# Art Core Knowledge

| Term | Year R Autumn1 | Year R Spring 1 | Year R Summer 1 |
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| Unit | Self Portraits – Colour & Line | Painting Techniques | Still Life, Collage |
| Core Knowledge | • Explain what a portrait is and begin to identify the features of a portrait.<br>• Manipulate malleable materials and objects showing a preference of a dominant hand.<br>• To be able to use lines and colour to create a self-portrait – straight, wavy, zigzag.<br>• Explain know who Miro is and identify the features in his artwork.<br>• Identify the primary colours: red, yellow and blue.<br>• Know how to mix poster paints to create different secondary colours.<br>• Know how to make a colour lighter using white paint. (tint)<br>• Explain know who Mondrian Artist and identify the features in his artwork. | • Know how to make a colour lighter using white paint. (tint)<br>• Explain know who the Artist Jackson Pollock is and identify the features in his artwork.<br>• To know who the artist Jackson Pollock is and features of his art work.<br>• Paint in the style of Jackson Pollock exploring painting techniques – drip, pour, splat. | • Explain who Van Gogh is and identify the features of his artwork – still life.<br>• How feelings/moods can be created using colour and tone.<br>• Know how to mix colours to create lighter and darker colours.<br>• Use a variety of paper/material to create collage in the style of Eric Carle.<br>• Explore creating patterns of spirals (Snails & Kandinsky) |

# Art Core Knowledge

| | Year R Autumn 2 | Year R Spring 2 | Year R Summer 2 |
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| | Observation Art and Nature Sculpture | Observational Art (Castles - DT) | Design a boat (DT)<br>Line, Pattern |
| | • Manipulate malleable materials and objects showing a preference of a dominant hand.<br>• Explain who Andy Goldsworthy is and identify the features of his artwork.<br>• Explain who Van Gogh is and identify the features of his artwork.<br>• Paint in the style on Van Gogh using the technique of spiral/swirl.<br>• Know how to mix colours to create lighter and darker colours.<br>• To identify different colours, shapes, patterns and textures in nature.<br>• How to use materials to create an object/piece of artwork. | • To use and apply my knowledge of line to create an observational drawing.<br>• Know how to mix colours to create lighter and darker colours. | • Explain who Lowry is and identify the features of his artwork.<br>• Create artwork in the style on Lowry and Hundertwasse.<br>• To understand how printing is used to create pattern.<br>• Expand and apply our knowledge of line through spirals and curved lines. |

| Term | Year 1 Autumn | Year 1 Spring | Year 1 Summer |
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| Unit | Colour | Line | Portraits and Artist Study |
| Core Knowledge | • How feelings/moods can be created using colour and tone. | • Identify and use different lines – straight, zig zag, | • Identify the features of a portrait. |

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| | • Know colours which compliment/contrast each other. | curved, wavy, organic, thin and thick.<br>• Accurately hold a pencil to vary pressure.<br>• Explain who Mondrian, Kandinsky and Mackesy is and identify the features of their artwork.<br>• To understand how to use technology to create art<br>• To be able to plan a piece of art. | • Explain who Frida Kahlo, Picasso and Roy Lichtenstein is and identify the features of their artwork.<br>• To be able to use lines and colour to create a self-portrait.<br>• To understand how pointillism art is created.<br>• To be able to comment on artistic techniques. |
| Term | Year 2 Autumn | Year 2 Spring | Year 2 Summer |
| Unit | Artist Focus – Henri Rousseau | Pattern and Texture | Self Portraits |
| Core Knowledge | • To be able to talk about the life of Henri Rousseau and identify the features of his artwork, comparing that to the work of others.<br>• To understand what composition is.<br>• To understand what a landscape is.<br>• To be able to paint a background and a foreground.<br>• To be able to mix colours, develop our use of brush strokes and use line | • To understand what mono-printing is.<br>• To understand how printing is used to create pattern.<br>• Explain who Hokusai, Warhol and Kandinsky is and identify the features of their artwork.<br>• To know a range of shading techniques and to be able to apply them for impact on a picture.<br>• To be able to use line and shading techniques | • To be able to accurately map a face based on proportions, and explore different portraits focusing on facial features.<br>• To use line to create identifiable facial features.<br>• To be able to mix colours to accurately represent skin tone.<br>• To be able to use mixed media to create a portrait. |

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| | techniques to create an observational drawing. | to create an observational drawing.<br>• To understand what sculpture is, identify some famous sculptors, and some sculpting techniques.<br>• To be able to use coils, slabs and mark making in clay to create a form.<br>• To understand what weaving is, and its influence in art (tapestries).<br>• To be able to use weaving techniques. | |

| Term | Year 3 Autumn | Year 3 Spring | Year 3 Summer |
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| Unit | Line | Landscapes | Architecture |
| Core Knowledge | • To understand what contouring is, and to be able to apply contouring skills.<br>• To develop an increasing understanding of line and shading techniques.<br>• To understand how continuous line drawings are created, identify some famous works and create a continuous line drawing. | • To look at landscapes created in a range of mediums.<br>• Explain who Turner, Constable and Salvador Dali is and identify the features of their artwork.<br>• To understand perspective, how it is created and to use it to create a mixed media landscape, a landscape, a | • To understand what architecture is in its different forms, and the chronology of architecture.<br>• To be able to identify and use symmetry.<br>• To be able to identify the features of classical and modern architecture.<br>• To understand what mechanical drawings |

# Art Core Knowledge

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| | • To be able to identify the role that line plays in the work of Katsushika Hokusai. | background and a foreground.<br>• To understand what surrealism is.<br>• To be able to use line and colour to create a landscape using perspective. | are, and how they link to architectural design.<br>• To understand scale, and use it to build a model.<br>• To understand the planning process to design and build a scaled model. |

| Term | Year 4 Autumn | Year 4 Spring | Year 4 Summer |
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| Unit | Light | Still life and form | Sculpture |
| Core Knowledge | • To understand how light is used in different media.<br>• To examine artists use of techniques to create light and shadow.<br>• Explain who Caravaggio, Rembrandt and Antoni Gaudi is and identify the features of their artwork.<br>• To develop the use of shading techniques, and to understand the influence of tone, to create light, shadow and darkness.<br>• To understand what 'chiaroscuro' is and identity artworks that use it, and apply this understanding. | • To know what still life and form is, and the link to construction lines.<br>• To be able to sketch lightly using construction lines.<br>• To understand the history of still life (Fresco murals).<br>• Explain who Paul Cezanne, Van Gogh is and identify the features of their artwork in relation to inanimate objects.<br>• To be able to use contouring techniques and shading techniques to add detail to the form, by developing light and shadow. | • To understand what sculpture is, and identify some artists who have created them<br>• To understand the chronology of sculpture.<br>• To understand the features of materials that are suitable for sculpting and to be able to manipulate them.<br>• To develop a range of sculpting techniques, experimenting with textural effects. |

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| | • To understand what a mosaic is, its history and how light is created.<br>• To understand the planning process to design and build a mosaic. | | |

| Term | Year 5 Autumn | Year 5 Spring | Year 5 Summer |
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| Unit | Islamic Art and Architecture | Textiles | Stencils and Print Making |
| Core Knowledge | • To understand the origins and features of early Islamic art, and compare this with other historic artworks and periods.<br>• To be able to explore and create geometric patterns using line and colour.<br>• To understand what lino-printing is, and use textural techniques to create a lino-print.<br>• To understand the origins and features of Islamic architecture (Taj Mahal, The Alhambra), critiques the design, and compare this with other historic architecture and periods, and its influence in the wider world. | • To understand what embroidery is, and how it is used in art.<br>• To be able to identify and use a needle and thread to create a range of different stitches for different effects to create a design. | • To understand what screen-printing is, and how to create texture, light and tone.<br>• Explain who Andy Warhol is, his influence, and identify the features of his artwork, comparing this to the artwork of Roy Lichtenstein, Halifax and Blake.<br>• To be able to use a craft knife to create a stencil. |

# Art Core Knowledge

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| | • To develop our mechanical drawing skills.<br>• To understand the planning process to design a modern building. | | |

| Term | Year 6 Autumn | Year 6 Spring | Year 6 Summer |
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| Unit | African Artwork | Art in the 20th century – Modernism and Beyond | The Renaissance |
| Core Knowledge | • To understand the spiritual purpose and significance of African art, the cultural changes reflected in African artwork, and make links to art from other cultures.<br>• To be able to identify the design features (geometrical and symmetrical patterns) of and African ceremonial mask.<br>• To understand what relief sculpture is and how it's created.<br>• To understand the planning process to design and build a ceremonial mask as a relief sculpture. | • To understand what modernism is, and what is considered to be art, being able to draw comparisons between modernist movements and key pieces of modernist art.<br>• To understand and use the features of cubism.<br>• To explore a range of art about identify (race and gender) and understand how art can be used to spread a social message.<br>• To understand what installation art is<br>• To understand the planning process in order to create a piece | • To be able to identify the features of Renaissance art, including the role of the nude, and its influence on art over time, comparing it to other artistic styles.<br>• Explain who Da Vinci and Michelangelo is and identify the features of their artwork.<br>• To be able to accurately use proportions and drawing techniques to map out human form (Study of hands and The Creation of Adam).<br>• To be able to analyse tone, line, colour and composition of a piece of artwork. |

**Art Core Knowledge**

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| | | of modernist art, and a piece of installation art, with a social message. | • To explore and critically evaluate Michelangelo's sculptures as a representation of the human form.<br>• To use a wide range of sculpting techniques to represent the human form. |