

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Drawing To hold a pencil correctly, you need to use the tripod grip. (YR Aut)</p> <p>Mark making is the different lines, dots and patterns we see and use in art. (YR Aut)</p> <p>Lines are used to create shapes and objects. (YR Aut)</p> <p>Painting The names of colours. (red, blue, yellow, orange, purple, green, pink, black, brown, white, grey) (YR Aut)</p> <p>Printing To print, put some paint on your 'stamp', push it down on your piece of paper without moving it, then lift it off your paper. (YR Spr)</p> <p>A repeating pattern is a design that is repeated over and over again. (YR Spr)</p>	<p>Drawing Mark making is the creation of different lines, textures and shapes. These can be thick or thin, straight or curved.</p> <p>A sketch is a rough drawing created with light mark making. It is quick.</p> <p>Painting Secondary colours are made by mixing two primary colours. They are purple, green and orange.</p> <p>Printing A repeating pattern is something that repeats over and over again.</p>	<p>Drawing A shade is where black is added to make the colour darker. A tint is where white is added to make the colour lighter. (Y2 Aut)</p> <p>Sketching pencils come in different grades, from 9B to 9H, which will change the type of lines that are made. (Y2 Aut)</p> <p>Painting Warm colours consist of red, orange and yellow. Cool colours consist of blue, green and purple. (Y1 Spr)</p>
Disciplinary knowledge	<p>Drawing I can hold a pencil correctly, using the tripod grip, to make different marks. (YR Aut) <i>ELG – hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</i></p> <p>Painting I can name different colours. (YR Aut)</p> <p>I can experiment with mixing colours and can create a piece of work in the style of Kandinsky. (YR Aut) <i>ELG – use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p>Printing I can print an AB repeating pattern, applying appropriate pressure. (YR Spr)</p>	<p>Drawing I can use pencils to create lines of different thickness in drawings.</p> <p>I can use a range of materials to make different marks</p> <p>Painting I can create the secondary colours through experimenting with paint, by mixing two primary colours together.</p> <p>Printing I can create repeating pattern in print, where the placement is controlled.</p>	<p>Drawing I can explore different grades of pencil and charcoal to experiment with the different marks they can make. (Y2 Aut)</p> <p>I can choose a sketching pencil grade to make a desired mark. (Y2 Aut)</p> <p>Painting I can create tertiary colours by mixing primary and secondary colours together. (Y2 Aut)</p> <p>I can create shades and tints by adding black or white, using different types of paint. (Y2 Aut)</p> <p>Printing I can print a pattern of dots, using a small object such as cotton buds. (Y1 Spr)</p>

Culture and Diversity – which helps pupils to develop enquiring minds about the wider world.

Artists from different countries, genders and periods of time are focused on within art.

Artists: Bridget Riley, United Kingdom (1937 – present); Vincent Van Gogh, Netherlands (1853 – 1890)

Environment and Community – which helps to instil in our pupils a respect for our environment and for our local and wider communities.

Children are taught how to use different materials without creating waste and damage for the environment. Recycled materials are also reused within art.

Eco: to create a repeating pattern, stamps are made from old cardboard boxes.

Creative arts and physical development – which helps our pupils to express themselves and excel as holistic learners.

Children are able to express themselves in art. They can take ideas from artists and each other to produce work in their own style. Children are also able to work as a team, creating large scale pieces of art in the outdoor environment.

Physical development: Children develop their fine and gross motor skills, by mark make on both a small and large scale.

Learning to learn – which helps pupils to concentrate and focus and build resilience as learners.

Artistic knowledge and skills are often used as a mindfulness strategy and is something children can learn to use independently. Development of mark making will also support their writing and drawing, which can be used in all areas of the curriculum.

Across the curriculum: History – artists are added to the classroom timeline and children explore what time period was like when the artists were alive and how that has influenced their work. Maths – repeating patterns.

Books: Mixed: A Colourful Story by Arree Chung; Sky Colour by Peter H. Reynolds