



Core Art Knowledge Overview

Below is an overview of all of the core history knowledge gained during Key Stage One and Two at Woodlands. For more detailed knowledge, please refer to the Knowledge Organisers for each class.

Year group	Core Knowledge (learning objectives for each lesson)	Substantive Concepts	Assessment Outcome
Year 1 & 2 Cycle A	Colour To understand that there are primary colours and what they are. To identify secondary colours, warm and cool colours. To know what tints and shades are. To understand that artists can use tints and shades of blue to paint water. To study how Monet uses tints and shades. To experiment using different materials to show a stormy sea.	Primary and secondary colours. Shade and tint.	To mix a secondary colour and make shades and tints of blue to make the sea.
	Line To show what I know about line in art. To know that artists can use lines, made from different materials, to show different things. To study how Miro uses line. To know how Miro uses lines. To study how Klee used lines. To know that Klee used lines draw landscapes.	Lines and shapes.	To make a landscape using lines.



	<p>Architecture and Sculpture To understand that architecture is the art of designing buildings To be able to describe buildings. To design a building with a purpose. To understand that sculpture is a 3D form of art. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen.</p>	<p>Three dimensional art sculptures</p>	<p>To make and paint a sculpture from clay</p>
	<p>Paintings of children To know that art can tell us about people and people in the past. To be able to use a pencil to draw the shape of a child. I know how to add detail to my drawing to show what the child is doing. Artists sometimes use different sized brushes when they are painting. I know how to describe my painting.</p>	<p>Draw shapes and add detail Use different sized brushes to paint</p>	<p>Draw and paint a child. Talk about techniques used and how they were achieved.</p>
<p>Year 1 & 2 Cycle B</p>	<p>Colour and shape To recognise primary, secondary, warm and cool colours. To know what a tint and a shade is. To recognise and name geometric shapes in art. To know what an organic shape is. To know that Calder used organic shapes to make his sculptures.</p>	<p>Warm and cool colours Shapes in art</p>	<p>To mix cool and warm colours and paint smoothly To be able to make up, draw and cut out organic shape</p>



	<p>Colour shape and texture To understand how Matisse made his cut-outs. To know that Matisse used organic shapes and complementary colours in his cut-outs. To understand that Matisse carefully considered the composition of his cut-outs To understand that artists can show how something feels. To explore how artists create visual texture. To understand more about the Arnolfini Portrait</p>	<p>Visual texture using colour, marks, shape and texture.</p>	<p>I can use different marks and colour to show texture. I can layer oil pastels, pencils and chalk.</p>
	<p>Portraits and self portraits To understand what a portrait and a self portrait is. To explore the use of colour in self-portraits. To understand how artists represent themselves through self-portraits. To understand how artists represent themselves through self-portraits. To explore how an artist can represent themselves or others in different ways. To know what a cubist picture looks like.</p>	<p>Cubist portrait</p>	<p>To be able to draw a self portrait and add bright colours, patterns/ shapes in the background.</p>
	<p>Ancient Egyptian Art To explore different shapes and colours used in Ancient Egyptian art. Understand that Ancient Egyptians drew their pharaohs from a side profile. Create artwork in the style of the Ancient Egyptians. To use a variety of materials; pastels, felt tips and pencils. Design a cartouche and share designs talking about colours used. To use clay to make a sphinx using hands to mould clay.</p>	<p>Clay sculpture</p>	<p>To be able to use a malleable material (clay) and mould it into a clay sphinx.</p>
<p>Year 3 & 4 Cycle A</p>	<p>Line To understand that artists use sketchbooks and that lines are like basic tools for artists. To understand that artists can use different line weight.</p>	<p>Lines and shapes</p>	<p>To be able to paint a stormy sea and use different materials to create texture.</p>



	<p>To understand different ways artists use line To study how Hukosai used woodblock printing to create lines. To study how Monet uses tints and shades. To experiment using different materials to show a stormy sea.</p>		
	<p>Still life and form To understand what a still life is and that they have been painted for a long time. To understand that artists use tone to create form. To know that artists can show tone and form using cross hatching To understand that artists can use colour to create form To know how to use colour to create form</p>	<p>Cross hatching skills in still life</p>	<p>To be able to sketch out the shapes of objects to fill the whole page and use oil pastels and layers of colour.</p>
	<p>Landscapes To understand what a landscape painting is. To explore different methods for painting landscapes. To understand that artists can use symmetry To use symmetry to create a work of art</p>	<p>Symmetry and texture in art and nature</p>	<p>To be able to create a symmetrical sculpture using natural objects.</p>
	<p>Architecture To understand how the Greeks built famous buildings and the architecture. To understand how the Parthenon shows features of Greek temple architecture To show what I know about Greek temple architecture To make a frieze from the stonework using a bar of soap.</p>	<p>Sculpture using soap</p>	<p>To be able to use tools to sculpt a frieze from soap.</p>
<p>Year 3 & 4 Cycle B</p>	<p>Light To understand how to use a ground and underpainting using acrylic paint To understand that artists use tints and shades to show form. To compare how</p>	<p>Drawing & painting,</p>	<p>To build on the current understanding of the visual elements of art</p>



	Caravaggio and Vermeer use tone. To understand that artists can use tone to show form and drama		and to understand how light can be used.
	<p>Space To identify foreground, middle ground and background To understand that artists can create the illusion of three dimensions To understand that artists can use colour and detail to show depth Matisse Millet Bruegel the Elder Turner Pencils, acrylic, coloured pencils, Drawing, painting & mixed media To build on the current understanding of the visual elements of art To understand how artists use foreground, middle ground and background to create depth.</p>	Drawing, painting & mixed media	To build on the current understanding of the visual elements of art and to Jesus said, 'Come follow me, live your lives the way God wants you to.' To understand how artists use foreground, middle ground and background to create depth. understand how space can be used.
	<p>Design To know that expressionism is a type of art where design shows strong emotions To understand the meaning of design in art. To understand that Matisse carefully considered the design of his cut outs To know that colour is an element of art that can affect emotion To understand that lines can be used to show emotion</p>	Drawing, collage, painting & printing	To know how artists use design to express emotions.
	<p>Needlework To know that textiles can be decorated or embellished using print, embroidery and oblique. To know that colour and pattern make textiles more interesting.</p>	Paper weave, loom weave and cross stitch.	To know the techniques used to weave and cross stitch and apply to own piece.



	<p>To know that weaving is interlocking sets of different threads. To be able to weave using paper. To know that tapestries are woven and to follow the techniques on own loom. To use a cross stitch pattern on squared paper before beginning cross stitching.</p>		
<p>Year 5 & 6 Cycle A</p>	<p>Style To know that abstract art is art that doesn't try to look like something To know that artists can use colour theory to create an effect in abstract paintings To understand that Rococo was a style of art and design from the 1700s To compare two different styles in art and design</p>	<p>Drawing, canvas & painting</p>	<p>To compare different styles of art.</p>
	<p>Islamic Art and Architecture To understand how the Alhambra shows features of Islamic art and architecture To understand how the Taj Mahal shows features of Islamic art and architecture To show what I know about Islamic art and architecture To understand what Islamic art and architecture means To understand that Islamic art uses calligraphy, geometric and vegetal patterns To know common features of Islamic architecture</p>	<p>Drawing, painting & ceramic</p>	<p>To know and understand the features of Islamic Architecture.</p>



	<p>Prints and Printmaking To understand how a relief print is made To understand how an intaglio print is made To understand that printing is an indirect art that can produce many copies To understand how a screen-print is made</p>	<p>Printing ink, printing frames, screen printing ink</p>	<p>To know different methods of printing.</p>
	<p>Art of Africa To analyse and consider different types of African art. To identify some of the style features of African art. To consider different mediums that might be used for different pieces of art. To know that patterns are used for camouflage. To know that African art began with abstract art and this relied on bright colours and shapes. To know how to make a template of a headdress.</p>	<p>Making templates and cutting out from card</p>	<p>Make a Chiwara headdress from card and paper crown</p>
<p>Year 5 & 6 Cycle B</p>	<p>Art in the Italian Renaissance To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To understand different painting techniques used by Leonardo To understand Michelangelo painted the ceiling of the Sistine Chapel To understand painters in the renaissance made their portraits realistic. To use linear perspective.</p>	<p>Drawing and painting using linear perspective</p>	<p>Create a drawing using linear perspective,</p>



	<p>Renaissance Architecture and Sculpture To understand what is special about Brunelleschi's design for the dome of Florence Cathedral</p> <p>To understand Ghiberti used relief sculpture and linear perspective in The Gates of Paradise</p> <p>To know that Donatello carved a sculpture of St George</p> <p>To understand Michelangelo was one of the architects for St Peter's Basilica in Vatican City</p> <p>To study Michelangelo's sculpture, the Pietà</p> <p>To understand how classical sculpture influenced Michelangelo's sculpture, David</p>	<p>Develop techniques, including their control and their use of materials, with creativity,</p>	<p>Modelling clay time relief, carving and drawing details.</p>
	<p>Genre Painting and impressionism To understand Van Gogh and Gauguin were postimpressionist artists To understand that the impressionists were influenced by Japanese design To understand that the impressionists were a group of painters from France in the 19th century To understand that the impressionists used developing scientific knowledge about the way we see. To understand the impressionists painted scenes of modern life.</p>	<p>Drawing, Painting (brushwork), collage (tearing and cutting)</p>	<p>To understand that the impressionists were influenced by Japanese design</p>



	Pre Raphaelites Understood techniques used To know how to draw a portrait in the style of a friend To understand the techniques used by William Morris To adopt modelled styles and apply to own design.	Sketching and drawing	Designing a William Morris style wallpaper