

	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>Drawing To hold a pencil correctly, you need to use the tripod grip. (YR Aut)</p>	<p>Drawing A portrait is a drawing of another person. A self-portrait is a drawing of yourself.</p> <p>An observational drawing is drawing what you can see.</p> <p>Verbal response The same means something identical with or similar to another.</p> <p>Different means not the same as each other.</p>	<p>Drawing A sketch is a rough drawing created with light mark making. It is quick. (YR Aut)</p> <p>Verbal response An opinion is a view or judgement about something, that isn't based on facts or knowledge. (Y1 Sum)</p>
Disciplinary knowledge	<p>Development Matters 3 and 4 Year Olds: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Painting I can name and use the three primary colours. (YR Spr)</p> <p>Drawing I can hold a pencil correctly, using the tripod grip, to make different marks. <i>ELG – hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</i></p>	<p>Drawing I can hold a pencil correctly and draw carefully to create a self-portrait.</p> <p>I can draw from observation and identify the colours I would need to paint it.</p> <p><i>ELG – begin to show accuracy and care when drawing.</i> <i>ELG – share the creations, explaining the process they have used.</i></p> <p>Verbal response I can explain what is the same and different about two paintings.</p>	<p>Drawing I can use pencils to create lines of different thickness in drawings. (YR Aut)</p> <p>Verbal response I can give my opinion about a seascape that has been created by an artist. (Y1 Sum)</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: 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.

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: development of fine motor skills through careful, controlled mark making with a purpose.

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: Understanding the World – encouraging children to make observations of the world around us. PSED – recognising different emotions.

Books: Camille and the Sunflowers by Laurence Anholt