



## Knowledge End Points for Art and Design

### Prior learning flows throughout each separate strand

	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Humankind</u></b> <b>(Human Aspect)</b>	<i>Use a variety of marks to represent the human form, from observation, imagination or memory.</i>	<i>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</i>	<i>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</i>	<i>Represent the human form, including face and features, from observation, imagination or memory.</i>	<i>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</i>	<i>Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</i>	<i>Explore and create expression in portraiture.</i>	<i>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</i>
<b><u>Creativity</u></b> <b>(creation)</b>	<i>Use a range of media, tools and techniques to create images, express ideas and show different emotions.</i>	<i>Create art in different ways on a theme, to express their ideas and feelings.</i>	<i>Design and make art to express ideas.</i>	<i>Select the best materials and techniques to develop an idea.</i>	<i>Use and combine a range of visual elements in artwork.</i>	<i>Develop techniques through experimentation to create different types of art.</i>	<i>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</i>	<i>Create innovative art that has personal, historic or conceptual meaning.</i>
<b>Creativity</b>	<i>Talk about and represent</i>	<i>Communicate their ideas as</i>	<i>Communicate their ideas</i>	<i>Make simple</i>	<i>Use preliminary sketches in a</i>	<i>Create a series of sketches over</i>	<i>Review and revisit ideas</i>	<i>Gather, record and develop</i>

<b>(Generation of ideas)</b>	<i>ideas, sounds, movement and emotions through their creations.</i>	<i>they are creating artwork.</i>	<i>simply before creating artwork.</i>	<i>sketches to explore and develop ideas.</i>	<i>sketchbook to communicate an idea or experiment with a technique.</i>	<i>time to develop ideas on a theme or mastery of a technique.</i>	<i>and sketches to improve and develop ideas.</i>	<i>information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</i>
<b>Creativity (Evaluation)</b>	<i>Say what they like or dislike about their work.</i>	<i>Share their creations with others, explaining their intentions and the techniques and tools they used.</i>	<i>Say what they like about their own or others' work using simple artistic vocabulary.</i>	<i>Analyse and evaluate their own and others' work using artistic vocabulary.</i>	<i>Make suggestions for ways to adapt and improve a piece of artwork.</i>	<i>Give constructive feedback to others about ways to improve a piece of artwork.</i>	<i>Compare and comment on the ideas, methods and approaches in their own and others' work.</i>	<i>Adapt and refine artwork in light of constructive feedback and reflection.</i>
<b>Materials (malleable materials)</b>	<i>Explore ways of changing the shape or texture of malleable materials.</i>	<i>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</i>	<i>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</i>	<i>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</i>	<i>Create a 3-D form using malleable or rigid materials, or a combination of materials.</i>	<i>Use clay to create a detailed or experimental 3-D form.</i>	<i>Create a relief form using a range of tools, techniques and materials.</i>	<i>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</i>

<b>Materials (paper and fabric)</b>	<i>Use a variety of paper and fabric to make images.</i>	<i>Cut, tear, fold and stick a range of papers and fabrics.</i>	<i>Use textural materials, including paper and fabric, to create a simple collage.</i>	<i>Create a range of textures using the properties of different types of paper.</i>	<i>Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</i>	<i>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</i>	<i>Make and use paper to explore traditional crafting techniques.</i>	<i>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</i>
<b>Materials (paint)</b>	<i>Explore colour and application of paint using a range of different tools.</i>	<i>Explore colour and application of paint using a range of different tools.</i>	<i>Identify and use paints in the primary colours.</i>	<i>Identify and mix secondary colours.</i>	<i>Identify, mix and use contrasting coloured paints.</i>	<i>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</i>	<i>Mix and use tints and shades of colours using a range of different materials, including paint.</i>	<i>Use colour palettes and characteristics of an artistic movement or artist in artwork.</i>
<b>Materials (printing)</b>	<i>Make simple prints using fingers, hands, feet and found objects.</i>	<i>Make simple prints using a variety of tools, including print blocks and rollers.</i>	<i>Make simple prints and patterns using a range of liquids including ink and paint.</i>	<i>Use the properties of various materials, such as clay or polystyrene, to develop a block print.</i>	<i>Make a two-colour print.</i>	<i>Combine a variety of printmaking techniques and materials to create a print on a theme.</i>	<i>Add text or printed materials to a photographic background.</i>	<i>Use the work of a significant printmaker to influence artwork.</i>
<b>Materials (pencil, ink, charcoal, pen)</b>	<i>Make continuous lines and closed shapes using drawing materials to represent</i>	<i>Select appropriate tools and media to draw with.</i>	<i>Use soft and hard pencils to create different types of line and shape.</i>	<i>Use the properties of pencil, ink and charcoal to create different</i>	<i>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</i>	<i>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</i>	<i>Use pen and ink (ink wash) to add perspective, light and shade to a</i>	<i>Use line, tone or shape to draw observational detail or perspective.</i>

	<i>their ideas and make patterns.</i>			<i>patterns, textures and lines, and explore shape, form and space.</i>			<i>composition or model.</i>	
<b><u>Nature</u></b> <b>(natural art)</b>	<i>Explore natural materials and loose parts to make patterns and images.</i>	<i>Use natural materials and loose parts to make 2-D and 3-D art.</i>	<i>Make transient art and pattern work using a range or combination of man-made and natural materials.</i>	<i>Draw, paint and sculpt natural forms from observation, imagination and memory.</i>	<i>Use nature and natural forms as a starting point for artwork.</i>	<i>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</i>	<i>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</i>	<i>Create art inspired by or giving an environmental message.</i>
<b><u>Place and Space</u></b> <b>(Landscapes)</b>	<i>Create pictures of places from imagination or experience.</i>	<i>Draw or paint a place from observation or imagination.</i>	<i>Draw or paint a place from memory, imagination or observation.</i>	<i>Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</i>	<i>Draw, collage, paint or photograph an urban landscape.</i>	<i>Choose an interesting or unusual perspective or viewpoint for a landscape.</i>	<i>Use a range of materials to create imaginative and fantasy landscapes.</i>	<i>Draw or paint detailed landscapes that include perspective.</i>

<p><b>Comparison (compare and Contrast)</b></p>	<p><i>Say how their artwork is the same or different to someone else's.</i></p>	<p><i>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</i></p>	<p><i>Identify similarities and differences between two or more pieces of art.</i></p>	<p><i>Describe similarities and differences between artwork on a common theme.</i></p>	<p><i>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</i></p>	<p><i>Compare and contrast artwork from different times and cultures.</i></p>	<p><i>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</i></p>	<p><i>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</i></p>
<p><b>Significance (Significant people, artwork and movements)</b></p>	<p><i>Explore and talk about pictures of famous artwork as they paint and draw.</i></p>	<p><i>Explore artwork by famous artists and talk about their likes and dislikes.</i></p>	<p><i>Describe and explore the work of a significant artist.</i></p>	<p><i>Explain why a painting, piece of artwork, body of work or artist is important.</i></p>	<p><i>Work in the style of a significant artist, architect, culture or designer.</i></p>	<p><i>Explain the significance of art, architecture or design from history and create work inspired by it.</i></p>	<p><i>Investigate and develop artwork using the characteristics of an artistic movement.</i></p>	<p><i>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</i></p>