Art and Design: Procedural and Experimental Knowledge

The practical skills children develop in each art discipline, from EYFS to Year 6

Each statement completes the sentence **"I know how to..."**. Key **vocabulary** for each year group is listed at the foot of each box.

I know how to...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	• Explore using different media to draw (paint, chalk, pencil). • Hold a pencil correctly. • Draw representations of people. • Add details to drawings, including emotions on faces. • Talk about what I want to draw. • Talk about what I have drawn. **Vocabulary:** draw, pencil grip	• Draw lines of varying thickness. • Apply varied amounts of pressure to change the thickness and darkness of lines created using a pencil. • Use different materials to draw (pencil, pens). • Show movement using lines. **Vocabulary:** illustration, drawing, line, thickness, darkness, pressure, movement	• Use dots and lines to demonstrate texture. • Use a variety of mark making techniques to show pattern. • Use different materials to draw and make preferences based upon their properties (pencil, highlighters, felt tips). **Vocabulary:** detail, texture, pattern	• Use different materials to draw (pencil, pastels and charcoal). • Use pressure to show light and shadow. • Use mark making to support proportions when drawing. • Gather ideas by making observations. **Vocabulary:** light, dark, shadow, outline, proportion	• Use lines and texture to create shading with different grades of pencils. • Use pressure to create different depths of shading. • Show tone using lines and texture. **Vocabulary:** tone, form, pencil grade, shading	• Use a variety of techniques to add shading and shadow (hatching and cross-hatching). • Use perspective in drawings. • Select the most appropriate tool for drawing (pencil, pen and ink). **Vocabulary:** perspective, hatching, cross-hatching, ink	• Use a variety of techniques to add effects: scumble, smudge, blend. • Depict movement in drawings. • Use space to plan my drawings. • Use a variety of tools and media, selecting the most appropriate. **Vocabulary:** smudge, blend, mark, spatial awareness

I know how to...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	• Hold a paintbrush correctly. • Create simple representations of people using paint. • Explore what happens when I mix colours. • Talk about what I have painted. • Explore changing the texture of paint. **Vocabulary:** paint, painting, colour	• Experiment with different brushes and other painting tools (paintbrush, spatula, sponge). • Mix primary colours to make secondary colours. • Identify which colours are warm and which are cool. **Vocabulary:** primary colours, secondary colours, warm colours, cool colours, brushstroke	• Place primary and secondary colours on a colour wheel. • Experiment with paints – acrylic paint, watercolours. • Add white and black to precisely alter tints and shades. **Vocabulary:** watercolour, wash, acrylic, tint, shade	• Choose brushes to use with paint type and create shape and texture. • Mix colours effectively when using watercolour to create hues and depth of colour. • Understand the paint can be layered to create a depth of colour. • Consider what to do in a painting's background. **Vocabulary:** hue, depth, background	• Choose brushes to use with paint type and use varied brush techniques to create shapes, textures, patterns and lines. • Mix colours effectively using watercolours and acrylics, using the correct language: tint, shade, primary and secondary. • Lighten or darken colours using both black and white, but also yellow and blue. **Vocabulary:** foreground, middle ground, background	• Create a colour palette, demonstrating mixing techniques to create a wide range of tone and hue. • Use oil paints and watercolours to create visually interesting pieces which use a variety of hue and tone in the same colour. **Vocabulary:** blend, palette, tone	• Understand how to make a colour warmer or colder. • Use colour to make the focus or subject of a painting stand out. **Vocabulary:** warmer, colder, focus, subject
Sculpture	• Create a sculpture representation of the human face. • Explore using my hands to mould dough and clay by pinching, rolling and pulling. • Talk about what I have created and materials I have used. **Vocabulary:** sculpture, statue	• Use a variety of recycled materials for sculpting. • Compare sculpting in recycled materials to dough. • Use a variety of shapes when sculpting. **Vocabulary:** work of art, 3D, sculptor, materials, abstract	• Use a variety of natural, recycled and manufactured materials for sculpting (clay, straws and card). • Use a variety of techniques (rolling, cutting, pinching, folding). • Compare the use of line in drawings and sculpture. **Vocabulary:** installation, shapes, geometric, line	• Compare using clay and Modroc to find a preference. • Join malleable materials using fingers and tools to smooth joins. **Vocabulary:** form, join, malleable, preference, media, Modroc	• Use tools and materials to carve, add shape, add texture and pattern. • Join clay structures using slip. • Use the clay building techniques coiling and slabbing. **Vocabulary:** coiling, slabbing, slip	• Plan and design a sculpture. • Develop cutting and joining skills using wire. • Choose from a range of materials to create a 3D sculpture. **Vocabulary:** structure, cast, wire	• Use real-life sketches to create a sculpture. • Use wire as the structural basis for a clay sculpture. • Discuss the pros and cons of different materials. **Vocabulary:** structural, pros, cons

I know how to...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage and textiles	• Talk about the different textures of materials. • Join different materials together using a simple knot. • Show pattern by weaving a simple square. • Decorate textiles with glue to add colour and detail. • Talk about my creation and choice of materials. **Vocabulary:** weave, material, textiles, interlacing, over, under	• Use a dyeing technique to alter a textile's colour and pattern. • Decorate textiles with stitching, to add colour and detail. **Vocabulary:** decoration, decorative, dye, needle, thread, stitch	• Use materials that have been cut, torn and glued. • Arrange materials carefully. • Use a mixture of materials to add texture. **Vocabulary:** collage, squares, cut, place, arrange, tear	• Experiment with a range of media by overlapping and layering in order to create texture, effect and colour (sweet wrappers, tissue paper, bottle tops, CDs, cardboard). • Add decoration to create effect. • Design a piece of textile art. **Vocabulary:** overlap, layer, join, design	• Select colours and materials to create effect and give reasons for my choices. • Refine my work as I go to ensure precision. • Practise a variety of collage techniques (overlapping, silhouette and tessellation) to make artwork. **Vocabulary:** tessellation, silhouette, precision	• Select appropriate materials for textile art and give my reasons. • Use a variety of techniques (printing, dyeing, weaving and stitching) to create different textural effects. • Develop my skills in stitching, cutting and joining. **Vocabulary:** texture, colour, shape, stuffing, shades, hue, landscape, inspiration	• Add collage to a painted or printed background. • Create and arrange accurate patterns. • Plan and design a collage. **Vocabulary:** mosaic, accurate
Printing	• Explore printing using different objects (sponges, food, fabric). • Mono print using foil and felt pens. • Use Hapa-Zome to print. • Talk about how I have printed something and why I chose what to print with. **Vocabulary:** print, object, printing, Hapa-Zome, floral	• Copy an original print. • Use recycled materials to create a collagraphy print. • Show detail on a mono colour print through the use of different materials. **Vocabulary:** mono colour, shape, printmaking	• Use a variety of materials (different cardboards, corrugated card, felt, plastic letters) to create print blocks. • Use more than one colour to layer in a print. • Reverse letters to make them print the right way round. **Vocabulary:** layering, accuracy, print block, reverse, multi colour	• Use different techniques to make a background for printing on (wax and watercolour, marbling). • Use plastic sheet to create a mono print. **Vocabulary:** background, wax, marbling, mono print	• Use more than one colour to layer in a print. • Replicate patterns from observations. • Make multiple collagraphy printing blocks and build a printed piece of art. • Make repeated patterns with precision. **Vocabulary:** replicate, multiple, precision	• Design and create printing blocks/tiles on different materials. • Further develop printing techniques by using block relief printing. • Create and arrange accurate patterns. **Vocabulary:** printing ink, Styrofoam, printing tiles, inking rollers	• Use different printing types to create one piece of art (collagraphy, mono and relief block). • Decide which parts of a composition should be done with which printing type. • Use intricate carving showing detail on relief print blocks. • Design and create printing blocks using easy cut rubber blocks. **Vocabulary:** easy cut rubber blocks, intricate, composition