

Core Visual Arts Knowledge Overview

Below is an overview of all of the core visual arts knowledge gained during EYFS, Key Stage One and Two at St Thomas'.

For more detailed knowledge, please refer to the Knowledge Organisers and Medium-Term Plans for each unit.

Key Knowledge



In visual arts, the key knowledge is based on the children's knowledge of the 7 elements of art (colour, line, shape, texture, space, form and value). The children will also experience a range of disciplines in our lighthouse curriculum including drawing, painting, collage, 3D work and some digital work (computing) to explore these elements. The key knowledge in visual arts is also the children's knowledge of known artists, the period of art and their art styles.



Thinking like an artist

In visual arts, children will be thinking like an artist. This is how the visual elements that they learn about are interpreted. The children will explore these elements and combine them to create a desired effect with a range of media. It also includes participating in discussions about artists work, critical evaluations of style and technique and the ability to appraise pieces of work.

We can break down this knowledge into **Generating ideas**, **making** and **evaluating**.

Year Group	Core Knowledge and skills		Artists	Media	Techniques	Assessment Outcome
Nursery	 Specific Knowledge objectives	To identify colours associated with seasons To understand how artists use colour to show seasons. To know how to make colours lighter and darker. Children will know facts about a range of famous artists	Kandinsky Henri Matisse Guiseppe Arcimboldo	2b pencil, colouring pencils, card, poster paint, oil pastels, chalk pastels, clay	Printing Rubbing Collage Moulding clay	
	 Development Matters (3 and 4 Year Olds)	The most relevant statements for Art are taken from the Expressive Arts and Design area of learning • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.				

Reception	 Specific Knowledge objectives	To identify the primary colours: red, yellow and blue. To observe primary colours found in famous artwork e.g Mondrian To draw a self-portrait from a mirror. To know how to make colours lighter and darker. Children will know facts about a range of famous artists.	Frida Kahlo Piet Mondrian Georgia O'Keefe Andrew Goldsworthy LS Lowry Paul Klee	2b pencil, colouring pencils, card, poster paint, oil pastels, chalk pastels, clay	Printing Rubbing Collage Moulding clay	EYFS – Expressive Arts and Design Early learning goals • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
	 Development matters	The most relevant statements for Art are taken from the Expressive Arts and Design area of learning • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.				
Year One	 Specific Knowledge objectives	Line To study how Klee used lines. To know that Klee used lines draw landscapes. To study how Miro uses line. To know that artists can use lines, made from different materials, to show different things	Miro Rembrandt Klee	2b pencil, colouring pencils, card, string, felt tip, poster paint & oil pastels	Drawing and painting	To know that lines are used in different ways and know how artists use line.
	 Development matters	Introduce “sketchbook” as being a place to record individual response to art. Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Begin to explore a variety of drawing materials including pencil, colouring pencils, pen, oil pastels. Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours Enjoy listening to other people's views about artwork made by others.				

		Language of Art To know that Van Gogh used short brushstrokes in Starry Night. To understand that artists can paint using different styles. To know that Van Gogh painted in different styles. To understand that art can tell a story	Seurat Van Gogh Tintoretto Uccello Moreau	Paints, collage materials, coloured pencils	Drawing and painting	To know that there are different styles of art e.g. pointillism and cubism.
		Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Benefit from experiences learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. experimenting with pointillism and painting my own version of Starry Night by Van Gogh. Undertake projects which explore observational drawing to record what is seen, and also experimental drawing, to share what is felt. To experiment with different types of brushstrokes. Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.				
		Architecture and Sculpture To understand that sculpture is a 3D form of art. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen. To understand that architecture is the art of designing buildings To be able to describe buildings. To describe how to make a sculpture from clay.	Hepworth Moore Degas Gormley	Pencils, foil (mixed media), clay, wax candle & poster paint	Drawing, 3D, sculpture & painting	To understand that sculpture and architecture are types of art.
		Begin to feel a sense of ownership about the sketchbook. Develop questions to ask when looking at artworks and /or stimulus: - Describe what you can see. - Describe what you like? Why? - How does it make you feel?				

		• What would you like to ask the artist? Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Explore, discover and invent ways for 2d to transform into 3d sculpture. Explore modelling materials such as clay to create sculptures. Use basic tools such as scissors and glue sticks to construct 3D models. 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.				
Year Two		<u>Colour and Shape</u> To know an organic shape is one that cannot be named. To know that Calder used organic shapes to make his sculptures. To recognise primary, secondary, warm and cool colours. To recognise and name geometric shapes in art. To know that adding white to a colour creates a tint and adding black to a colour creates a shade.	Kandinsky Monet Klee Picasso Calder	Poster paints, pencil, modelling wire,	Drawing, painting, sculpture	To build on the current understanding of the visual elements of art and to understand about shape.
		Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Understand the relationships of primary and secondary colours and identify warm and cool colours. Cut simple shapes from card and use them to construct architectural forms. Mix a range of shades and tints. Cut simple shapes from card and use them to construct architectural forms. Explore how combinations of materials such as wire, paper, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).				

		Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. 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.				
		<u>Colour, Shape and Texture</u> To understand that artists can show how something feels. To understand more about the Arnolfini Portrait To understand how Matisse made his cut-outs To know that Matisse used organic shapes and complementary colours in his cut-outs To understand that Matisse carefully considered the composition of his cut-outs	Matisse Durer Jan van Eyck	Poster paint, collage materials, charcoal,	Drawing, painting, collage,	To build on the current understanding of the visual elements of art and to understand about texture
		Begin to feel a sense of ownership about the sketchbook. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Revisit colour mixing through colour wheel and understand relationships of primary and secondary colours Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Use drawings as basis for collage Continue to mix colours experientially (i.e. encourage pupils to “try and see”) Share work to others in small groups, and listen to what they think about what you have made. Enjoy listening to other peoples views about artwork made by others.				

		Portraits and Self-Portraits To understand how artists represent themselves through self-portraits. To know what a cubist picture looks like. To understand what a portrait and a self-portrait is. To understand how an artist can plan a portrait.	Rembrandt Kahlo Van Gogh Picasso	Pencils, oil pastels, acrylic paints,	Drawing, painting, collage	To understand about portraits and self-portraits.
		Continue to familiarize with sketchbook / drawing exercises. Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. Use a range of painting materials (including acrylic paint) Continue to develop mark making skills with oil pastels. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.				
Year Three		Elements of Art: Line To study how Hokusai used woodblock printing to create lines. To understand that printing can create lines To understand how artists use sketchbooks. To understand that lines are basic tools for artists. To understand that artists can use continuous lines. To understand different ways artists use line	Picasso Van Gogh Rembrandt Moore Klee Hokusai	drawing pencils, charcoal, chalk, biro, Polystyrene tiles, printing ink,	Drawing, printing,	To build on the current understanding of the visual elements of art and to know about line
		Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Talk about the processes used to produce a simple print. Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response				

		Continue to familiarize with sketchbook / drawing exercises (including continuous line drawing, looking up and looking down etc.) Experiment with different drawing materials to create different line weights. To explore line and shape, creating designs for printing on a poly tile. Think about why the work was made, as well as how. Make suggestions about other people's work, using things you have seen or experienced yourself.				
		Still Life and Form To understand that artists can use colour to create form To understand what a still life is and that they have been painted for a long time. To understand that artists use tone to create form.	Warhol Morandi Stubbs Cézanne	Pencils, Poster paints, watercolour paints & oil pastels	Drawing & painting	To build on the current understanding of the visual elements of art and to know about form
		Begin to feel a sense of ownership about the sketchbook, which means allowing every child to follow their own exploration. Develop questions to ask when looking at artworks and /or stimulus: • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching To show how to use colour to create form using oil pastels. To show tone and form using a variety of techniques including cross hatching, showing an understanding of the use of different pencils to achieve this. 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. Discuss problems which came up and how they were solved. Think about what you might try next time.				

		Landscapes To understand that Turner used bold brushstrokes To understand that artists can use symmetry To understand what a landscape painting is	Constable Turner Rousseau Leonardo da Vinci Goldsworthy Hobbema	Pencils, Poster paints, watercolour paints, oil pastels, natural materials	Drawing, mixed media, painting & sculpture	To understand and know about landscape paintings.
		Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response Use their sketchbook to collect and record visual information from different sources. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Make suggestions about other people's work, using things you have seen or experienced yourself.				
Year Four		Elements of Art: Light To understand how to use a ground and underpainting using acrylic paint To understand that artists use tints and shades to show form. To compare how Caravaggio and Vermeer use tone. To understand that artists can use tone to show form and drama	Vermeer Caravaggio	Charcoal, chalk, pencils & acrylic paint	Drawing & painting,	To build on the current understanding of the visual elements of art and to understand how light can be used.
		Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world Continue to familiarize with sketchbook / drawing exercises. Use growing technical skill and knowledge of different drawing materials (2B and 6B pencils, charcoal, chalk). To use the chiaroscuro technique to create depth. Make and match colours with increasing accuracy. Use more specific colour language confidently e.g. tint, tone, shade, hue.				

		To be familiar with a wider range of colour options (eg. Burnt sienna, yellow ochre). Explore painting on new surfaces using colour as decoration Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork.				
		Elements of Art: Space To identify foreground, middle ground and background To understand that artists can create the illusion of three dimensions To understand that artists can use colour and detail to show depth To understand how artists use foreground, middle ground and background to create depth.	Matisse Millet Bruegel the Elder Turner	Pencils, acrylic, coloured pencils,	Drawing, painting & mixed media	To build on the current understanding of the visual elements of art and to understand how space can be used.
		Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Begin to feel a sense of ownership about the sketchbook Experiment with different grades of pencil and other implements. Alter and refine drawings and describe changes using art vocabulary. Use different tones, light, shade and highlights to create form and make observational drawings appear 3D. Draw for a sustained amount of time. To layer different materials to create foreground, middle ground and background Regularly reflect on their own work and compare it to the work of others.				
		Language of Art: Design To know that expressionism is a type of art where design shows strong emotions To understand the meaning of design in art. To understand that Matisse carefully considered the design of his cut outs	Matisse Munch	Pencils, black felt tips, watercolour paints, liquid watercolour	Drawing, collage, painting & printing	To know how artists use design to express emotions.

		To know that colour is an element of art that can affect emotion To understand that lines can be used to show emotion		paints or food colouring		
		To comment on the different elements of art in a picture. Look at a variety of types of source material and understand the differences. Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Create artwork using cut outs and combining inspired by the work of Matisse. Layering of media, mixing of drawing media, e.g. pencils, pens, watercolours, shaving foam with food colouring to create marble effect. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around... Regularly reflect on their own work and compare it to the work of others.				
Year Five		Language of Art: Style To know that abstract art is art that doesn't try to look like something To know that artists can use colour theory to create an effect in abstract paintings To understand that Rococo was a style of art and design from the 1700s To compare two different styles in art and design	Rothko Mondrian Delaunay Pollock Van Doesburg Breuer Watteau	Oil pastels, chalk pastels, pencils & acrylic paints	Drawing, canvas & painting	To compare different styles of art.

		Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Develop questions to ask when looking at artworks and /or stimulus: • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? • Who or what else might I look at to help feed my creativity? Paint on new surfaces (e.g canvas) Explore the relationship of line, form and colour. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Share how other artists/artwork inspired you and how your work fits into larger context. Feel able to express and share an opinion about the artwork.	Chippendale Stubbs Munch			
		<u>Islamic Art and Architecture</u> To understand how the Alhambra shows features of Islamic art and architecture To understand how the Taj Mahal shows features of Islamic art and architecture To show what I know about Islamic art and architecture To understand what Islamic art and architecture means To understand that Islamic art uses calligraphy, geometric and vegetal patterns To know common features of Islamic architecture	The Dome of the Rock Hagia Sofia The Alhambra The Taj Mahal	Pencils, ink, clay and painting	Drawing, painting & ceramic	To know and understand the features of Islamic Architecture.
		Ask questions about process, technique, idea or outcome. Explore how ideas translate and develop through different medium (drawing to ink to clay) Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping and adding an intricate design.				

		Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles Explore architecture of another culture, and make individual work in response to what is seen. Discuss why the work was made, as well as how. Share your response to the artwork.				
		Prints and Printmaking To understand how a relief print is made To understand how an intaglio print is made To understand that printing is an indirect art that can produce many copies To understand how a screen-print is made	Hogarth Warhol Hokusai Rembrandt	Printing ink, printing frames, screen printing ink & pencils	Drawing & Printing	To know different methods of printing.
		Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 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. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context.				
Year Six		Renaissance Art To understand Michelangelo painted the ceiling of the Sistine Chapel To understand painters in the renaissance made their portraits realistic	Leonardo da Vinci Raphael Michelangelo Jan van Eyck	Pencils, plaster, acrylic paints and ink pens	Drawing, 3D (plaster mould) and painting	To know and understand that Renaissance was a style of

		In the renaissance painters made their paintings realistic by using linear perspective To understand that the Renaissance was a new style in art and culture that started in Italy To understand Leonardo da Vinci did anatomical drawings To understand different painting techniques used by Leonardo	Brunelleschi			art started in Italy.
		Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. Make a mould and use plaster safely. Identify artists who have worked in a similar way to their own work. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Show increasing independence and creativity with the painting process. 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. Discuss problems which came up and how they were solved. Think about what you might try next time.				
		<u>Impressionism and Post-Impressionism</u> To understand who the post-impressionists were To understand Van Gogh and Gauguin were postimpressionist artists To understand that the impressionists were influenced by Japanese design To understand that the impressionists were a group of painters from France in the 19th century To understand that the impressionists used developing scientific knowledge about the way we see. To	Monet Renoir Degas Cezanne Van Gogh Gauguin Cassatt	Acrylic paints, Watercolours, chalk, charcoal, coloured pencils	Drawing, Painting (brushwork), collage (tearing and cutting)	To understand that the impressionists were influenced by Japanese design

		understand the impressionists painted scenes of modern life.				
		Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Develop questions to ask when looking at artworks and /or stimulus: • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? • Who or what else might I look at to help feed my creativity? To Create shades and tints using black and white. Use growing technical skill and knowledge of different drawing materials (2B and 6B pencils, charcoal, chalk). Continue with key drawing exercises during warm up tasks. Choose collage as a means of extending work already achieved. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (different brushwork, en plein air, transient effects). Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself				

		Art in the 20th Century – Modernism and Beyond To understand Auerbach was influenced by the rebuilding of London after the second world war To understand different techniques used by some modern artists To understand that Himid explores the issue of race and identity in her art To understand that art can raise issues and provoke debate To understand Picasso started cubism which led to the creation of abstract art To understand Hepworth made abstract sculptures which were influenced by the landscape around her	Marc Quinn/Jen Reid Thomas J Price Picasso Hepworth Auerbach Freud, Bowling Himid	2b pencils In this unit children are encouraged to create their own work of art selecting their own media and techniques. This could include painting, collage, textiles, sculpture, printing.	Drawing In this unit children are encouraged to create their own work of art selecting their own media and techniques. This could include painting, collage, textiles, sculpture, printing.	To understand that art can raise issues and provoke debate
		Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links... Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response (Who am I?) Apply knowledge of a variety of techniques, materials and processes to great an imaginative piece of art. This could include painting, collage, textiles, sculpture, printing. Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome.				