

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Drawing How to hold a pencil correctly. (YR Aut)</p> <p>Painting The primary colours are red, yellow and blue. (YR Spr)</p> <p>The secondary colours are made by mixing two primary colours together. They are purple, orange and green. (Y1 Aut)</p> <p>Warm and cool colours. (Y1 Spr)</p>	<p>Drawing Sketching pencils come in different grades, from 9B to 9H, which will change the type of lines that are made.</p> <p>Painting Tertiary colours are created by mixing equal parts of a secondary colour and a primary colour together.</p> <p>A shade is where black is added to make the colour darker.</p> <p>A tint is where white is added to make the colour lighter.</p>	<p>Painting Primary and secondary colours are revisited in Y3 Aut.</p> <p>Complementary colours are opposite colours on the colour wheel. (Y5)</p>
Disciplinary knowledge	<p>Drawing I can use pencils to create lines of different thickness in drawing. (Y1 Aut)</p> <p>I can use a range of materials to make different marks. (Y1 Aut)</p> <p>Painting I can create the secondary colours through experimenting with paint, by mixing two primary colours together. (Y1 Aut)</p>	<p>Drawing I can explore different grades of pencil and charcoal to experiment with the different marks they can make.</p> <p>I can choose a sketching pencil grade to make a desired mark.</p> <p>Painting I can create tertiary colours by mixing primary and secondary colours together.</p> <p>I can create shades and tints by adding black or white, using different types of paint.</p>	<p>Drawing I can look closely at an object and add in details. (Y3 Aut)</p> <p>I can draw objects using 2B and 4B pencils. (Y3 Aut)</p> <p>Painting I can choose and mix suitable colours for a purpose. (Y3 Spr)</p>

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

Artists: Wassily Kandinsky, Russia (1866 – 1944); Dennis Creffield, United Kingdom (1913 – 2018)

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: Discuss the importance of reusing paper when experimenting with different marks and grades of pencil.

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 together.

Physical development: Sketching using charcoal requires lots of quick movements.

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 – focus on how houses and buildings have changed over time, particularly the shape of Tudor houses in comparison with the houses the children live in today.

Books: Mix it Up! by Herve Tullet