




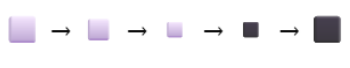






Concepts and Substantive Knowledge Endpoints for Art Curriculum



Concepts

<p>Pattern</p> 	<p>Shape</p> 	<p>Form</p> 	<p>Colour</p> 
<p>Line</p> 	<p>Tone</p> 	<p>Space</p> 	<p>Texture</p> 



Theoretical knowledge:

	<p>1. Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them.</p>
	<p>2. Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them to inspire their own work.</p>

Practical Knowledge:

	<p>3. Be able to draw carefully from observation, understanding how to use different marks, scale and perspective.</p>
	<p>4. Master artistic techniques (colour, pattern, texture, line, shape, form) including painting, drawing, sculpture and photography, textiles, clay</p>

Disciplinary Knowledge:

	<p>5. Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this.</p>
	<p>6. Be able to show a development of ideas and think critically about their own art (sketch book)</p>

Crucial Knowledge in each year group

FS2

Theoretical Knowledge:

- Be able to say that art is made by artists and they have to take care making it.

Practical knowledge:

- Enjoy the act making/creating. Have fun with art.
- Use different colours, shapes, materials etc.
- Make simple representations of people and other things
- Show some control when exploring tools and materials
- Begin to use a variety of drawing and painting tools to tell a story.

Disciplinary knowledge: -

- Art can be 2-D or 3-D and is a way of expressing ourselves.

Year 1

Theoretical Knowledge:

- Look at the work of artists (see above) and find out about their story.
- Say what I like about a piece of artwork and notice and describe some simple features of different kinds of art, craft and design

Practical knowledge:

- Explore lines made by different tools and on different scales.
- Understand prints are made by transferring an image from one surface to another. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Make repeats in patterns and sequences.
- Understand collage is the art of using different things like papers to make images.
- Explore properties of the paint and how you can use it to affect your mark making.
- Mix primary colours together to make secondary colours.

Disciplinary Knowledge:

- Artists can be inspired by the natural world and have been making art based on the natural world
- for almost as long as humans have existed e.g. cave paintings

Year 2

Theoretical Knowledge:

- Understand artists take their inspiration from the world around them and that in art we can experiment and discover things for ourselves.
- Understand how the artists experiences shapes and feeds into their work.

Practical knowledge:

- Use and explore different techniques e.g. embroidery, applique, fabric crayons and experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot.
- Talk about features of different types of painting and use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes
- Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints

Disciplinary knowledge:

- Art can be for a specific purpose, such as designing a building or illustrating a story.
- The purpose of art differs in different cultures. (link to puppets)

Year 3

Theoretical Knowledge:

- Compare different artists of the same style and explore work from different cultures and time periods. Contemporary artists; McKee and street artists and Victorian Naïve art by Lowry.
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them. How does city life inspire artists?

Practical knowledge:

- Draw and paint faces and a whole body, with accurate proportions in different stances, show facial expression and body language in drawings
- Create sketch books to record observations and use them to review and revisit ideas.
- Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) to create lines of different types and create texture and tone.
- Be able to draw 3d shapes showing light, shadow and perspective developing simple industrial landscapes.
- Create a background using a wash and explore links between colours and feelings.

Disciplinary knowledge:

- Artists document the world around them, using whatever tools and materials they can create.

Year 4

Theoretical Knowledge:

- Compare different artists and the way they have shown water and tried to promote sustainability and love of nature in their work. Contemporary artists; Zaria Foreman and reclaimed art sculptors with Leonardo Da Vinci (Renaissance) and Monet (Impressionism).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their emotions at that time.

Practical knowledge:

- Sketch showing an increased understanding of line, tone, scale, texture and depth to display movement, reflection and perspective.
- Mix tints and tones of colour with increasing confidence using paints, chalks and charcoals.
- Practice and develop sketch book use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, researching, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.
- Design and make a sculpture or piece of art to convey a message.

Disciplinary knowledge:

- Artists create compositions based on objects that are meaningful to them.
- Artists include images in their artwork that might have more than one meaning. Explore "There is no Plan B! How can we use art to highlight global issues?"

Year 5

Theoretical Knowledge:

- Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Compare and contrast 20th Century artists, their genre and tools and techniques: Miro (Surrealism) / Warhol (Pop art)/ Kandinsky (Abstract Modern)/ Yayoi Kusama (Japanese contemporary artist).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their feelings and emotions at that moment in time.

Practical knowledge:

- Mix colours, use space, hues, tints and tones, overlap and create texture using paints and collage with a level of mastery.
- Sketch and paint people and 3-D shapes with skill.
- Draw effect of light on people and objects from different directions and develop the concept of perspective
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.
- Plan and develop ideas and work collaboratively on a moving art project.

Disciplinary knowledge:

- What purpose does art serve? Artists use symbols and images that have meaning to the viewer to tell stories visually.
- Reflect on the topic question "Do we all see things the same?" Look at art illusions as a way to discuss this.

Year 6

Theoretical Knowledge:

- Say who and what their project work has been influenced by.
- Explore the work of key artists of the twentieth century (Picasso, Rothko, Henry Moore, Barbara Hepworth) and the impact of artists work on society at the time.
- Produce their own work inspired by these artists and sculptors. Commenting on reasons why they have used different tools, media and techniques and evaluating work as it progresses.

Practical knowledge:

- Improve mastery of sculpture techniques e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips.
- Plan, design, make and adapt models; evaluate other sculptures and use knowledge to make own personalised sculpture.
- Sketches and plans communicate their own style, emotions and a sense of self within accuracy and imagination.
- Improve mastery of painting techniques using a wide range of techniques in their work and explain why they have chosen specific painting techniques.
- Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects

Disciplinary knowledge:

- Art has different meanings in different cultures. Sometimes these cultures are represented simultaneously in an artwork to highlight or celebrate the differences.