



EYFS Art Knowledge

PD / EAD curriculum area

Children in Reception will be learning to:

AUTUMN:

Physical development

Fine Motor

- Children can hold a pencil or paintbrush using a tripod grip to make marks or draw pictures.
- Children can hold scissors correctly to cut along a straight line.

Health & Hygiene

- Children can wash their hands with supervision.

EAD

- Children can weave paper/pipe cleaners on a simple loom.
- Children can make rubbings showing a mixture of textures and patterns.
- Children can take prints from objects and produce simple pictures by printing objects. Children can hold a pencil or paintbrush using a tripod grip to make marks or draw simple pictures.
- Children can select an appropriate colour for their artwork.
- Children combine cut papers to fill in a template (collage)
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Being imaginative and expressive

- Children can say what they see in dance and performance art and whether they like it.

PSED

- Self-regulation - Children can say “I am going to...” (**Plan Do Review**- activity or area)
- Children can say “I have been/made...” (**Plan Do Review**)
- Children are encouraged to ask for help if needed with support.

SPRING:

Physical development

Fine motor –

- Children can use a paintbrush to make clear marks and pictures.
- Children can hold scissors correctly to cut along a range of curved lines.
- Children can begin to use moulding tools to make marks in dough/sand.

Health and Hygiene –

- Children can wash their hands independently.

EAD

- Creating with materials:
- Children can weave fabrics/thread on a simple loom.
- Children can make patterns and pictures by printing from objects using more than one colour.
- Children are able to explore patterns, use a variety of papers and explore colour mixing through printing, making clean images.
- Children can use a paintbrush/pencil to make clear marks and pictures.
- Children explore tearing and overlapping paper to create collages.

Being imaginative and expressive

- Children can say how dance and art makes them feel.

PSED

- Children can say “I am going to...” “I will need...” (Plan Do Review- activity or area)
- Children can say “I have been/made...” “I used...” (Plan Do Review)
- Children independently ask for help and support.
- Children can listen carefully to and follow simple two step instructions.

Managing Self

- Children can put on a painting apron with support.
- Children can begin to keep trying with a challenge independently.
- Children can say something they are proud of and something they need help with.

SUMMER:

Physical development

Fine motor –

- Children can use a small paintbrush with control and precision.
- Children can cut neatly around a range of different shapes and lines.
- Children use clay tools with control to make sand/dough models.

EAD

- Children demonstrate more complex folding and tearing (collage)
- Children to use equipment and media with increased confidence (painting, dough, printing, collage, modelling, drawing)
- Children can use a small paintbrush/pencil with control and precision.

Being imaginative and expressive

- Children can talk about dance and art in detail, including explaining feelings, likes, dislikes.

PSED

- Children can talk in detail about what they are going to do and what they will need (Plan Do Review- activity or area)
- Children can say “I have been/made...” “I used...” “I am really proud of”
- Children talk about improvements they have made (Plan Do Review)

Managing Self

- Children can put on a painting apron independently.
- Children can begin to keep trying with a challenge independently.
- Children can say something they are proud of and something they need help with.



2022-23	Generating Ideas		
National Curriculum Aims	The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences KS1 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination KS2 - to create sketch books to record their observations and use them to review and revisit ideas		
	Y1/2	Y3/4	Y5/6
Unit 1	Know how to explore their own ideas using a range of media.	Know how to generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Know how to develop ideas more independently from their own research.
Unit 2	Know how to generate ideas from a wider range of stimuli, exploring different media and techniques.	Know how to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Explore and record their plans, ideas, and evaluations to develop their ideas towards an outcome.
Unit 3			Know how to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.



2022-23	Using Sketchbooks		
National Curriculum Aims	The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences KS1 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination KS2 - to create sketch books to record their observations and use them to review and revisit ideas		
	Y1/2	Y3/4	Y5/6
Unit 1	Know how to use sketchbooks to explore ideas in an open-ended way.	Know how to use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning, and taking next steps in a making process.	Know how to confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Unit 2	Know how to experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
Unit 3		Know how to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Know how to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.



2022-23	Making Skills		
National Curriculum Aims	<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS2 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		
	Y1/2	Y3/4	Y5/6
Unit 1 Drawing	<p>Knows how to develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Knows how to develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Knows how to experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>Knows how to apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knows how to use growing knowledge of different drawing materials, combining media for effect.</p> <p>Knows how to use greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p>	<p>Knows how to draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Knows how to apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Knows how to push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Unit 2 Paint and Mixed Media	<p>Is beginning to know how to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint.</p> <p>Knows how to mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Knows how to make choices about which</p>	<p>Knows how to explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Knows how use greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Knows how to work selectively, choosing and adapting collage materials to create contrast</p>	<p>Knows how to manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Knows how to work in a sustained way over several sessions to complete a piece.</p> <p>Knows how to analyse and describe how colour is used in other artists' work.</p> <p>Knows how to consider materials, scale and</p>



	<p>materials to use for collage based on colour, texture, shape and pattern.</p> <p>Knows how to experiment with overlapping and overlaying materials to create interesting effects.</p>	<p>and considering overall composition.</p>	<p>techniques when creating collage and other mixed media pieces.</p> <p>Knows how to create collage in response to a stimulus and work collaboratively on a larger scale.</p>
Unit 3 Craft and Design	<p>Knows how to respond to a simple design brief with a range of ideas.</p> <p>Knows how to apply skills in cutting, arranging, and joining a range of materials to include card, felt and cellophane.</p> <p>Knows how to experiment with techniques when trying out design ideas.</p> <p>Knows how to follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Knows how to use new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Knows how to design and make art for different purposes and begin to consider how this works in creative industries.</p>	<p>Knows how to develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Knows how to justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>



2022-23		Knowledge of Artists		
National Curriculum Aims	Aim: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. KS1 – about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. KS2 – about great artists, architects and designers in history.			
	Y1/2	Y3/4	Y5/6	
	Unit 1 Unit 2 Unit 3	Knows how to talk about art they have seen using some appropriate subject vocabulary. Knows how to make links to make links between pieces of art.	Knows how to use subject vocabulary confidently to describe and compare creative works. Knows how to use their own experiences of techniques and making processes to explain how art works may have been made.	Knows how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

2022-23		Evaluating and Analysing		
National Curriculum Aims	Aim: evaluate and analyse creative works using the language of art, craft and design KS1 – about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work KS2 – Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.			
	Y1/2	Y3/4	Y5/6	
	<ul style="list-style-type: none"> Knows how to explain their ideas and opinions about their own and other's artwork, giving reasons. 	<ul style="list-style-type: none"> Has begun to know how to use a more complex vocabulary when discussing their own and others' art. 	<ul style="list-style-type: none"> Knows how to give reasoned evaluations of their own and others work which takes account of context 	



<p>Unit 2</p> <p>Unit 3</p>	<ul style="list-style-type: none">• Is beginning to know how to talk about how they could improve their own work.	<ul style="list-style-type: none">• Knows how to evaluate their work more regularly and independently during the planning and making process.	<p>and intention.</p> <ul style="list-style-type: none">• Knows how to independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Cycle B

2023-24	Generating Ideas		
National Curriculum Aims	The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences KS1 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination KS2 - to create sketch books to record their observations and use them to review and revisit ideas		
	Y1/2	Y3/4	Y5/6
Unit 1 Autumn Term	Know how to explore their own ideas using a range of media.	Know how to generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Know how to develop ideas more independently from their own research. Explore and record their plans, ideas, and evaluations to develop their ideas towards an outcome.
Unit 2 Spring Term	Know how to generate ideas from a wider range of stimuli, exploring different media and techniques.	Know how to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Know how to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Unit 3 Summer Term			



2023-24	Using Sketchbooks		
National Curriculum Aims	The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences KS1 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination KS2 - to create sketch books to record their observations and use them to review and revisit ideas		
	Y1/2	Y3/4	Y5/6
Unit 1 Autumn Term Unit 2 Spring Term Unit 3 Summer Term	Know how to use sketchbooks to explore ideas in an open-ended way. Know how to experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Know how to use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning, and taking next steps in a making process. Know how to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Know how to confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Know how to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.



2023-24	Making Skills		
National Curriculum Aims	<p>The national curriculum for art and design aims to ensure that all pupils: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS2 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		
	Y1/2	Y3/4	Y5/6
Unit 1	<ul style="list-style-type: none"> • Know how to use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Knows how to develop observational skills to look closely and reflect surface texture through mark-making. • Knows how to explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ul style="list-style-type: none"> • Knows how to confidently use of a range of materials, selecting and using these appropriately with more independence. • Knows how to draw with expression and begin to experiment with gestural and quick sketching. • Knows how to develop their drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • 	<ul style="list-style-type: none"> • Knows how to use a broader range of stimulus to draw from, such as architecture, culture and photography. • Is beginning to know how to develop drawn ideas as part of an exploratory journey. • Knows how to apply known techniques with a range of media, selecting these independently in response to a stimulus. • Knows how to draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. •
Unit 2	<ul style="list-style-type: none"> • Knows how to experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. • Knows how to play with combinations of materials to create 	<ul style="list-style-type: none"> • Knows how to select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. 	<ul style="list-style-type: none"> • Knows how to apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting



	<p>simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<ul style="list-style-type: none"> • Knows how to mix colours with greater accuracy and begin to consider how colours can be used expressively. • Knows how to explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. • In sketchbooks, know how to use collage as a means of collecting ideas. 	<p>surfaces or mixing paint with other materials.</p> <ul style="list-style-type: none"> • Knows how to develop a painting from a drawing or other initial stimulus. • Knows how to add collage to a painted, printed or drawn background for effect. • Knows how to explore how collage can extend original ideas. • Knows how to combine digital effects with other media.
<p>Unit 3</p>	<ul style="list-style-type: none"> • Knows how to use their hands to manipulate a range of modelling materials. • Knows how to create 3D forms to make things from their imagination or recreate things they have seen. 	<ul style="list-style-type: none"> • Knows how to plan and think through the making process to create 3D forms using a range of materials. • Knows how to shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). • Knows how to experiment with combining found objects and recyclable material to create sculpture. 	<ul style="list-style-type: none"> • Knows how to investigate scale when creating forms in three dimensions. • Knows how to explore a greater range of materials to create 3D forms eg.wire and found materials. • Knows how to plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Knows how to persevere when constructions are challenging and work to problem solve more independently.

<p>2023-24</p>	<p>Knowledge of Artists</p>
<p>National</p>	<p>Aim: know about great artists, craft makers and designers, and understand the historical and cultural development of their art</p>



Curriculum Aims	forms.		
	<p>KS1 – about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>KS2 – about great artists, architects and designers in history.</p>		
	Y1/2	Y3/4	Y5/6
Unit 1	<ul style="list-style-type: none"> Knows how to describe similarities and differences between practices in Art and design, eg between painting and sculpture, and can link these to their own work. 	<ul style="list-style-type: none"> Knows how to use subject vocabulary to describe and compare creative works. Knows how to use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> Knows how to research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Unit 2			
Unit 3			

2023-24	Evaluating and Analysing		
National Curriculum Aims	<p>Aim: evaluate and analyse creative works using the language of art, craft and design</p> <p>KS1 – about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>KS2 – Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>		
		Y1/2	Y3/4
Unit 1	<ul style="list-style-type: none"> Knows how to describe and compare features of their own and other's artwork. 	<ul style="list-style-type: none"> Knows how to confidently explain their ideas and opinions about their own and other's artwork, giving reasons. Knows how to use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> Knows how to discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Knows how to use their knowledge of tools, materials and processes to try
Unit 2			
Unit 3			



			alternative solutions and make improvements to their work.
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