Essential Knowledge Steps: Art

1	2	3	4
Nursery	Reception	Year 1	Year 2
To know the names of basic art equipment and to start to learn to use and select them, e.g. scissors, glue, brush. To begin to use vocabulary to describe materials used such as colour names, shiny, sparkly. To begin to understand a variety of simple techniques such as holding and pressing when printing or squashing and rolling when modelling. To begin to represent objects and people when drawing and painting. To experiment with no particular design in mind. To take pride in producing work to take home. To be aware that artists like Van Gogh exist and that we can copy their style.	To know an increasing range of equipment names such as tools, masking tape, split pin, hole punch. To begin to develop their range of vocabulary to describe their work e.g. soft, hard, rough, patterned, shiny, dull. To start to use a variety of techniques, e.g. colour mixing, joining materials and printing repeating patterns. To start to have a basic design in mind. To experiment with regular patterns. To hold and use tools with growing competency e.g. paintbrush, pencil. To draw showing resemblance of people or objects and begin to add details using both imagination and observational skills. To name an artist and have an idea about how their work was created.	To experiment with a wider range of techniques use their associated vocabulary e.g. crumple, tear, shade, rubbings. To increase range of vocabulary. Including description of textures (e.g. even, uneven, rough, smooth, serrated) and ways of describing marks (diagonal, horizontal, curved). To plan and build a junk model and apply knowledge of joining techniques. To experiment with regular and irregular patterns. To know how to colour mix to make green, purple and orange (secondary colours) and pink and brown. To name artists who specialise in painting and sculpture and describe their work. To realise that the same object can be portrayed differently.	To apply their previously learnt skills to design and make a variety of different pieces of art work. To use finer, more controlled techniques to create detailed work. To continue to embed and build up vocabulary e.g. overlap, overlay, tone. To mix colours to match those of the natural world – colours that might have a less defined name. To use their sketch-book to show the step-by-step process used to create their final piece. To begin to recognise an artist by the style of their drawing or painting e.g. an illustrator of a picture book. To know that art can be used for different purposes and begin to appreciate how different artists have created their work.

5 essential ingredients to knowing more and remembering more				
LEARNING THAT STICKS IS...				
emotionally engaging	hands-on and practical	social	scaffolded	repetitive