



# Art and Design

Knowledge + skills

Whole school

At Sandwich Infant School, we value Art and Design as an important part of our children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the time to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to foster the curiosity and confidence to experiment with a wide range of techniques and to appreciate the value of this exploration as an art process in itself. We will encourage our children to find pleasure in both learning about art and being artists. By broadening their awareness of work of artists and designers, our children will learn how creativity and ambition contribute to the history and culture of a community or nation. Through a particular focus on the world around us, the environment and artists who raise the awareness of recycling, our children will develop an understanding of how ever present art and design is and the impact it can have.

Throughout the year, we will encourage the children to exhibit their work in and outside the school, to view the work of others and also aspire to introduce them to art from the wider world. We will equip our children with the knowledge and vocabulary needed to be able to share their opinions, evaluate their own work and make considered and respectful comments to others.

At Sandwich Infant School, we will achieve this by providing high quality art teaching. Three blocks of art lessons will be taught in Key Stage one across three terms over the year as well as additional opportunities and lessons linked to topics. In the Early Years Foundation Stage, our children will explore and use a variety of media and materials through a range of child initiated and teacher directed activities. The teaching of Art and Design will cover a wide selection of skills including painting, drawing, collage, sculpture, natural art and printing.

In the Early Years, the Development Matters area of Expressive Arts and Design provides the foundations for the delivery of our provision. Our Early Years Teachers support learning through demonstration, teacher led input, vocabulary rich discussion and enabling play environments.

In Key Stage 1, Art and Design is taught following the aims of the National Curriculum in both discrete lessons and integrated within other curriculum areas to create meaningful learning opportunities. Throughout blocks of learning, our children study an artist, learn new skills, have opportunities to explore different tools and materials, and plan, create and evaluate their own and others ideas. Key vocabulary is displayed in classrooms and the expectation is that children will use this key vocabulary in discussions and in self review of their practical skills.

As the children move through our school, they will revisit concepts with increasing levels of depth. This enables them to develop an awareness of their own artistic progress in terms of both skill and confidence. Children are encouraged to choose art techniques for a purpose and in doing so apply their knowledge of skills taught. Through this they will develop the resilience to experiment and learn from the choices made.

The children's learning will be further enhanced by an annual Art week where each child will explore various skills throughout the week before creating a piece of artwork on a canvas. These canvases will then be displayed in an art exhibition and viewed by the Arts Society Sandwich as well as the children and their parents.

- Our children acquire the age appropriate knowledge and skills linked to the Art and Design curriculum at the end of Reception and Key Stage 1 so that they are well prepared for their next key stage.
- Our children are confident, resilient, ambitious and enjoy art and design.
- Art is celebrated throughout the school as a form of expression and as a way to share ideas. It will be visible throughout the school and in classrooms.
- Our children are confident in selecting and using a range of materials in their work as well as the ability to use art and design techniques.
- Our children will be able to talk about and evaluate create works using taught vocabulary

<b>Overview</b>						
<b>Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5 Art Week</b>	<b>Term 6</b>
<b>R</b>	Early Mark Making Exploring and mixing paint Human Form	Exploring Resources Building 3D forms Junk Modelling	The Dot By Peter J Reynolds Junk Modelling	Chalk, Pastel and Crayons Junk Modelling	Drawing and observation Junk Modelling	Natural Art Junk Modelling
<b>Cycle A Year 1 and 2</b>	<i>Class Identity</i> <i>Explore Drawing</i> <i>Self-Portrait in Sketch Books</i>  <i>Sculpture:</i> <i>Clay Hedgehogs and Kingfishers (during class identity week)</i>  <b>Collage</b>  <b>Artist Study:</b> <b>Henri Matisse and Benode Behari</b>	<i>Printing in maths</i> <i>(Link to Maths Year 1 2D and 3D shapes)</i>		<b>Drawing and Self Portraits</b>  <b>Artist Study:</b> <b>Frida Kahlo</b>		<b>Painting and Colour Mixing</b>  <b>Artist Study:</b> <b>Alma Thomas</b>
<b>Cycle B Year 1 and 2</b>	<i>Class Identity</i> <i>Explore Drawing</i> <i>Self-Portrait in Sketch Books (during class identity week as an activity)</i>	<b>Light and Dark:</b> <b>Painting and Collage</b>  <b>Artist Study:</b> <b>Vincent Van Gogh</b>		<b>Sculpture</b>  <b>Artist Study:</b> Babara Hepworth	<b>Drawing</b> <b>Landscape/City Scape</b>  <b>Artist Study:</b> <b>Clare Caulfield</b>	
<b>Year 3</b>	<b>Artist Study:</b> Georges Seurat Pointillism  Exploring Colour		<b>Artist Study:</b> Mondrian		<b>Egyptian Death Masks</b>  Structure and Form	



	Reception	Year 1	Year 2	Year 3
<b>Human Form</b>				
<b>Substantive Knowledge</b>	<b>Human Form</b> <ul style="list-style-type: none"> <li>A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes.</li> <li>A human face has two eyes, a nose and a mouth.</li> </ul>	<b>Human Form</b> <ul style="list-style-type: none"> <li>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</li> </ul>	<b>Human Form</b> <ul style="list-style-type: none"> <li>A drawing, painting or sculpture of a human face is called a portrait.</li> <li>A drawing, painting or sculpture of an artist done by themselves is a self-portrait.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</li> <li>Draws a self-portrait</li> </ul>	<ul style="list-style-type: none"> <li>Represent the human form, including face and features, from observation, imagination or memory with some attention to correct proportions.</li> </ul>	
<b>Vocabulary</b>	Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth.	Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth, self-portrait, forehead, eyebrows, cheeks.	Human, body, head, neck, face, arms, legs, hands, feet, fingers, toes, eyes, nose, mouth, portrait, proportion, self-portrait, forehead, eyebrows, cheeks,	
<b>Malleable Materials and Sculpture</b>				
<b>Substantive Knowledge</b>	<b>Malleable Materials and Sculpture</b> <ul style="list-style-type: none"> <li>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</li> <li>To know that 3D shapes and objects can be used to build.</li> </ul>	<b>Malleable Materials and Sculpture</b> <ul style="list-style-type: none"> <li>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</li> <li>A sculpture is a 3D piece of art</li> </ul>	<b>Malleable Materials and Sculpture</b> <ul style="list-style-type: none"> <li>Malleable materials, such as clay, plasticine or salt dough, are easy to shape.</li> <li>Interesting materials that can make textures, patterns and imprints include tree bark, leaves,</li> </ul>	

		<ul style="list-style-type: none"> <li>A sculpture can be made from a range of recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to safely use tools</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Manipulates malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>Constructs with purpose</li> <li>Takes apart and builds</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</li> <li>Uses tools to manipulate materials</li> <li>Experiments with recycled, natural and man-made materials.</li> </ul>	<ul style="list-style-type: none"> <li>Press objects into a malleable material to make textures, patterns and imprints.</li> <li>Continue to construct with a range of materials.</li> </ul>	
<b>Vocabulary</b>	Bend, snap, twist, roll, pull, flatten, squash, squeeze, construct, join, tools, create, playdough, junk modelling	Clay, sculpture, tools, model, junk, 3D, newspaper, PVA glue	Clay, sculpture, tools, model, junk, 3D, newspaper, PVA glue, brush, sponge, clay tools, loop tool	
<b>Textiles/Collage</b>				
<b>Substantive Knowledge</b>	<b>Textiles/ Collage</b> <ul style="list-style-type: none"> <li>To know that papers and fabrics can be used to create art, including tearing, cutting and sticking.</li> </ul>	<b>Textiles/ Collage</b> <ul style="list-style-type: none"> <li>To know that collage is an art technique where different materials are layered and stuck down to create artwork.</li> </ul>	<b>Textiles/ Collage</b> <ul style="list-style-type: none"> <li>To know that different papers and materials have different textures</li> <li>To know that different media such as pastels, chalk and paint can be added to paper to reveal texture and add detail.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Cut, tear, fold and stick a range of papers and fabrics.</li> <li>Explores and handles a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use textural materials, including paper and fabric, to create a simple collage.</li> <li>Creates simple weaving.</li> </ul>	<ul style="list-style-type: none"> <li>Create a range of textures using the properties of different types of paper.</li> <li>To develop skills of overlapping to create effects</li> </ul>	

<b>Vocabulary</b>	Glue, sticking, paper, fabric.	Glue, sticking, paper, fabric, fold crumple	Glue, sticking, paper, fabric, fold, crumple, overlap	
<b>Painting</b>				
<b>Substantive Knowledge</b>	<b>Painting</b> <ul style="list-style-type: none"> <li>▪ To know that red, yellow and blue can be mixed to make green, orange and purple.</li> <li>▪ To know the colour names red, orange, yellow, green, blue, purple, brown, black, white.</li> <li>▪ Can name painting tools: paintbrush, mixing tray.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>▪ To know the primary colours are red, yellow and blue and these can be mixed to make secondary colours.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>▪ The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> <li>▪ To know that many tones of a colour can be made by adding white.</li> <li>▪ To know that darker shades can be made by adding small amounts of black or a darker colour.</li> <li>▪ Names different type of paint: water colour, poster paint.</li> </ul>	<b>Painting</b>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Use primary and other coloured paint and a range of methods of application.</li> <li>▪ Explores mixing paint to create different colours.</li> <li>▪ Explores using a range of tools and techniques to apply colour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and use paints in the primary colours.</li> <li>▪ Explores mixing primary colours to create secondary colours.</li> <li>▪ Can sort colours into collections i.e light and dark, greens, blues etc.</li> <li>▪ Continues to explore applying colour using a range of tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and mix secondary colours.</li> <li>▪ Create different tones by adding white.</li> <li>▪ Darkens a colour by adding black.</li> </ul>	
<b>Vocabulary</b>	Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white	Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white, primary	Paintbrush, sponges, colour, paint, mixing, red, orange, yellow, green, blue, purple, brown, black, white,	

		colours, secondary colours, light, dark	primary colours, secondary colours, light, dark, tones, shades.	
<b>Printing</b>				
<b>Substantive Knowledge</b>	<b>Printing</b>	<b>Printing</b> <ul style="list-style-type: none"> <li>To know that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</li> <li>Can identify a range of print i.e books, newspapers, pictures.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Make simple prints by exploring a variety of tools, including print blocks and rollers.</li> <li>Creates rubbings</li> </ul>	<ul style="list-style-type: none"> <li>Make simple prints and patterns using a range of liquids including ink and paint</li> <li>Uses pencil or decorative detail to add to prints</li> </ul>	<ul style="list-style-type: none"> <li>Creates order, symmetry, irregularity and extends repeating patterns by printing on a surface.</li> <li>Prints with a growing range of tools.</li> </ul>	
<b>Vocabulary</b>	Printing, pattern, rubbing	Printing, pattern, ink, transfer	Printing, ink, transfer, pattern, polystyrene, books, newspapers, pictures, symmetry, repeating pattern	
<b>Drawing</b>				
<b>Substantive Knowledge</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>To know that there are different types of line including thick, thin, straight, zigzag, curvy and wavy.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>To know that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Textures include rough, smooth, ridged and bumpy.</li> <li>Tone is the lightness or darkness of a colour.</li> </ul>	

		<p>are marked with an H for hard.</p> <ul style="list-style-type: none"> <li>To know that different types of line include zigzag, wavy, curved, thick and thin.</li> </ul>	<ul style="list-style-type: none"> <li>Pencils can create lines of different thicknesses and tones and can also be smudged.</li> <li>Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Selects appropriate tools and media to draw with and uses correctly.</li> <li>Investigates different lines.</li> <li>Uses drawing to represent a story.</li> </ul>	<ul style="list-style-type: none"> <li>Use soft and hard pencils to create different types of line and shape.</li> <li>Begins sketching natural and man-made objects</li> <li>Continues to explore a variety of tools and textures.</li> <li>Records in sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</li> <li>Records in sketch book.</li> <li>Draws as a way of recording.</li> </ul>	
<b>Vocabulary</b>	Pencil, crayon, chalk, felt tip, line, thick, thin, wavy, straight, smudged	Pencil, crayon, chalk, felt tip, line, thick, thin, wavy, straight, smudged, broad, narrow, hard, zigzag, curved.	Pencil, crayon, chalk, felt tip, charcoal, ink, line, thick, thin, wavy, straight, smudged broad, narrow, hard, zigzag, curved.	
<b>Natural Art</b>				
<b>Substantive Knowledge</b>	<p><b>Natural Art</b></p> <ul style="list-style-type: none"> <li>To know that logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</li> </ul>	<p><b>Natural Art</b></p> <ul style="list-style-type: none"> <li>Transient art is moveable, non-permanent and usually made of a variety of objects and materials.</li> </ul>	<p><b>Natural Art</b></p> <ul style="list-style-type: none"> <li>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> </ul>	

		<ul style="list-style-type: none"> <li>Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</li> </ul>		
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Uses natural materials and loose parts to make 2-D and 3-D art.</li> </ul>	<ul style="list-style-type: none"> <li>Makes transient art and pattern work using a range or combination of man-made and natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Draws, paints and sculpts natural forms from observation, imagination and memory.</li> </ul>	
<b>Vocabulary</b>	Logs, pebbles, sand, mud, clay, loose parts	Logs, pebbles, sand, mud, clay, loose parts, grass, leaves, pine cones, seeds, flowers	Logs, pebbles, sand, mud, clay, loose parts, grass, leaves, pine cones, seeds, flowers, feathers, stones, insects, birds, crystals, observation.	
<b>Landscapes</b>				
<b>Substantive Knowledge</b>	<b>Landscape</b> <ul style="list-style-type: none"> <li>A painting of a place is called a landscape.</li> </ul>	<b>Landscape</b> <ul style="list-style-type: none"> <li>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</li> <li><b>Begins to understand proportion and where the sky is.</b></li> </ul>	<b>Landscape</b> <ul style="list-style-type: none"> <li>A landscape is a piece of artwork that shows a scenic view.</li> <li>Understands proportion.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Draws or paints a place from observation or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Draws or paints a place from memory, imagination or observation.</li> </ul>	<ul style="list-style-type: none"> <li>Draws or paints features of landscape from memory, imagination or observation, with some attention to detail.</li> </ul>	
<b>Vocabulary</b>	Landscape, sky, land, water	Landscape, sky, land, water, proportion	Landscape, sky, land, water, proportion, scene	
<b>Creation</b>				

<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> <li>▪ To know that ideas can be created through observation (looking closely), imagination (Creating pictures in the mind) and memory (remembering experiences from the past).</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know that materials, tools and techniques can be suited to different tasks. For example, ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Explore artwork by famous artists and talk about their likes and dislikes.</li> <li>▪ Informal discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describes and explores the work of a significant artist.</li> <li>▪ Designs and makes art to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects the best materials and techniques to develop an idea.</li> <li>▪ Designs and makes art to express ideas.</li> </ul>	
<b>Vocabulary</b>	Artist, artwork	Artist, artwork, colour, shape, subject matter, observation, imagination, memory	Artist, artwork, colour, shape, subject matter, observation, imagination, memory, tools, techniques, materials	
<b>Compare and Contrast</b>				
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know that aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> </ul>	

		<ul style="list-style-type: none"> <li>To know that similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</li> </ul>		
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Share their creations with others, explaining their intentions and the techniques and tools they used.</li> </ul>	<ul style="list-style-type: none"> <li>Can say what they like about their own or others' work using simple artistic vocabulary.</li> <li>Identifies similarities and differences between two or more pieces of art.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and evaluates their own and others' work using artistic vocabulary.</li> </ul>	
<b>Vocabulary</b>	Compare, same, different	Compare, same, different, similarities, differences	Compare, same, different, similarities, differences	
<b>Significant People, Artwork and Movement</b>				
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>To know that an Artist is somebody who creates Art.</li> <li>To know that a famous artist is somebody who is famous for their Art.</li> </ul>	<ul style="list-style-type: none"> <li>To know that words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> </ul>	<ul style="list-style-type: none"> <li>To know that works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</li> </ul>	

<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Explore artwork by famous artists and talk about their likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Make transient art and pattern work using a range or combination of man-made and natural materials.</li> <li>Describe and explore the work of a significant artist.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why a painting, piece of artwork, body of work or artist is important.</li> </ul>	
<b>Vocabulary</b>	Artist, famous	Artist, famous, colour, shape, materials, natural, man-made	Artist, famous, colour, shape, materials, natural, man-made, style	
<b>Generation of Ideas and Evaluation</b>				
<b>Substantive Knowledge</b>		<ul style="list-style-type: none"> <li>To know that discussion, initial sketches and exploration of materials can be used to communicate ideas and are part of the artistic process.</li> <li>To know that they can review their own and others work by discussing aspects including subject matter, colour and shape, the techniques used and feeling.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</li> <li>To know that they can review their own work and others work by looking at aspects of the artwork to analyse and evaluate including subject matter, colour, shape, form and texture.</li> </ul>	
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Communicates their ideas as they are creating artwork.</li> <li>Shares their creations with others, explaining their</li> </ul>	<ul style="list-style-type: none"> <li>Communicates their ideas simply before creating artwork.</li> <li>Says what they like about their own or others' work using</li> </ul>	<ul style="list-style-type: none"> <li>Makes simple sketches to explore and develop ideas.</li> <li>Selects the best materials and techniques to develop an idea.</li> </ul>	

	intentions and the techniques and tools they used.	<p>simple artistic vocabulary.</p> <ul style="list-style-type: none"> <li>▪ Identifies what they might want to change or do differently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyses and evaluates their own and others' work using artistic vocabulary.</li> <li>▪ Identifies what they might want to change or do differently.</li> </ul>	
<b>Vocabulary</b>	Idea	Idea, sketch	Idea, sketch	