



We express ourselves creatively,
learn different techniques and
explore the work of other

Onslow Infant School

Art and Design Knowledge & Skills

Reception—Year 2

Curriculum Intent

Our Art curriculum at Key Stage 1 is designed to nurture **confidence, curiosity, and creativity**, ensuring every child feels happy, healthy, and safe to express themselves through art. We aim to provide rich opportunities for children to explore their imagination, experiment with materials, and communicate ideas visually.

Through engaging, hands-on experiences, pupils begin to understand that art is a powerful form of expression and a way to share feelings, thoughts, and perspectives. We want every child to see themselves as an artist — capable, valued, and inspired. Our curriculum builds foundational knowledge of artistic techniques and vocabulary while encouraging personal growth, resilience, and pride in creative achievements.

Curriculum Implementation

Art is taught through a carefully planned, progressive curriculum that develops key skills and knowledge across KS1. Children explore drawing, painting, sculpture, collage, and printing, using a range of tools and materials to build confidence in experimentation. Lessons are practical and inclusive, with an emphasis on enjoyment, exploration, and personal expression.

Teachers model artistic processes and introduce new techniques and vocabulary in a way that supports curiosity and creativity. Sketchbooks are used from Reception to record ideas, practise skills, and reflect on progress.

Children learn about a diverse range of artists, craft makers, and designers from different cultures and time periods, developing respect and appreciation for others' creativity. Each term children take part in a WOW day where they undertake a range of creative activities and are taught new skills. Every three years the school holds a Creative Arts Week producing a focused week of creative activity and learning.

Curriculum Impact

By the end of KS1, pupils will have developed confidence in using a variety of materials and techniques, showing creativity and curiosity in their artistic choices. They will be able to discuss their work and that of others using appropriate vocabulary and demonstrate an understanding of how art can express ideas, emotions, and cultural identity.

Children's progress is evidenced and celebrated through sketchbooks, displays in classrooms and around school, pupil voice and photographic evidence on Tapestry showcasing their growing skill, imagination, and pride. The impact of the Art curriculum is reflected in pupils who are motivated, confident, and joyful in their creative learning. Summative and formative assessments are recorded on Tapestry and data is analysed and acted upon by subject leaders and staff to ensure progress and development for all.

Contents



1) Reception

- *including continuous provision*

1) Year 1

- Art and Design techniques—drawing
- Art and Design techniques—painting (and printing)
- Art and Design techniques—sculpture
- Work of Artists, craft makers and designers

3) Year 2

- Art and Design techniques—drawing
- Art and Design techniques—painting (and printing)
- Art and Design techniques—sculpture
- Work of Artists, craft makers and designers

**In curriculum design, knowledge and skills are not interchangeable in the sense that they are directly synonymous, but rather interconnected and interdependent. Knowledge serves as the foundation for developing skills, while skills require knowledge*

Reception

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
What is Art?	- Art is a way of expressing yourself. - Art Ant is the subject character. - What resources can be used for Art in the classroom.	- Explore a variety of resources and tools to create their own artwork. - How to choose paint resources for a purpose.	<i>Pre-unit questioning: what do they know already?</i>	<i>Art, resources, workshop, easel, express</i>
Who is Jackson Pollock?	- Jackson Pollock created artwork. - He used paint to create splatter paintings.	- To flick paintbrushes to create art. - To choose different colours and paintbrushes.	Art Ant How do we use the art area?	<i>Splatter, artist, flick, artwork</i>
What is a rangoli pattern?	- A rangoli pattern is made up of repeating colours and shapes. - Rangoli patterns can be made from different materials.	- To choose resources to make a pattern. - Experiment with colour and shape to create a pattern.	Art Ant What is art? Jackson Pollock	<i>Rangoli, pattern, repeating</i>
How can colours be changed?	- If you mix colours together they will change. - There are 3 primary colours: red, blue and yellow.	Explore what happens when red, yellow and blue are mixed together (colour wheel).	What is a pattern?	<i>Primary, change</i>
Can you draw a self-portrait? (Sketchbook)	- A self-portrait is a representation of yourself. - A sketchbook is a record of your own artwork.	- To look carefully at their own features in order to draw accurately. - To draw features in the correct size, shape and position.	Jackson pollock Colour mixing	<i>Self portrait, features, skin tone, size, shape, sketchbook</i>
What is a still life drawing? (sketchbook)	A still life drawing is drawing objects you can see.	- To carefully observe the object. - To represent the object in front of you.	What is a sketchbook? Self portraits	<i>Still life, observe, detail</i>
Can you make a colour lighter or darker?	To understand that by adding white it creates a lighter colour and adding black creates a darker colour.	Explore using white and black to make a primary colour lighter and darker.	Colour mixing Primary colours	<i>Lighter, darker</i>
Who is Katy Jade Dobson?	- Katy Jade Dobson is a UK female artist who paints using lots of colour. - Pastels are different to paint and pencils.	- To copy the style of an artist. - Use their fingers to smudge.	Jackson Pollock Still life Self portraits	<i>pastel, smudge</i>
Can you draw an animal in the style of an artist (Sketchbook)	When drawing, it is important to think about size, shape and position of features.	- Use images of animals to draw their own animal. - To use pastels in the style of Katy Jade Dobson to create artwork.	Katy Jade Dobson Self portraits	<i>position</i>

Reception skills and knowledge developed through continuous provision across the year:

Easel:

- Children experiment with different paint colours, different sized paintbrushes, painting tools (sponges, stamps, rollers, spatulas, cotton buds, fingers, vegetables, wheels, sticks). Poster paint, powder paints, paint blocks, watercolour paints. Large scale outside including splatter painting, printing and water painting.
- Start by introducing 3 primary colours then gradually add secondary colours in throughout the year.
- Palettes available for colour mixing and creating different shades/tones. Create a colour wheel in the summer term.
- Creating artwork on flat vertical or horizontal surfaces.
- Plain paper to design and create own artwork. Frames/outlines to provide scaffolds. Painting own models and different materials.
- Learning how to put an apron on. Self-select materials and resources. Use correct quantity of paint. Learn how to wash up after yourself. Where to put wet artwork to dry.
- Painting 'can you' tasks—give children visual stimuli e.g. can you paint a sea creature, marble rolling, paint like a famous artist.

Workshop:

- Using available resources and materials e.g. colouring pencils, crayons, felt tip pens, pastels, creative scissors, different coloured paper, card, sugar paper, tissue paper, glitter, sequins, googly eyes, pom poms, pasta, lolly pop sticks, string/wool, fabrics, bottle tops, corks. Different sizes and shapes. Scrunching, folding, joining, twisting, tying etc.
- Using mark making and drawing materials to create their own artwork and designs. Different sized paper available.
- Using a range of workshop materials to create models. Using tools, such as scissors, to affect changes to their designs. Using resources to join materials e.g. glue sticks, PVA glue, masking tape, Sellotape, string.
- Scissor skill activities and a range of scissors (child size, full grip, left handed, craft). Free cutting/snipping. Cutting a range of materials.
- Art books for children to follow pictorial/visual step by step instructions.
- Making artwork for other areas of the classroom e.g. puppets for small world, headbands for roleplay.

- Displaying artwork on special spaces and displays.
- Using colouring pencils and pencils for drawing—writing area, workshop, easel, outside.
- Enhancements throughout the year to apply previously taught skills and encourage creativity.
- Weekly 'can you' activities: encourage children to be creative, follow a guide and apply taught skills.
- Taking photos of their artwork on iPads.
- Playdough: using different tools, rolling, manipulating, creating their own designs or copying a visual 'can you' task. Extend to clay sculptures in summer.
- Sharing resources and commenting on their own and others' artwork. Learning how to problem solve when their ideas do not work or don't go to plan. Taking advice from adults and peers and trying things out.
- Using different materials to create art e.g. water, mud, natural resources.
- Using loose parts inside and out to create artwork and patterns.

Year 1: Art and Design techniques: Drawing

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
What is an observational drawing?	- Observational means drawing real life objects that you can see and not what you imagine. - What sketchbooks are and how they are used to gather & collect artwork and record ideas. - Sketching is a process that evolves through trial and error.	- To draw what you see. - To continue to look closely and notice detail. - To consider position and shape.	Art Ant Can art ever be wrong?	<i>observational</i>
What is shading?	- That you can use pencils to create a variety of shades. - Understanding that more pressure makes a darker mark and less pressure a lighter one.	- Apply different pressure to create different effects. - Hold and control a pencil to create light and dark marks.	What is the difference between observation and imagination?	<i>light, dark, pressure</i>
Overlaying watercolour with fine liner	Understand how to add definition and detail to a water colour.	To use fine liners to create definition, adding clarity to the water colour.	What is your favourite primary colour?	<i>texture, clarity, definition</i>
To draw a self-portrait in the style of Chris Ofili	A self-portrait is not always an exact replication but can be created in different styles.	To replicate elements of an artist's style and adapt to your own.	What is a self-portrait?	<i>style, adapt, replicate</i>
To draw in the style of Alfred Wallis	To know that art can be drawn from memory not real-life observation.	To replicate elements of an artist's style and adapt to your own.	Chris Ofili	<i>From memory</i>

Year 2: Art and Design techniques: Drawing

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Use sketching techniques to create an accurate portrait	- Portraits can be a representation of a person. - The different types of sketching pencil. - That different types of sketching pencil create different thicknesses and shades with different levels of pressure.	- Experiment using different types of sketching pencils. - To choose the appropriate pencil to create the desired effect. - To create an accurate portrait.	What is the difference between observation and imagination?	<i>Black and Hard pencils, accurate, portrait,</i>
Using symmetry to accurately complete a full image	- Symmetry is a mirror image. - That positioning in drawing matters.	- To use light pencil marks to plan a symmetrical drawing. - To use a mirror to check for symmetry. - To sketch with increasing accuracy.	Which sketching pencil should you use for a dark line? What is your favourite primary colour?	<i>Symmetry, mirror image, reflection</i>
Exploring different drawing techniques	- You can use different techniques with lines and dots to explore depth and texture. - To know that closer marks create darker areas but marks further apart create lighter areas.	How to use lines and dots to create effects.	How could you create a light pencil line? Can art ever be wrong?	<i>Technique, texture, depth</i>
Using pastels and charcoal to create textures	- To know you can use different media to create texture and mood. - To know that paper choice affects outcome.	- How to smudge or blend using fingers to soften marks. - Make choices about materials based on what effect they want to achieve.	Name a famous artist? Difference between a self-portrait and a portrait.	<i>Charcoal, media, mood, blend</i>
Mixing different media to use texture for effect	- Mixed media is using 2 or more media. - You can mix materials and colours to create textures, layers and different effects.	- Making choices about which media to use for different parts of a picture e.g. pastels for bold shapes, paint for soft backgrounds. - To create an image in the style of Nerys Levy.	Which colours are hot and which colours are cold? Name a technique you could use to create a different texture in your artwork.	<i>mixed media, layers</i>

Year 1: Art and Design techniques: painting (and printing)

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
What are the primary and secondary colours?	- Know that the primary colours cannot be made by mixing other colours. - Know that secondary colours are made by mixing two primary colours.	Use paints to mix primary colours to create secondary ones.	What is a collage?	<i>primary colours, secondary colours</i>
What are watercolours?	- Watercolours are paints that are mixed with water. - The effect of adding more or less water changes the colour.	Explore using water to paint using watercolours.	What colours do you make if you mix primary colours?	<i>watercolours</i>
To use watercolours to create landscapes	- Understand what watercolours are and how they behave on paper. - Recognise the elements of a landscape and orientation (e.g., sky, land, trees, water).	- Apply watercolours using different techniques (washing, blending) to create a landscape on cartridge paper. - Use observation and imagination to represent features of a landscape in their artwork. - Experiment with different brushes to apply colour.	If I was drawing a picture of myself, what would it be called?	<i>washing, blending, landscape</i>
How to make a press print	- You can make an image from a template using a Styrofoam tile and paint. - It can be used again and again to create a pattern.	- Carve a design on a styrofoam tile using a pencil. - Apply paint using a roller. - Use the press printing process to create repeated patterns or images.	What tools do you use in art?	<i>press print, relief</i>

Year 2: Art and design techniques: painting (and printing)

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Colour mixing (lighter)	- Colours can be grouped into hot and cold. - How to lighten colours and create a tint by adding white.	Lighten hot colours by mixing with white to create a gradient.	What is your favourite primary colour?	<i>tint</i>
Colour mixing (water colours)	- Watercolours can be used to create blending, washing and layering. - Which colours are considered cold colours.	- Adjust the amount of water to change how light or dark the colour becomes. - Select and use cold colours in their artwork. - To create a landscape.	What is the difference between landscape and portrait?	<i>layering</i>
Relief Printing	To know that repeated prints can be created using raised lines.	- Create a simple image with raised lines. - Print a repeated image precisely	What is press printing?	<i>relief printing</i>

Year 1: Art and design techniques: sculpture

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Manipulate malleable materials	Clay/dough can be manipulated in a variety of ways, e.g. rolling, joining and shaping.	- Manipulate clay or dough using techniques such as rolling, joining, kneading, and shaping. - Explore and create forms and textures.	What could you make out of playdough?	<i>rolling, joining, shaping,</i>
What is sculpture?	A sculpture is a 3D piece of artwork.	- Create clay sculptures using techniques such as shaping, pinching, poking, rolling and joining. - Join 2 pieces of clay securely.	Art ant – what is an artist?	<i>3D, sculpture</i>

Year 2: Art and design techniques: sculpture

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Make a sculpture using mod roc	- Mod roc is hard until water is added and then it becomes malleable. - Mod roc dries hard. - Mod roc can be used to create a sculpture.	- Manipulate mod roc using techniques such as shaping, layering and smoothing. - Experiment with and join different materials to create mixed-media sculptures.	What is sculpture?	<i>Manipulate, mod roc, smoothing</i>
Create a strong and stable sculpture	- Free standing sculptures need a stable base. - Mod roc can be used with other materials to increase stability.	- Manipulate wire to create different shapes and forms e.g. twisting and bending. - Construct strong and stable structures using wire and mixed materials. - Alter and adjust shapes and forms to achieve the desired effect in three-dimensional work.	How can 2 bits of clay be joined?	<i>stable</i>
Create a clay pot	Clay can be manipulated in different ways e.g. rolled and coiled.	- Manipulate clay using techniques such as rolling, smoothing, and shaping. - Use tools to add detail to their clay pot.	(image) what can you tell me about these sculptures?	<i>coiling</i>

Year 1: Work of Artists, craft makers and designers

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Who is Georgia O'Keeffe?	- Georgia O'Keeffe was an American artist. - She painted flowers from close observation. - She used colours to show feelings.	See lesson content: <i>'what are the primary and secondary colours?'</i>	What does an artist do? Can you name a famous artist?	<i>abstract</i> <i>realistic</i>
Who is Jenny Black?	- Jenny Black is a British Artist. - She paints trees with paint and collage. - Multi-media can be used to create a piece of artwork.	See lesson content: <i>'what are the primary and secondary colours?'</i>	What would draw if you were drawing a self-portrait?	<i>mixed-media</i>
Who is David McEown?	- David McEown is a Canadian artist. - He paints landscapes by going to the Arctic to observe. - He paints in watercolour.	See lesson content <i>'to use watercolours to create landscapes.'</i>	What are the primary colours?	<i>on-location</i>
Who is Sandra Dieckmann?	- Sandra Dieckmann is a German illustrator. - She illustrates using pen and ink and colour washes. - Know that colour and drawings can be layered.	See lesson content: <i>'overlaying watercolour with a fine liner.'</i>	Who is your favourite illustrator?	<i>illustrator</i>
Who Chris Ofili?	- Chris Ofili is a British artist. - His work is influenced by his Nigerian descent. - He uses different textures and materials to make his art. - Know the similarities and differences between his work and the work of other artists explored this year.	See lesson content: <i>'To draw a self-portrait in the style of Chris Ofili.'</i>	Do we all like the same art?	
Who is Alfred Wallis?	- Alfred Wallis was a British fisherman and self-taught artist. - He was influenced by his life as a fisherman, and was particularly inspired by the coast of Cornwall. - He uses a simple style of drawing and painting not using conventional perspective and proportions.	See lesson content: <i>'How to draw in the Style of Alfred Wallis.'</i>	Georgia O'Keeffe is an _____?	<i>perspective</i>
Who is Mark Lord?	- Mark Lord is a photographer who specialises in lino printing. - He is influenced by the natural world, especially Cornwall. - Know some similarities and differences between his work and the work of Alfred Wallis.	See lesson content: <i>'How to make a press print.'</i>	Tell me three things about Alfred Wallis.	<i>lino</i>

Year 2: Work of artists, craft makers and designers

Content	Pupils will learn		Retrieval (Last lesson, unit, year)	Key Vocabulary
	Knowledge	Skills		
Who is David Hockney?	- David Hockney is a British painter. - How colour can be used to create a mood. - What are the similarities and differences between his work and the work of other artists explored this year.	See lesson content: <i>'colour mixing (water colours).'</i>	What is your favourite media?	
Who is Picasso?	- Picasso was a Spanish painter. - Cubism is an art style that doesn't try to look like real-life people, places, or things.	See lesson content: <i>'Using symmetry to accurately complete a full image.'</i>	What could you use to create a portrait?	<i>Cubism</i>
Who is Nerys Levy?	- Nerys Levy is a Welsh artist - How artists mix media for effect. - Know some similarities and differences between Nerys Levy and David McEown.	See lesson content: <i>'Mixing different media to use texture for effect.'</i>	What happens if you add more white paint when mixing? Tell me anything you know about David McEown.	
Who is Roy Lichtenstein?	- Roy Lichtenstein was an American pop artist. - A comic strip tells a story using words and images.	See lesson content: <i>'Exploring different drawing techniques.'</i>	Which of these is an abstract painting? What is Picasso famous for?	<i>comic strip, pop art.</i>
Who is Louise Bourgoise?	- Louise Bourgoise is a French-American sculptor. - She specialises in large sculptures.	See lesson content: <i>'Create a strong and stable structure.'</i>	Do all artists use paint?	

Year One skills and knowledge developed through continuous provision across the year:

Drawing: Pencils, crayons, chalks, sketchbooks, clipboards to create more detailed drawings with intentional lines and feature.

- Hold and use drawing tools with increasing control.
- Make lines of different thickness and length.
- Draw from observation (objects, people, nature).
- Add detail to represent features and ideas.

Painting: Table painting, varied brushes, palettes, water colours, poster paint of a variety of colours to enable children to use deliberate colour choices and simple mixing.

- Use brushes of different sizes appropriately.
- Control paint application.
- Mix primary colours to create secondary colours.
- Explore light and dark by adding white or black.
- Choose colours intentionally.

Collage & junk modelling: Papers, fabrics, recycled materials, glue, scissors, masking tape to arrange materials with intention and purpose.

- Cut and tear materials with growing accuracy.
- Arrange and layer materials purposefully.
- Join materials using glue or tape.
- Combine materials to create images and textures.

Sculpture/3D: Playdough, clay, construction kits to create more stable, detailed, purposeful forms

- Manipulate malleable materials (roll, pinch, press).
- Join parts to create simple forms.
- Build basic structures using construction materials.
- Explore shape and form in three dimensions.

- Displaying artwork on special spaces and displays.
- Enhancements throughout the year to apply previously taught skills and encourage creativity.
- Weekly 'must do' activities: encourage children to be creative, follow a guide and apply taught skills independently.
- Taking photos of their artwork on iPads.
- Sharing resources and commenting on their own and others' artwork. Learning how to problem solve when their ideas do not work or don't go to plan. Taking advice from adults and peers and trying things out.
- Using different materials to create art e.g. water, mud, natural resources.
- Using loose parts inside and out to create artwork and patterns.