



HAYES MEADOW PRIMARY SCHOOL

ART KNOWLEDGE AND SKILLS

EARLY YEARS



	Use Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Study of a range of artists
Rec	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Use a range of small tools, including scissors.</p> <p>Share their creations, explaining the process they have used.</p> <p>Crafts from different cultures.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Know how to use pencils to create lines of different thicknesses in drawings.</p> <p>Observational drawings of plants Butterfly symmetry</p>	<p>Experiment with colour, design, texture, form and function.</p> <p>Know the names of the primary and secondary colours.</p> <p>Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas).</p>	<p>Explore, use and refine a variety of artistic effects – matching and mixing colours and materials. Talk about the work of an artist – their likes and dislikes.</p>



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KEY STAGE ONE



	Use Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Study of a range of artists
Year 1	<p>Know how to cut, roll and coil materials.</p> <p>Know how to use IT to create a picture.</p> <p>Select, cut, assemble, tear, stick and collage different materials.</p>	<p>Know how to show how people feel in paintings and drawings.</p> <p>Know how to use pencils to create lines of different thicknesses in drawings.</p>	<p>Know how to create moods in art work.</p> <p>Know the names of the primary and secondary colours.</p> <p>Know how to create a repeating pattern in print.</p> <p>Be able to create rubbings (from a print or textured surface).</p> <p>Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas).</p>	<p>Describe what can be seen and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p>
Year 2	<p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Know how to make a coil clay pot.</p> <p>Know how to join two clay finger pots together.</p> <p>Be able to use 'slip' when making joins in clay.</p> <p>Know how to use different effects within an IT paint package.</p>	<p>Know how to show how people feel in paintings and drawings.</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p>	<p>Know how to mix paint to create all the secondary colours.</p> <p>Know how to create brown with paint.</p> <p>Know how to create tints with paint by adding white.</p> <p>Know how to create tones with paint by adding black.</p> <p>Match and make new colours.</p> <p>Explore wash, strokes, layers, blending, splash and drip techniques.</p>	<p>Suggest how artists and creative practitioners have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist.</p> <p>Pupils develop views and ideas, using this to inform their own creative actions.</p>



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LOWER KEY STAGE TWO



	Drawing, painting and sculpture	Study of a range of artists	Using sketchbooks
Year 3	<p>Know how to show facial expressions in art.</p> <p>Know how to use different grades of pencil to shade and to show different tones and textures.</p> <p>Know how to create a background using a wash.</p> <p>Know how to use a range of brushes to create different effects in painting.</p> <p>Lift an impression or print from a textured or incised surface.</p>	<p>Know how to identify the techniques used by different artists and creative practitioners.</p> <p>Know how to compare the work of different artists.</p> <p>Recognise when art is from different cultures.</p> <p>Recognise when art is from different historical periods.</p>	<p>Know how to use sketches to produce a final piece of art.</p> <p>Know how to use digital images and combine with other media.</p> <p>Know how to use IT to create art which includes their own work and that of others.</p>
Year 4	<p>Know how to show facial expressions and body language in sketches and paintings.</p> <p>Know how to use marks and lines to show texture in art.</p> <p>Know how to use line, tint, tone, shape and colour to represent figures and forms in movement.</p> <p>Know how to show reflections in art.</p> <p>Know how to print onto different materials using at least four colours.</p> <p>Create a surface pattern by repeat printing a motif or simulate a repeating pattern using digital technology.</p> <p>Know how to sculpt clay and other mouldable materials.</p>	<p>Experiment with the styles used by other artists and creative practitioners.</p> <p>Explain some of the features of art from historical periods.</p> <p>Know how different artists developed their specific techniques.</p>	<p>Know how to integrate digital images into artwork.</p> <p>Use sketchbooks to help create facial expressions.</p> <p>Use sketchbooks to experiment with different texture.</p> <p>Use photographs to help create reflections.</p>



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UPPER KEY STAGE TWO



	Drawing, painting and sculpture	Study of a range of artists	Using sketchbooks
Year 5	<p>Know how to use shading to create mood and feeling.</p> <p>Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and form in movement.</p> <p>Know how to express emotion in art.</p> <p>Know how to create an accurate print design following given criteria.</p> <p>Explore was and transparency, marks and strokes when painting.</p>	<p>Research the work of an artist or creative practitioner and use their work to replicate a style.</p> <p>Know reasons why artists and designers work in the way they do and make decisions.</p> <p>Use the study of an artist to inform creative actions.</p>	<p>Experiment by using marks and lines to produce texture.</p> <p>Experiment with shading to create mood and feeling.</p> <p>Experiment with media to create emotion in art.</p> <p>Know how to use images created, scanned and found; alerting them where necessary to create art.</p>
Year 6	<p>Know how to overprint to create different patterns.</p> <p>Know which media to use to create maximum impact.</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art.</p>	<p>Explain the style of art used and how it has been influenced by a famous artist.</p> <p>Know what a specific artist is trying to achieve in any given situation.</p> <p>Know why art can be very abstract and interpret what message the artist is trying to convey.</p>	<p>Explain why different tools have been used to create art.</p> <p>Explain why chosen specific techniques have been used.</p> <p>Know how to use feedback to make amendment and improvement to art.</p> <p>Know how to use a range of e-resources to create art.</p>