

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	France	Year	Year 2
National Curriculum Objectives KS1 Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Prior Learning		Future Learning	
- Here we Grow! - Superheroes (Year 1) - Oceans (Year 1)		- India (Sheldon class) - Overbury A Study (Sheldon class) - Volcanoes and earthquakes (Sheldon class) - Non European country (Sundial class) - Our European neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting "France" will provide the opportunity of the children to continue to develop their painting skills. They will mix a variety of secondary colours and shades from primary colours. They will experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. They will work with confidence using brushes of different thickness to achieve different effects. They will study a famous artist, Monet, and compare produce a piece of art based on Monet, evaluating their work. The children will use the outdoors to develop their sketching and drawing skills.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: To know who Claude Monet is and that he was an Impressionist artist To understand the concept of still life painting To understand the concept of landscape painting. To understand that the properties of the paint that you use and how you use it will affect your mark making. To understand that primary colours can be mixed together to make secondary colours of different hues. To understand paint acts differently on different surfaces.			
Procedural Knowledge: Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.			

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.
I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Painting

I can explore using oil based paints building an understanding of its properties

I can explore mixing a range of secondary colours, shades and tones.

I can name different types of paint and their properties.

I can experiment working on a range of scales and matching the correct tool to the scale. e.g. large brush on large paper

I can mix and match colours to artefacts and objects.

I can use an object as a focus for a still based on the work of Monet

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Painting, primary colours, secondary colours, mixing, shades, blocking, washes, brushes, Monet, sketching

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	India	Year	Year 2
National Curriculum Objectives : KS1 Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Prior Learning		Future Learning	
<i>Painting:</i> - Here we Grow! (Year 1) - Superheroes (Year 1) - Oceans (Year 1) - France (Sheldon Class) <i>Textiles:</i> - Superheroes (Tower class)		<i>Painting:</i> - Volcanoes (Sheldon Class) - Our European Neighbours (Sundial class) - Non European Country study (Sundial) <i>Textiles:</i> - Ancient Egypt (Sheldon class) - Blitz (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Painting and Textiles Through the topic of India, children will investigate art, crafts and design using some traditions of India. They will study the artist Jangarh Singh Shyam and study 'Gond' painting. Gond painting is from folk and tribal art that is practiced by one of the largest tribes in India with whom it shares the name. Children will use symbols (including dots and dashes). They will design their pieces of art and paint them, displaying their works for the rest of the school to learn from. They will also undertake a project which will link closely with Design Technology, where they will create a Batik textile, using the technique of dying, drying and scraping. This will also be displayed at the end of the topic for the whole school to experience. The children will review their work and that of others and evaluate how they could improve it.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I know who artist, Jangarh Singh Shyam is to know what Gond painting is I understand that the properties of the paint that you use and how you use it will affect your mark making. I understand that primary colours can be mixed together to make secondary colours of different hues. I know what a Batik design is and how it is made.			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.			

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.
I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Painting

I can explore mixing a range of secondary colours, shades and tones.

I can experiment with tools and techniques, inc. layering, mixing media, scraping through, dots and dashes, etc.

I can name different types of paint and their properties.

I can experiment working on a range of scales and matching the correct tool to the scale. e.g. large brush on large paper

I can mix and match colours to artefacts and objects.

Textiles (DT Link)

I can use a variety of techniques, inc. printing, weaving, French knitting, dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Gond, Batik, symbols, dots, dashes, dyeing, drying, scraping.

Topic Medium Term Planning			
Topic	School Through History	Year	Year 2
National Curriculum Objectives : KS1 Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm(Tower class)		- Islands (Sheldon class) - Fire & Gunpowder (Sheldon class) - Britain from Above (Sheldon) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through the topic of 'School through history' children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will focus on the skill of drawing where they will experiment with different grades of pencil and other implements. They will study portraiture, looking at portraits of students from the past (starting from 1910), comparing them to current student portraits. They will plan, refine and alter their drawings as necessary, collect, and record visual information from different sources. The children will work on their own and collaboratively with others, using ICT to support their work. The children will look at and compare art works from a variety of artists including Sofonisba Anguissola and Paul Cadden.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook looks is unique to them I know some pencil portrait artists, including Sofonisba Anguissola and Paul Cadden			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects. I can develop questions to ask when looking at artworks and/ or stimulus: - o Describe what I can see. - o Describe what I like? Why?			

- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Drawing

I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.

I can experiment with the visual elements; line, shape, pattern and colour.

I can use different media to create a final piece for each topic.

I can work in sketchbooks to:

- Explore the qualities of different media
- Make close observations of small objects drawn to scale
- Make visual notes about artists studied

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

Key Vocabulary	<i>Explore, develop, observation, draw, pencils, shading, plan, refine</i>
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Topic Medium Term Planning			
Topic	Islands	Year	Year 2
<u>National Curriculum Objectives</u> Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm(Tower class) - School Through History (Sheldon class)		- Fire & Gunpowder (Sheldon class) - Britain from Above (Sheldon) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through the topic of 'Islands children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will continue to focus on the skill of drawing where they will experiment with different grades of pencil and other implements and will experiment with colour. They will use the French-Post Impressionist artist, Paul Gauguin, as inspiration. The children will plan, refine and alter their drawings as necessary and collect and record visual information from different sources.			
Core Knowledge and Procedural knowledge outcomes			
<u>Factual Knowledge:</u> I understand the basic use of a sketchbook and work out ideas for drawings. I understand each pupils sketchbook looks is unique to them I know who Paul Gauguin is and the style of art he is famous for			
<u>Procedural Knowledge</u> Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and			

manmade objects.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Drawing

I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.

I can experiment with the visual elements; line, shape, pattern and colour.

I can use different media to create a final piece for each topic.

I can work in sketchbooks to:

- Explore the qualities of different media
- Make close observations of small objects drawn to scale
- Make visual notes about artists studied

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

Key Vocabulary

Explore, develop, observation, draw, pencils, shading, plan, refine

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	Before The Internet	Year	Year 2
National Curriculum Objectives Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			
Prior Learning		Future Learning	
- Rainforests - African animals		- Ancient Egypt - Ancient Mayans - Battle of Tewkesbury	
What pupils need to know or do to be secure			
Key technique: Printing Through the topic of 'Before the Internet' the children will focus on the skill of printing. The children will print using a variety of materials, objects and techniques including layering. They will talk about processes used to make a simple print and will explore pattern and shape creating designs for printing. The children will work on their own and collaboratively with others on a two-dimension project. They will evaluate their own and others work and identify what they might change or develop in their future work. The children will explore and compare different skilled printers, including Leonard Da Vinci and Xgaac'o X'are			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I know Leonardo Da Vinci was a skilled printer I know Xgaac'o X'are was a monotype printer I understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <u>Explore Through Monoprint</u> I understand that relief printing is made by carving into a printing block that you then use to press onto paper and make a print. I understand that block printing is the process of printing patterns by means of engraved wooden block.			
Procedural Knowledge Exploring and developing ideas:			

I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums.

When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

I enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Printing

I can experiment making marks using a variety of techniques, inc. mono printing, relief printing, block printing and rubbings.

I can design patterns of increasing complexity and repetition.

I can print using a variety of materials and objects

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

Key Vocabulary

Printing, materials, technique, layering, process, pattern, shape

Art and Design Knowledge Matrix

Sheldon Class (Even Year)

Topic Medium Term Planning			
Topic	Pre History	Year	Year 2
<u>National Curriculum Objectives</u> Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			
Prior Learning		Future Learning	
- Hot & cold climates (Tower class) - Knights & castles (Tower class) - Toys (Tower class) - Pirates (Tower class)		- Earth & Space (Sundial class) - Saxons & Vikings (Sundial class)	
What pupils need to know or do to be secure			
Key technique: 3D Form Through 'Pre History' the children will be focussing on art and design techniques using 3D form. They will undertake clay modelling, specifically pottery. They will explore thumb and pinch pots, designing their own pot based on the prehistoric era (e.g Beaker people). The pots will then be made using a campfire. The children will also learn about Phoebe Cummings who is a contemporary clay artist and will look at how clay can be used in modern day art.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge: I understand when we make sculpture by adding materials it is called construction. I understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). I understand that clay, Modroc and Paper Mache are soft materials which finally dry/ set hard. I know female contemporary clay artist: Phoebe Cummings			
Procedural Knowledge Exploring and developing ideas: I enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire. I can look at a variety of types of sources material and understand the differences; including images on screen, images in books and websites, art work in galleries and objects in museums. When given time and space, I can engage with the physical world to stimulate a creative response and generate ideas, including found and manmade objects. I can develop questions to ask when looking at artworks and/ or stimulus: ○ Describe what I can see.			

- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work:

As a class:

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In small groups:

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One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

3D form

I can plan ideas using my sketch books to record ideas.

I manipulate clay for a variety of purposes, inc. thumb pots, and pinch pots

I can match and mix paints to add colour to their clay pots.

I understand the safety and basic care of materials and tools.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

I can investigate different kinds of art, craft and design.

Key Vocabulary

3D, clay, pottery, The Beaker people, thumb, pinch, design, contemporary, modern