiment with primary watercolours to create different shades of the same colour that you would want to use in a Titanic scene.</p> <p>Most: Discuss how artists use colour to convey feelings and emotions, and on a palette, label colours that reflect known feelings.</p> <p>Some: Create a pencil drawing of the Titanic from close observation of photographs and paintings representing the ship accurately.</p>	<p>All: Explore pointillism using paints or permanent markers</p> <p>Most: Explore printing by using a range of tools to create different patterns (eg. Potatoes, brushes, pens, pegs...)</p> <p>Some: Link techniques back to those observed in artists work.</p>

Year 3	Keys to the Castle Illustrator – Quentin Blake Corfe Castle study	Lost in Time Movement – Cubism Artist – Pablo Picasso	Dragon Days Movement – Surrealism Artist – Margaret Keane (American), Rene Magritte (Belgian)
ALL	Sketch	Sketch	Sketch

	<p>Draw Line Colour Primary Stippling Blending Smudging Colour Tone Shape</p>	<p>Draw Line Colour Primary Pattern Stippling Blending Smudging Colour Tone Shape</p>	<p>Draw Line Colour Primary Pattern Stippling Blending Smudging Colour Tone Shape</p>
Most	<p>Image Secondary Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line</p>	<p>Image Side-profile Perspectives Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line</p>	<p>Perspectives Surrealism Moulding Slip casting Secondary Scumbling Hatching Cross-hatching Sgraffito Shade Depth Mood Line</p>
Some	<p>Illustrate Blending Smudging Portrait Brush control Techniques</p>	<p>Portrait Cubism Brush control Techniques</p>	<p>Blending Smudging Portrait Brush control Techniques</p>
Key knowledge ALL children	<p>All: To create a watercolour self-portrait based on Quentin Blake's illustrations. To use oil pastels to create a sketch of Corfe Castle.</p>	<p>All: Explore pastel, charcoal and chalk in white. Most: Create cubist style portraits of cavemen including portraits from the front and the side view.</p>	<p>All: Create water colour designs of dragon eyes. Primary vs secondary colour wheel. Create a clay sculpture of dragon eye.</p>

<p>should at least know Please refer to the progression of skills and knowledge map for more detail.</p>	<p>Most: Use oil pastels and techniques such as blending, stippling, shading etc. in their sketch of Corfe Castle.</p> <p>Some: Use observational sketching techniques using sketching pencils, to carefully map out Corfe Castle before using oil pastels.</p> <p>To focus in on details as well as proportion of the pictures.</p>	<p>Some: Link portraits back to link artists, including key vocabulary and self/peer evaluation.</p>	<p>Most: Explore acrylic paint, brush control and techniques. Use the colour wheel to explore mixing colours.</p> <p>Some: Use a range of tools and slip casting techniques to add 3D details to the dragon eye sculpture.</p>
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Year 4	What's that sound? Movement – Pop Art Artist – Roy Lichtenstein (American)	Land of Fire and Ice Photographer – Mary Kiczenski (American)		Romans Rule
All	Tertiary Culture Pop art	Observation Primary Secondary tertiary Photography Line Colour Tone Shade Silhouettes	Depth Mood Stippling Scrumbling Hatching Cross-hatching Blending Smudging Oil pastels	Image Edit Portrait Sketch Sketching Pinching Coiling
Most	Image Edit Portrait Sketch	Photography Observation Tertiary Sketching Techniques Silhouettes Mixing		Mosaic Shape
Some	Techniques	Acrylic		Slab-building

	Culture	Sgraffito	Wheel mold
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	<p>All: Colour mixing, starting to explore and make tertiary colours on a colour wheel.</p> <p>Create onomatopoeias in the style of pop art.</p> <p>Most: Explore different shapes and fonts using the selected material.</p> <p>Some: Make links between their artwork and that of other artists.</p> <p>Make links with their artwork and how it conveys emotions.</p>	<p>All: Explore oil pastels/water colours with a range of techniques.</p> <p>Studying and sketching silhouettes.</p> <p>Most: Colour mix to start to exploring and making the tertiary colours on a colour wheel.</p> <p>Using pastels and chalk, pupils to create an image of the northern lights,</p> <p>Some: Consider shape, proportion and light into account as they create and develop their work.</p>	<p>All: Recap colours from first project.</p> <p>Use of sketching skills to portray a Romanesque style bust.</p> <p>Most: Use clay to scaffold and develop a self-portrayal bust.</p> <p>Some: Make adjustments for proportion and shape as well as individual features.</p>

Year 5	Face to Face Movement – Cubism Photographer – David Hockney (English)	My Many Coloured Days Movement – Abstract (with links to expressionism) Artist – Elizabeth Murray (American) , Kandinsky (Russian)	
ALL	Colour Cubism Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending	Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending Smudging Line	Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending Smudging Line

	Smudging Line Shade Depth Mood	Shade Depth Mood	Shade Depth Mood
Most	Shape Portrait Sketch Line Tone Shade Colour wash Techniques	Photography Portrait Sketch Line Tone Shade Colour wash Techniques	Techniques Metal Materials Wire Pliers
Some	Gradual Observation	Composition Observation	Observation
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>All: Experiment with continuing line and tone on a black and white picture. Take photos of each other from different perspectives and fit them together into a piece of artwork.</p> <p>Most: Explore cubist art and a range of different perspectives.</p> <p>Some: Evaluate their artwork thinking about proportion, perspectives and link back to the key artists.</p>	<p>All: Experiment with shade, tone, blending, form and other techniques creating drawings of objects, ready to apply their skills to their own piece of abstract art.</p> <p>Create a colour strip of shade, starting with either a primary or secondary colour and gradually adding white to change the shade each time to be create a piece of art work in the style of Kandinsky.</p> <p>Most: Experiment with colour wash, swirling, mixing, splattering to create effect backgrounds and practice the technique.</p> <p>Experiment with paint brush sizes and techniques, to begin linking brush strokes to emotions – fast line/slow lines etc.</p>	<p>All: To create a metal wire sculpture</p> <p>Most: To think about size and proportion. To add on extra details such as beads, feathers etc.</p> <p>Some: To create complex designs thinking about how the wire can be manipulated into a sculpture in different ways and perspectives.</p>

		<p>Some: Evaluate their artwork thinking about proportion, perspectives and link back to the key artists.</p>	
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Year 6	Mr Nobody Movement – Impressionism	How Civilised? Movement – Pop Art Artist – Romero Britto (Brazilian)	Where in the world? Movement – Realism Artist - Dina Farris Appel (American)
All	Patterns Observation Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour Tone Shape	Pop art Print Designing Patterns Observation Texture Shadow Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour	Pop art Print Designing Patterns Observation Texture Shadow Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour

		Tone Shape	Tone Shape
Most	Shade Depth Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene	Shade Depth Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene	Shade Depth Print Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene
Some	Mood	Mood	Mood
<p>Key knowledge ALL children should at least know</p> <p>Please refer to the progression of skills and knowledge map for more detail.</p>	<p>All: Explore using sketching pencils and ink pens to create a range of patterns</p> <p>Most: Explore sketching feathers in detail, thinking about proportions and close observation techniques. Use colour to express moods and feelings.</p> <p>Some: Explore the texture of paint</p>	<p>All: Explore observational drawing to create a representation of rainforest plants or animals – focus on detail and texture.</p> <p>Most: Compare and contrast different artists' representations of rainforest plants and animals exploring the colours and shapes used.</p> <p>Some: To focus on proportions and adding detail to their drawings, linking back to artists' work.</p>	<p>All: Pop art style drawings and exploring techniques</p> <p>Most: Exploring printing and ink.</p> <p>Some: Create a pattern for purpose.</p>