



Art in a Nutshell



EYFS – Sparrows

Both Years	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none">• 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.• Use a range of small tools, including scissors, paint brushes and cutlery.		
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know about some artists• I know what happens when I mix colours• I know how to look carefully to make an observational drawing.		
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can safely use and explore a variety of materials, tools and techniques.• I can experiment with colour, design, texture, form and function.• I can share my creation, explaining the process I have used.		
Vocabulary	Long, short, thick, thin, straight, wavy, curved, line, mark, draw, texture, pattern, rough, smooth, bumpy, soft		



Art in a Nutshell



Key Stage 1 – Skylarks & Willows

Odd Year	Autumn 1	Spring 1	Summer 1
Concept	Drawing: Make Your Mark	Painting & Mixed Media: Colour Splash	Sculpture & 3D: Paper Play
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know that some of the formal elements of art: Line/Shape/Texture• I know how to look carefully to make an observational drawing.• I know that art is made in different ways	<ul style="list-style-type: none">• I know some of the formal elements of art: Colour/Tone• I know the primary & secondary colours & how to mix them.	<ul style="list-style-type: none">• I know some of the formal elements of art: Form/Shape• I know how to cut and glue paper to make 3D structures.• I know that artists choose materials that suit what they want to make.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can explore my own ideas using a range of media• I can use a sketchbook to explore ideas / practice skills• I can evaluate art with an understanding of how art can be varied and made in different ways and by different people.	<ul style="list-style-type: none">• I can name the primary colours• I can mix primary colours to make secondary colours• I can apply colour mixing to my own painting	<ul style="list-style-type: none">• I can use sketchbooks to explore ideas.• I can explore and analyse a wider variety of ways to join and fix materials in place.• I can describe and compare features of their own and others' artwork.
Vocabulary	2D /3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, pastel, shade, shadow, straight, texture, vertical.	Blend, hue, kaleidoscope, pattern, mix, primary /secondary colour, print, shade, shape, space, texture, thick.	Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag.



Art in a Nutshell



Key Stage 1 – Skylarks & Willows

Even Year	Autumn 2	Spring 2	Summer 2
Concept	Craft & Design: Map it out	Painting & Mixed Media: Life in Colour	Sculpture & 3 D: Clay Houses
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">I know some of the formal elements of art Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.I know how to draw a map to illustrate a journey.	<ul style="list-style-type: none">I know some of the formal elements of art: colour, form, pattern, texture, tone.I know how to mix a variety of shades of a secondary colour.I know that people make art to share their feelings.	<ul style="list-style-type: none">I know some of the formal elements of art: Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">I can explain ideas and opinions about own and others' artwork,I can begin to recognise stories and messages within in and show an understanding of why they may have made it.	<ul style="list-style-type: none">I can begin to generate ideas from a wider range of stimuli, exploring different media and techniques.I can talk about how art is made.	<ul style="list-style-type: none">I can flatten and smooth my clay, rolling shapes successfully and making a range of marks in my clay.I can make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.I can roll a smooth tile surface.
Vocabulary	Abstract, composition, curator, design, brief, evaluate, felt, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder.	Collage, detail, mixing, overlap, primary /secondary colour, surface, texture.	Ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative, space, pinch pot,, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, 3D, thumb pot.



Art in a Nutshell



Lower Key Stage 2 – Swifts & Sycamores

Odd Year	Autumn 1	Spring 1	Summer 1
Concept	Drawing: Growing Artists (Y3 Kapow)	Painting & Mixed Media: Light & Dark (Y4 Kapow)	Craft & Design: The Fabric of Nature (Y4 Kapow)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know some of the formal elements of art: Form line pattern texture tone• I know how to create tone by shading.• I know the difference between organic and geometric shapes.• I know that people make art to explore big ideas, like life or nature.	<ul style="list-style-type: none">• I know that adding black to a colour creates a shade.• I know that adding white to a colour creates a tint.• I know that using lighter and darker tints and shades of a colour can create a 3D effect.• I know that using lighter and darker tints and shades of a colour can create a 3D effect.	<ul style="list-style-type: none">• I know some of the formal elements of art: Shape pattern texture tone• I know that a mood board is a visual collection which aims to convey a general feeling or idea.• I know that artists evaluate what they make, and talking about art is one way to do this.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can use simple shapes to form the basis of a detailed drawing.• I can use shading to demonstrate a sense of light and dark in their work.• I can shade with a reasonable degree of accuracy and skill.	<ul style="list-style-type: none">• I can share my ideas about a painting.• I can describe the difference between a tint and a shade.• I can mix tints and shades by adding black or white paint.	<ul style="list-style-type: none">• I can describe objects, images and sounds with relevant subject vocabulary.• I can create drawings that replicate a selected image.• I can select imagery and colours to create a mood board with a defined theme and colour palette.
Vocabulary	Abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, shading, shape, smooth, surface, tear, texture, tone, tool.	Abstract, composition, contrasting, dabbing, paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint, wash, patterned, pointillism, portrait, shade, shadow, stippling, paint, technique, texture, 3D, tint, vivid.	Batik, colour, palette, craft, design, develop, designer, imagery, industry, inspiration, mood, board, organic, pattern, repeating, rainforest, texture, theme.



Art in a Nutshell



Lower Key Stage 2 – Swifts & Sycamores

Even Year	Autumn 2	Spring 2	Summer 2
Concept	Drawing: Power Prints (Y4 Kapow)	Painting & Mixed media: Prehistoric Painting (Y3 Kapow)	Craft & Design: Abstract Shape & Space (Y3 Kapow)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know some of the formal elements of art: Shape line pattern• I know how to use pencils of different grades to shade and add tone.• I know that artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.	<ul style="list-style-type: none">• I know the differences between prehistoric and modern paint.• I know that artists can make their own tools.• I know how to make natural paints using natural materials.	<ul style="list-style-type: none">• I know some of the formal elements of art: Colour, Form, Shape• I know how to join 2D shapes to make a 3D form.• I know how to join larger pieces of materials, exploring what gives 3D shapes stability.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can use a sketchbook for a wider range of purposes, e.g. recording things using drawing and annotations, planning and taking the next steps in a making process.• I can demonstrate greater skill and control when drawing and painting• I can use subject vocabulary confidently to describe and compare creative works.	<ul style="list-style-type: none">• I can recognise the processes involved in creating prehistoric art.• I can explain approximately how many years ago prehistoric art was produced.• I can use simple shapes to build initial sketches.	<ul style="list-style-type: none">• I can try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.• I can make a structure that holds its 3D shape.• I can explain in simple terms the difference between 2D and 3D art.
Vocabulary	Abstract, block print, collaborate, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, observational, drawing, precision, shading, shadow, symmetry, 3D, tone, wax-resist.	Charcoal, composition, negative/ positive image, pigment, prehistoric, proportion, scaled up, sketch, smudging, texture, tone.	Abstract, found, objects, negative/positive space, sculptor, sculpture, structure, three-dimensional.



Art in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Odd Year	Autumn 1	Spring 1	Summer 1
Concept	Drawing: I Need Space (Y5 Kapow)	Craft & Design: Ancient Egyptian Scrolls (Y3 Kapow)	Craft & Design: Architecture (Y5 Kapow)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know some of the formal elements of art: Shape Line Texture I know what retrofuturism is. I know how to decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> I know how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. I know the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> I know how to use sketchbooks to research and present information about an artist. I know how to interpret an idea in into a design for a structure. I know that artists are influenced by what is going on around them; for example, culture, politics and technology.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can create a selection of drawings and visual notes that demonstrate ideas using sketchbooks. I can use past knowledge and experience to explore a range of drawing processes. I can independently select tools and drawing techniques, with some guidance. 	<ul style="list-style-type: none"> I can recognise and discuss the importance of Ancient Egyptian art. I can consider the suitability of a surface for drawing. I can record colours, patterns and shapes through observational drawing. 	<ul style="list-style-type: none"> I can discuss Hundertwasser's work and recognise his style. I can sketch a house from first-hand or second-hand observation. I can purposefully evaluate work, demonstrating what went well and what could be improved.
Vocabulary	Collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking process, propaganda, purpose, repetition, Retrofuturism, revisit, space, race, stimulus, technique.	Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting,, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine.	Abstract, annotate, architect, architectural, architecture, birds eye view, built environment, commemorate, composition, crop, brief, design, design, intention, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational, drawing, organic, perspective, pressure.



Art in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Even Year	Autumn 2	Spring 2	Summer 2
Concept	Drawing: Make My Voice Heard (Y6 Kapow)	Painting & Mixed Media: Artist Study (Y6 Kapow)	Craft & Design: Photo Opportunity (Y6 Kapow)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know the term chiaroscuro.• I know the similarities and differences between different styles of art.• I know how to give opinions about what art is, justifying my ideas.	<ul style="list-style-type: none">• I know how to make a personal response to the artwork of another artist.• I know how to use sketchbooks to research and present information.• I know that people can have varying ideas about the value of art.	<ul style="list-style-type: none">• I know what photomontage is and recognise how artists use photography.• I know how a new image can be created using a combination of other images.• I know how different materials can be used to produce photorealistic artwork.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can collect a good range of imagery, adding annotated notes and sketches.• I can make relevant comparisons between different styles of art.• I can use tools effectively to explore a range of effects.	<ul style="list-style-type: none">• I can suggest ideas for the meaning behind a picture.• I can identify different features within a painting and use the formal elements to describe it.• I can work in a sustained way to complete a piece, making evaluations at each stage.	<ul style="list-style-type: none">• I can select relevant images and cut them with confidence and a level of control.• I can use recording devices and available software with confidence.
Vocabulary	Aesthetic, audience, character, traits, chiaroscuro, commissioned, composition, expressive, graffiti, Guerrilla imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone.	Abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate.	Album, arrangement, cityscape, composition, Dada, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software, digital.