



## Key Knowledge, Skills and Understanding for Art, Craft and Design

### EYFS

#### Key Knowledge and Skills

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

#### Key Skills and Understanding

Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li><li>• Explore colour and colour mixing.</li></ul>
Reception	Physical Development	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li></ul>

			Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>



## Key Knowledge, Skills and Understanding for Art

Year 1

### Key Knowledge

**Using Materials:**

- Do they know that they can use ICT software such as 2Paint a Picture to create their own picture?
- Do they know that they can roll, cut and mould clay into the shape of a plate?

**Drawing:**

- Do they know that they can create thick and thin lines using a pencil?

**Use colour, pattern, texture, line, form, space and shape:**

- Do they know that the primary colours are red, yellow and blue?
- Do they know that the secondary colours are orange, green and purple?

**Range of artists:**

- Do they know that William Morris was a famous wallpaper designer?
- Do they know that Pablo Picasso drew different faces to show how people were feeling?

### Key Skills and Understanding

	Drawing	Printing	Painting	Collage
Expected	<ul style="list-style-type: none"> <li>• Can they draw lines of different shapes and thickness?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print with sponges, vegetables and fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the colours they use, including shades?</li> <li>• Can they create moods in their paintings?</li> <li>• Can they use thick and thin brushes?</li> <li>• Can they name the primary and secondary colours?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>
	Textiles	3D	Use of IT	Knowledge
	<ul style="list-style-type: none"> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>

Exceeding

- Can they create different tones using light and dark?
- Can they show patterns and texture in their drawings?
- Can they mix paint to create all the secondary colours?
- Can they say how other artist/craft maker/designer have used colour, pattern and shape?
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## Key Knowledge, Skills and Understanding for Art

Year 2

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### Key Knowledge

#### Using Materials:

- Do they know that they can create a printed piece of art by rolling, rubbing, stamping and pressing?
- Do they know that they can join two pieces of clay together by pinching and rubbing the surface?

#### Drawing:

- Do they know that they can use a viewfinder to focus on a particular part of an object while drawing?
- Do they know that different grades of pencils create different lines?

#### Use colour, pattern, texture, line, form, space and shape:

- Do they know that red and yellow make orange, green and blue make purple and blue and yellow make green?
- Do they know that they can create tints of colours by adding white and tones of colours by adding black?

#### Range of artists:

- Do they know that L.S Lowry painted famous scenes of Salford?
- Do they know that Piet Mondrian created geometric paintings using only the primary colours, black and white?

### Key Skills and Understanding

	Drawing	Printing	Painting	Collage
Expected	<ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>
	Sketchbooks	3D	Use of IT	Knowledge
	<ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and edit their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>

Exceeding

- Can they compare the work of different artists?
- Can they use a range of brushes to create different effects?
- Can they add onto their work to create texture and shape?
- Can they make notes in their sketch books about techniques used by artists?



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## Key Knowledge, Skills and Understanding for Art

Year 3

### Key Knowledge

#### Using sketchbooks

- Do they know that they use sketches to produce a final piece of art?
- Do they know that they can make notes in their sketchbooks about techniques used by artists?

#### Drawing, painting and sculpture

- Do they know that they use 'H' grade pencils to create light, fine lines and 'B' grade pencils to create bold, dark lines?
- Do they know that mixing blue and red creates purple, mixing red and yellow creates orange and mixing blue and yellow creates green?

#### Study of great artists

- Do they know that Hokusai was a Japanese artist, famous for creating the print 'The Great Wave off Kanagawa'?
- Do they know that Seurat was a French artist in the 19<sup>th</sup> Century, famous for creating the painting technique 'pointillism'?

### Key Skills and Understanding

	Drawing	Printing	Painting	Collage
Expected	<ul style="list-style-type: none"> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they use different grades of pencil shade, to show different tones and textures?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2-colour print?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use mosaic?</li> <li>• Can they use montage?</li> </ul>
	Sketchbooks	3D/ Textiles	Use of IT	Knowledge
	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> <li>• Can they use sewing to add detail to a piece of work?</li> <li>• Can they add texture to a piece of work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they explore work from other periods of time?</li> <li>• Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>

Exceeding

- Do they use their sketch books to adapt and improve their original ideas?
- Do they keep notes about the purpose of their work in their sketch books?
- Can they experiment with different styles which artists have used?
- Do they successfully use shading to create mood and feeling?



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## Key Knowledge, Skills and Understanding for Art

Year 4

### Key Knowledge

#### Using sketchbooks:

- Do they know that a montage is a collection of images to create one piece of art?
- Do they know that a 4B pencil is darker than an HB pencil?

#### Drawing, painting and sculpture:

- Do they know that black can make a colour darker and white can make a colour lighter?
- Do they know that they can create texture with hatching, stippling and smudging?

#### Study of Great artists:

- Do they know that Vincent Van Gogh was from the Netherlands and that he painted the 'Sunflowers' painting?
- Do they know that Philip Westcott was born in Salford and he has painted many Manchester and Salford busy city scenes?

### Key Skills and Understanding

	Drawing	Printing	Painting	Collage
Expected	<ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic?</li> <li>• Can they combine visual and tactile qualities?</li> </ul>
	Sketchbooks	3D/ Textiles	Use of IT	Knowledge

	<ul style="list-style-type: none"> <li>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>Can they produce a montage all about themselves?</li> <li>Do they use their sketch books to adapt and improve their original ideas?</li> <li>Do they keep notes about the purpose of their work in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>Can they begin to sculpt clay and other mouldable materials?</li> <li>Can they use early textile and sewing skills as part of a project?</li> </ul>	<ul style="list-style-type: none"> <li>Can they present a collection of their work on a slide show?</li> <li>Can they create a piece of artwork which includes the integration of digital images they have taken?</li> <li>Can they combine graphics and text based on their research?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Can they explain art from other periods of history?</li> </ul>
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<b>Exceeding</b>	<ul style="list-style-type: none"> <li>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul>
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**Key Knowledge, Skills and Understanding for Art**

**Year 5**

**Key Knowledge**

<p><u>Using Sketchbooks</u></p> <ul style="list-style-type: none"> <li>Do they know that media such as pastels and paints can create emotion in Art?</li> <li>Do they know that different textures can be created using marks and lines?</li> <li>Do they know that art can be digital through the use of images?</li> </ul> <p><u>Drawing, Painting and Sculpture</u></p> <ul style="list-style-type: none"> <li>Do they know that shading can create mood, feeling and atmosphere to an image?</li> <li>Do they know that Art is an expression of feelings and emotions?</li> </ul> <p><u>Study of Great Artists</u></p> <ul style="list-style-type: none"> <li>Do they know that Salvador Dali was a surrealist (creating bizarre images) within the world of Art in the early to mid 20th century?</li> <li>Do they know that Roy Lichtenstein was one of the pioneers of Pop Art in the 1960's?</li> </ul>
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**Key Skills and Understanding**

	<b>Drawing</b>	<b>Printing</b>	<b>Painting</b>	<b>Collage</b>
<b>Expected</b>	<ul style="list-style-type: none"> <li>Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>Do they successfully use shading to create mood and feeling?</li> <li>Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>Can they show reflections?</li> <li>Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>Can they print using a number of colours?</li> <li>Can they create an accurate print design that meets a given criteria?</li> <li>Can they print onto different materials?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create a range of moods in their paintings?</li> <li>Can they express their emotions accurately through their painting and sketches?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use ceramic mosaic to produce a piece of art?</li> <li>Can they combine visual and tactile qualities to express mood and emotion?</li> </ul>
	<b>Sketchbooks</b>	<b>3D/ Textiles</b>	<b>Use of IT</b>	<b>Knowledge</b>

	<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul>	<ul style="list-style-type: none"> <li>Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>Can they sculpt clay and other mouldable materials?</li> <li>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create a piece of artwork which includes the integration of digital images they have taken?</li> <li>Can they combine graphics and text based on their research?</li> <li>Can they scan images and take digital photos, and use software to alter them, adapt hem and create work with meaning?</li> <li>Can they create digital images with animation, video and sound to communicate?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>
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<b>Exceeding</b>	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>
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**Key Knowledge, Skills and Understanding for Art**

**Year 6**

**Key Knowledge**

<p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Do they know that making amendments and improvements are a key part of the Art process (e.g. blending colours further)?</li> <li>Do they know that using collage can create different colour, pattern and texture combinations (e.g. in a Mayan mask)?</li> </ul> <p><b>Drawing, painting and sculpture</b></p> <ul style="list-style-type: none"> <li>Do they know that overprinting creates different patterns and textures?</li> <li>Do they know that using different drawing media (e.g. pastels vs pencils) can create different effects? (links also with using sketchbooks)</li> </ul> <p><b>Study of great artists</b></p> <ul style="list-style-type: none"> <li>Do they know that impressionist Art is influenced by Monet?</li> <li>Do they know that Monet used individual brush strokes to create his Art in order to achieve an impressionist look?</li> </ul>
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**Key Skills and Understanding**

	<b>Drawing</b>	<b>Printing</b>	<b>Painting</b>	<b>Collage</b>
<b>Expected</b>	<ul style="list-style-type: none"> <li>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>Can they explain why they have combined different tools to create their drawings?</li> <li>Can they explain why they have chosen specific drawing techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Can they overprint using different colours?</li> <li>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain what their own style is?</li> <li>Can they use a wide range of techniques in their work?</li> <li>Can they explain why they have chosen specific painting techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Can they justify the materials they have chosen?</li> <li>Can they combine pattern, tone and shape?</li> </ul>
	<b>Sketchbooks</b>	<b>3D/ Textiles</b>	<b>Use of IT</b>	<b>Knowledge</b>



	<ul style="list-style-type: none"><li>• Do their sketch books contain detailed notes, and quotes explaining about items?</li><li>• Do they compare their methods to those of others and keep notes in their sketch books?</li><li>• Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books?</li><li>• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li></ul>	<ul style="list-style-type: none"><li>• Can they create models on a range of scales?</li><li>• Can they create work which is open to interpretation by the audience?</li><li>• Can they include both visual and tactile elements in their work?</li></ul>	<ul style="list-style-type: none"><li>• Do they use software packages to create pieces of digital art to design?</li><li>• Can they create a piece of art which can be used as part of a wider presentation?</li></ul>	<ul style="list-style-type: none"><li>• Can they make a record about the styles and qualities in their work?</li><li>• Can they say what their work is influenced by?</li><li>• Can they include technical aspects in their work, e.g. architectural design?</li></ul>
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