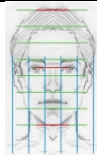




Art and Design ~ Long Term Disciplinary Knowledge Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring, evaluating and developing ideas, including the use of a sketchbook	Children will know that they can produce creative work in response to the world around them.	To know how to respond positively to ideas and starting points. To know how to talk about their work and the work of their peers/artists.	To know how to try different materials and methods to improve their work in their sketchbook. To know how to use photography to record their work and ideas (ie with land art that is not permanent)	To know how to question and make observations about starting points, and respond positively to suggestions. To notice and appreciate that their response to a starting point will be unique amongst their peers.	To know how to build up resilience, make and solve mistakes and suggest improvements to their work. To know how to use photography to capture images/settings/ideas they like	To know how to choose a starting point that inspires them	To know how to use digital sources to help research and develop ideas.
Drawing	Children will experience and develop control of a variety of drawing materials including – chalk pastels, oil pastels, pencil crayons, wax crayons and felt tips. Children will be able to talk about different materials and how they create different marks and different lines on their paper.	To know how to draw lines of varying thickness and tone. To know how to use dots and lines to demonstrate pattern and texture. To know how to use different materials to draw. For example chalk, felt tips. To know how to draw	To know how to draw with other materials such as charcoal. To know how to use dots, lines and shading to create different tones and texture. To know how to draw a portrait/self-portrait using these techniques: -Looking carefully in a mirror. -Noticing details such	To know how to experiment with showing line, tone and texture using different grades of pencils To know how to use shading to show light and shadow effects. To know how to draw a portrait/self-portrait using these techniques: -Looking carefully in	To know how to record and explore forms from first hand observation using techniques refined by their introduction to the Elements of Art. To know how to draw a portrait/self-portrait using these techniques: -Looking carefully in a mirror/at a friend/ at a photo. -Noticing details such	To know how to use techniques such as hatching, shading and cross-hatching to add volume to a drawing. To know how to draw a portrait/self-portrait using these techniques: -Looking carefully in a mirror/at a friend/ at a photo. -Noticing details such as the irises, pupils, eyelashes and eyebrows,	To know how to further control the effect of perspective and movement in their drawing. To know how to draw a portrait/self-portrait using the techniques they have learned previously and applying the following

	Children will develop their fine and gross motor skills	a portrait/self-portrait using these techniques: -Looking carefully in a mirror -Noticing details such as the irises and pupils, -Noticing shapes.	as the irises and pupils -Noticing details specific to that particular face ie freckles -Using a 'cross' on the oval of the face to help place features.	a mirror/at a friend. -Noticing details such as the irises, pupils, eyelashes and eyebrows, shapes of the ears, texture of the hair. - Use mathematical proportions to help place features.	as the irises, pupils, eyelashes and eyebrows, shapes of the ears, texture of the hair. -Considering how to use the shading of 3D shapes to help describe the nose - Use mathematical proportions to help place features.	shapes of the ears, texture of the hair, space between features. -Considering how to use the shading of 3D shapes to help describe the nose - Use mathematical proportions to help place features. -Compare their self-portrait to a portrait they have done of a friend/famous person/character. How have they described, using drawing, the differences between the faces?	technique. 
Painting	Children will know that they can use painting to develop and share their ideas, experiences and imagination. Children will experience a variety of painting materials including – poster paint, watercolour sets, painting with water, painting on ice etc. Children will experience painting on different scales and surfaces	To know how to mix the secondary colours To know how to use a watercolour palette	To know how to mix secondary and tertiary colours. To know how to alter the tint or shade of a colour by adding black or white To know how to have increasing control over media such as watercolour by learning techniques such as 'wash'	To know how to use varied brush techniques to create shapes, textures, patterns and lines; To know how to mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. To know how to have increasing control over media through experiment and play (ie mixing colours using oil/chalk pastels, painting in watercolour	To know how to use colour theory to control mood and effect in their work. To know how to experiment with the composition of a painting	To know how to use a 'viewfinder' to help decide on a composition. To know how to create and use a 'colour palette' for a painting they are planning.	To know how to use watercolours to create a tonal painting in just one colour and understand what mood this creates.

	Children will know the names of colours.			onto wet paper- 'wet-on-wet' technique)			
Sculpture	Children will experience creating 3D artwork (through box modelling, clay, collage etc) on different scales	To know how to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay and card. To know how to employ a variety of techniques, e.g. rolling, cutting, sticking.	To know how to create a clay tile using effective techniques to join parts and add texture. To know how to use natural materials to create temporary sculptures	To know how to use drawing and research in their sketchbook to plan a piece of 3D art. To know how to cut, combine and strengthen materials to create a recognisable 3D form To know how to effectively photograph their sculpture by thinking about backgrounds and angles.	To know how to use natural materials to create 'land art'	To know how to present research in their sketchbook into how specific important sculptures were made. To know how to use card and papier mache to represent an idea in 3D (Gaudi and Heatherwick)	To know how to use the 'pinch pot' technique to make a pot. To know how to use tools to add texture and detail to a clay piece. To know how to apply surface decoration to a clay pot using paint and sealant.
Collage	Children will experience creating collage work with natural and man-made materials on different scales	To know how to create a piece of art by working with a combination of materials through cutting, tearing, sorting, arranging, and sticking.	To know how to prepare, select and arrange materials in a collage to create a desired effect. To know how to add texture by arranging their materials.	To know how to use collage techniques such as overlapping, cutting, tearing and colour finding to bring texture and colour to a sculpture they have made.	To know how to select materials and colours to create a chosen effect.	To know how to build a collage over an existing image to intensify the effect.	To know how to use the 'mixed media' technique to produce a piece of art that expresses their personality.
Printing	Children will experience a variety of printing blocks/objects, both made by them (potato prints) and pre-made and they will know that they can use the printing block/object to transfer the paint to	To know how to use objects and paint to create repeating patterns using the techniques of printing. To know how to print with a variety of materials, e.g. sponges,	To know how to employ a range of printing techniques, e.g. pressing, stamping and rubbing. To know how to design, make and use	To know how to design and make a string printing block. To know how to use more than one colour to create layers in a print.	To know how to use a block to print a repeated/mosaic pattern with precision and control. To know how to replicate patterns from close observation of an existing design	To know how to create a 'Hapa-Zome' print and understand that is a Japanese craft technique.	To know how to produce a repeating print as a background for a collage. To know how best to create the printed effect they want by employing their own free choice and

	the surface they are working on.	vegetables, blocks, ends of paintbrushes/ pencils/tubes	their own printing block out of polystyrene.				judgement of the printing techniques they have learned at Chuter Ede. To know how to look through their work in order to remember and choose a technique they wish to employ.
Responding to the Work of Artists	Children will feel confident when looking a piece of art to be able to talk about the colours they see, the subject of the painting, whether or not they like it and how it makes them feel.	To know how to express an opinion on the work of famous artists. To know how to use inspiration from famous artists to create their own work and compare their version to the original and the work of their peers. To begin to build up a knowledge of a variety of artists.	To know how to use a specific work from a famous artists to create their own work through a variety of sketchbook-based activities. To know how to describe differences and similarities between art and artists.	To know how to reflect upon the work they have created that was inspired by the work of a famous artist.	To know how to reflect upon the work they have created that was inspired by the work of a famous artist and say how studying this artist has affected the development of their art skills	To know how to compare and contrast the work of two artists, giving detailed observations about their work.	To know how to compare and contrast the work of a variety of artists, giving detailed observations about their work.
The Elements of Art	Children will experience age-appropriate activities that allow them to explore the 7 elements of art	To know how to combine different art skills to create a picture (ie line and then colour)	To know how to identify different elements of art in the work they see.	To know how to use their knowledge of the elements of art to improve their work.	To know how to identify which of the elements of art they need to focus on to create a desired effect.	To know how to develop mastery of essential art skills through practice activities linked to the elements of art	To know how to employ the techniques practiced in the elements of art to improve our art work