

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>The names of different materials, such as pencil, paint etc. (FS1)</p>	<p>Drawing To hold a pencil correctly, you need to use the tripod grip.</p> <p>Mark making is the different lines, dots and patterns we see and use in art.</p> <p>Lines are used to create shapes and objects.</p> <p>Painting The names of colours. (red, blue, yellow, orange, purple, green, pink, black, brown, white, grey)</p> <p>People Wassily Kandinsky is known for using lots of colour in his paintings.</p>	<p>Drawing Mark making is the creation of different lines, textures and shapes. These can be thick or thin, straight or curved. (Y1 Aut)</p> <p>A sketch is a rough drawing created with light mark making. It is quick. (Y1 Aut)</p> <p>Painting The three primary colours are red, yellow and blue. (YR Spr)</p>
Disciplinary knowledge	<p>Development Matters 3 and 4 Year Olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Drawing I can hold a pencil correctly, using the tripod grip, to make different marks. ELG – <i>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.</p> <p>I can experiment with mixing colours and can create a piece of work in the style of Kandinsky. ELG – <i>use a range of small tools, including scissors, paintbrushes and cutlery.</i></p>	<p>Drawing I can use pencils to create lines of different thickness in drawings. (Y1 Aut)</p> <p>I can use a range of materials to make different marks. (Y1 Aut)</p> <p>Painting I can name and use the three primary colours. (YR 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: Wassily Kandinsky, Russia (1866 – 1944)

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: children can make different marks within the natural environment.

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: exploring both small and large scale mark making will develop fine and gross motor skills.

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: Writing – exploring mark making will support the development of their early writing in YR.

Books: The Noisy Paintbox: The Colours and Sounds of Kandinsky's Abstract Art by Barb Rosenstock, Beautiful Oops! by Barney Saltzberg, The Dot by Peter H Reynolds