

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Painting The three primary colours are red, yellow and blue. (YR Spr)</p> <p>Secondary colours are made by mixing two primary colours. They are purple, green and orange. (Y1 Aut)</p> <p>Printing A repeating pattern is something that repeats over and over again. (YR Spr/Y1 Aut)</p>	<p>Painting Warm colours consist of red, orange and yellow.</p> <p>Cool colours consist of blue, green and purple.</p> <p>A wash is a thin layer of colour covering the page.</p> <p>Printing Printing is when you move a design from one surface to another.</p> <p>People Henri Rousseau was a French painter who was known for his bold pictures of the jungle. He painted the background first.</p>	<p>Painting 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>Warm and cool colours are revisited in Y4.</p>
Disciplinary knowledge	<p>Painting I can name and use the three primary colours. (Y1 Spr)</p> <p>I can use the primary colours to create a piece of work in the style of Jackson Pollock. (Y1 Spr)</p> <p>ELG – <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p>Printing I can create a repeating pattern in print, where the placement is controlled. (Y1 Aut)</p>	<p>Painting I can create a warm or cool coloured wash using watercolour paints.</p> <p>Printing I can print a pattern of dots, using a small object such as cotton buds.</p> <p>People I can create a piece of work in the style of Henri Rousseau, starting with the background and using bold colours.</p>	<p>Painting I can create a seascape by mixing the correct colours and the style of an artist, such as Hokusai or William Turner. (Y1 Spr)</p> <p>Printing I can design and make a stamp, and print a pattern in the style of William Morris. (Y2 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: Henri Rousseau, France (1844 – 1910); David McEown, Canada (present); Emily Kame Kngwarreye, Australia (1910 – 1996)

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: old cardboard boxes/shoeboxes are used to create a habitat (linked with DT); Henri Rousseau's work highlights the importance of stopping large scale deforestation and shows what a rainforest should look like.

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: Fine motor skills are needed to print a pattern of dots with precision, in the style of Kngwarreye.

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. Geography – as we learn about different continents, we link them to different artists and discuss how they were influenced by their surroundings.

Books: The Fantastic Jungles of Henri Rousseau by Amanda Hall and Michelle Markel