

Fundamental Knowledge Map: Art and Design



EDALE RISE
Primary & Nursery School

Fundamental Knowledge Map: Art and Design

This document captures the fundamental knowledge, both substantive and disciplinary, taught in Art and Design at Edale Rise. The units taught at Edale Rise explore more material than this document demonstrates; however, this document states the most fundamental knowledge a child will be able to demonstrate if they are secure in the unit taught.

The purpose of this document is to ensure that:

- A. Teachers know exactly what children should be know or be able to do by the end of the unit
- B. Teachers know what knowledge should be prioritised for retrieval within and between units and years
- C. Teachers know what prior-knowledge should be assessed for before proceeding with subsequent units
- D. Leaders know exactly what knowledge children should be able to articulate during monitoring exercises

For more information regarding the content covered in each unit, please see the [long-term plan](#) available on the school website or request a meeting with a member of the curriculum team.

F2 Expressive Art & Design – Creating with Materials

Marvellous Me

Pupils who are **secure** will be able to:

- Look carefully to create a simple observational drawing in pencil
- Make choices of what colours and mark making implement they want to use to add detail their self-portrait
- Look and describe the features they can see on their own faces using a mirror and re-create these as a self-portrait

Outcome: Draw a self portrait using colour and their choice of mark making implement e.g coloured pencil, wax crayon, felt tips, pastels.

Painting and Mixed-Media

Pupils who are **secure** will be able to:

- Use loose parts to create transient art and know that they can change and adapt their piece.
- Show their art to someone else and tell them about it.
- Make choices about colour and texture to create a landscape art piece
- Explain their choices e.g why did they use that colour / that material?
- Adapt their piece by adding or removing elements as their evaluation develops

Outcome: To create a landscape collage based on the work of Megan Coyle

Art & Design: Y1

Drawing: Exploring Line and Shape*	Sculpture and 3D: Paper Play	Painting and Mixed Media: Colour Splash
<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Identify that some shapes are organic. • Connect lines to create shapes. • Use and recognise different types of lines when drawing shapes. • Identify basic shapes in everyday objects and artwork. • Talk about what they like or dislike in a piece of artwork. • Use shapes to draw a face. • Use different pressures to make a colour lighter or darker. <p><i>Outcome: Draw and colour a portrait inspired by Paul Klee.</i></p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. <p><i>Outcome: Create a tree of life sculpture that includes several different techniques for shaping paper.</i></p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. <p><i>Outcome: Mix secondary colours with confidence to paint a plate and describe their finished plate.</i></p>

Art & Design: Y2

Drawing: Understanding tone and Texture	Painting and Mixed Media: Life in Colour	Sculpture and 3D: Clay Houses
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Experiment with a range of materials, pressures and control to create different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly then refine a drawing by building up the outline of an object. <p><i>Outcome: Apply understanding of tone and texture to create an observational drawing.</i></p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Apply their knowledge of colour mixing to match colours effectively. • Talk about their ideas for an overall collage and choose materials based on colour and texture. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. <p><i>Outcome: compose a collage, choosing and arranging materials for effect.</i></p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. <p><i>Outcome: Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</i></p>

Art & Design: Y3

Drawing: Developing Drawing Skills*	Painting and Mixed Media: Prehistoric Painting	Sculpture and 3D: Abstract Shape and Space
<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules to show areas of light and dark (tone). • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply line, shape and tone with digital tools and present digital artwork. • <i>Outcome: Apply shading skills to show areas of light and dark (tone) in an observational drawing of a seed or bulb.</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. <p><i>Outcome: Apply painting skills to recreate a prehistoric picture on a textured surface.</i></p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Plan an abstract sculpture based on play equipment. • Show that they have thought about how to improve their sculptures. <p><i>Outcome: Create an abstract sculpture, demonstrating shaping materials in more than one way (e.g. by folding and rolling) and choosing appropriate methods for joining.</i></p>

Art & Design: Y4

Drawing: Exploring Tone, Texture and Proportion*	Painting and Mixed Media: Light and Dark	Craft and Design: Fabric of Nature
<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in relative proportion. • Consider where to place each element thinking carefully about the space. <p>Outcome: Apply an understanding of tone and texture in a final piece.</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Try different, purposeful arrangements of objects producing a clear sketch that represents this. <p>Outcome: Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions (3D).</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Describe objects, images and sounds with relevant Art and Design vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Describe the work of William Morris. • Create a repeating pattern and explain where it repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Use sketchbooks to evaluate patterns. <p>Outcome: Produce ideas to illustrate products using their repeating pattern design.</p>

Art & Design: Y5

Sculpture and 3D: Interactive Installation	Drawing: Drawing: Depth, emotion and movement	Painting and Mixed Media: Portraits
<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Group images together with explanations • Answer questions thoughtfully and generate their own questions. • Understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs suggesting any changes they might make to create a different atmosphere. • Describe their creations along with the message or theme it conveys. • Show they have considered options for how to display their installation best e.g. lighting effects. <p>Outcome: Create an interactive installation that communicates an idea.</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Use various types of colour and line to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. • Reflect and improve their sketchbook experiments and final work. <p>Outcome: Create a print using a printing plate, considering composition.</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Talk about and compare portraits, explaining their opinions about pieces of artwork. • Experiment with materials and techniques when adapting their photo portraits. <p>Outcome: Create a self-portrait with carefully considered materials that aims to represent something about them.</p>

Art & Design: Y6

Craft and Design: Photo Opportunity	Drawing: Expressing Ideas	Sculpture and 3D: Making Memories
<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Understand what photomontage is. • Select relevant images and cut them with confidence and a level of control. • Describe Edward Weston’s style and imitate it through photography. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use editing software to change their image, reflecting an artist’s style. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. <p>Outcome: Create a final painting or drawing with tonal differences that create a photo-realistic effect.</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Understand how street artists use art to convey a message or provoke thought • Use various shading techniques to show texture, tone, form and depth. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. <p>Outcome: Design and create a street-art inspired piece that conveys a message</p>	<p>Children who are <u>secure</u> will be able to:</p> <ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles and explain what they might use in their own work. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings • Identify and make improvements to their work. <p>Outcome: Successfully translate plans to a 3D sculpture demonstrating experimentation, originality and technical competence.</p>