

ART PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in Art will be suitably adapted to ensure all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Ourselves and Autumn	People and Celebrations –	Paper collage	Painting	Printing	Printing and patterns
EYFS FRAMEWORK Development Matters	<p>Expressive Arts and Design Joins different materials and explores different textures Create closed shapes with continuous lines and begin to use shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in their drawing and paintings, like happiness, sadness, fear Explore colour and colour mixing</p> <p>Physical Development Manipulates a range of tools including paintbrushes Uses one handed tools (scissors)</p>					
CONTENT	Free drawing and drawing faces and themselves. Colour mixing Collecting natural materials to make pictures	people – linked to Leaf Man (Autumn) Salt dough Diva lamps. – linked to Lighting a Lamp (Diwali)	Artist Study: Katsushika Hokusai (Mountain picture <i>Red Fuji</i>) – Paper Collage Introduce: Felt tips Indoor chalk Water colour trays	Artist Study: Katsushika Hokusai (Sea picture <i>The Great Wave</i>) – Water colour mixing Introduce: Poster paints	Artist Study: Katsushika Hokusai (Tree picture <i>Cherry Blossom</i>) - Process printing art	Vegetable printing (exploring shapes and repeating patterns) – linked to Very Hungry Caterpillar
SKILLS	<ul style="list-style-type: none"> Observation skills to draw a face. Using one-handed tools for a purpose. Choosing correct colours 	<ul style="list-style-type: none"> Joining materials Rotating, moving and disassembling materials to make art. Drawing lines and circles. 	<ul style="list-style-type: none"> Manipulate materials to make a collage. Feel the difference in textures. Control a paintbrush to make recognisable shapes and figures. 	<ul style="list-style-type: none"> Manipulating materials of a certain texture to make a model or card. Mixing colours Controlling a paintbrush Using a paint station 	<ul style="list-style-type: none"> Printing using known objects Practice drawing and painting using lines and circles. Observational skills to draw and paint (shape, line and pattern). Using scissors to cut along a line/shape Joining materials 	<ul style="list-style-type: none"> Using brushes to paint Symmetrical printing
KEY KNOWLEDGE	Children will know: <ul style="list-style-type: none"> Tools have a purpose (scissors, 	Children will know: <ul style="list-style-type: none"> Name different materials 	Children will know: <ul style="list-style-type: none"> Name different textures 	Children will know:	Children will know: <ul style="list-style-type: none"> Scissors can cut a specific shape. 	Children will know: <ul style="list-style-type: none"> Name and copy patterns

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	<p>pencil, paints, paintbrushes)</p> <ul style="list-style-type: none"> • Placement of their features on their face • Names of colours • Enclosed shapes can be used to represent a person or object. 	<ul style="list-style-type: none"> • Glue sticks • Scissors cut • Dough can be shaped • Paint is a wet substance that can be used to make an imprint onto different surfaces. • Enclosed shapes can be used to represent a person or object. 	<ul style="list-style-type: none"> • Scissors can be used to cut shapes. • Emotions can be expressed in a painting 	<ul style="list-style-type: none"> • Know the colours to represent different objects/characters • Name the different shapes/ marks used to represent parts 	<ul style="list-style-type: none"> • A surface can be printed • Know different materials feel different and choose them accordingly. 	<ul style="list-style-type: none"> • An imprint is an exact copy
NEW VOCAB	<p>Scissors, pencil, paint, paintbrush, picture, draw, colour, mix, face and features of a face Red, yellow, blue, orange, purple, green.</p>	<p>Glue sticks, cut out, dough, roll, squash, flat, dough cutter, print, lines, circles, copy, wax crayons, block paints</p>	<p>Materials, paper, card, feathers, wood, beads, feel, smooth, bumpy, soft, rough, fluffy, hard, stick, shapes, feelings</p>	<p>Light, dark, white, black</p>	<p>Print, Wavy, straight, circles, zig-zag, lines, marks, artist</p>	<p>Print, pattern, copy</p>
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE						

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Marvellous Marks	Painting and mixed media Paint my world	Painting and mixed media Paint my world	Sculpture and 3D Creation Station		Craft and design – Let's get crafty
EYFS FRAMEWORK	<p>Expressive Arts and Design: ELG Creating with materials *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. *Make use of props and materials when roleplaying characters in narrative and stories.</p> <p>Physical Development: ELG Fine motor skills *Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing.</p>					
CONTENT	Colour mixing paints; leaf printing - link to We're going on a Leaf hunt (end Aut1) Creating rubbings with leaves using wax crayons - link to We're going on a Leaf hunt (end Aut1)	Finger painting; fruit and vegetables – link to Pumpkin soup and Handa's surprise. Group art – fireworks (Jackson Pollock) Collaborative collage (tissue scrunching skill) – link Diwali Rangoli	Landscape collage (Megan Coyle) – link to Geography features Collage and transient art (faces etc...) – (Andy Goldsworthy) Drawing faces (pencil drawing)	Outdoor painting using natural resources. Observational drawing (Daffodils) – pencil crayons 3D sculpture tiger (using tools and skills.) (Louise Goldman)	Observational painting (Tulips) – poster paint Salt painting (houses) – link to On the way Home.	Craft – Flower designs / tissue paper flowers. – revisit tissue scrunching skill from Aut2
SKILLS	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 	Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. 	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.

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				<ul style="list-style-type: none"> Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 		
KEY KNOWLEDGE	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg. paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. 	<ul style="list-style-type: none"> 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.
RETRIEVAL/ PRIOR LINKS	<p>Enclosed shapes can be used to represent a person or object. Names of colours</p>	<p>Recall different media Recall different techniques eg printing,</p>	<p>Name people who help us or other job roles and their vehicles.</p>	<p>Techniques used previously eg colour wash, effects made by</p>	<p>Recall media used previously and the effects they create.</p>	<p>Enclosed shapes can be used to represent a person or object. Names of colours</p>

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	Colours can be changed by mixing 2 colours together.	drawing, painting, collage	Paint can be used to represent figures. The properties of different media eg paint wet then dries, chalk can smudge, felts are brighter than pencil crayons	different media, joining techniques.	Recall traditional stories. Recall processes and techniques used creatively in order to apply in their designs.	Recall different medium used to create art.
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	Colours, names of colours, lighten, equipment names (paintbrush, scissors, paint, crayons, pencils, glue) Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Wet, Wipe	3D art, Bend, Chop, Collage, Cut, Evaluate, Flatten, Join, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Smooth, Squash, Sticky, Stretch, Twist, Wet, smudge, bright , sticky tape, masking tape	<i>Recall key vocab</i>	Attach, strong, process, product, practical, function, patterns, theme, style, William Morris, still life, shading, form,	observe, shading, colour, shape, natural materials
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	Lesson plans and more detailed information on the progression o knowledge and skills can be found on the KAPOW website.					

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Teaching and learning in Art will be suitable adapted to ensure all learners including those with SEND can access and engage with key knowledge at their appropriate age or stage of development.				
YEAR 1	Unit 1	Unit 2	Unit 3	Unit 4
KEY AREA	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
THEME	Make your mark	Colour splash	Paper play	Woven wonders
NC OBJECTIVES	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 			
CONTENT Kapow Primary	In this unit the children will experiment with a variety of line making techniques and develop the language to describe lines. They will practice colouring neatly with a variety of media and colours. They will apply their understanding of drawing materials and mark-making to draw from observation.	In this unit the children will recap primary colours and experiment with making secondary colours. They will explore painting and printing with the colours they make and apply their painting skills when painting in the style of an artist (Clarise Cliff).	In this unit the children will shape and fix paper to make 3D drawings and sculptures. They will use several different techniques for shaping paper. They will experience working collaboratively over a period of time to create a sculpture and practice their painting skills to ensure good coverage.	In this unit the children will learn that art can be made in many ways. They will study key features of Cecilia Vicuña's woven artwork (knots, plaits, weaving etc) and apply these to their own creations. They will begin to discuss the choices they have made about their completed work.
SKILLS	<ul style="list-style-type: none"> Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's art work. 	<ul style="list-style-type: none"> Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. Beginning to explore colour mixing. Selecting colours, shapes and materials to suit ideas and purposes. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. 	<ul style="list-style-type: none"> Using their hands to manipulate a range of modelling materials, including paper and card. Exploring how to join and fix materials in place. Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting, and adding decoration. Describing similarities and differences between practices in 	<ul style="list-style-type: none"> Exploring their own ideas using a range of media. Beginning to develop skills such as measuring materials, cutting, and adding decoration.

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			<p>Art and design, e.g. between painting and sculpture, and linking these to their own work.</p> <ul style="list-style-type: none"> Describing and comparing features of their own work and others' artwork. 	
KEY KNOWLEDGE	<ul style="list-style-type: none"> To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas. 	<ul style="list-style-type: none"> To name different colours. To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture. 	To know that different materials can be woven, tied, knotted and plaited.
RETRIEVAL/ PRIOR LINKS	<p>How to hold a pencil correctly Medium that can be drawn with. Shapes, lines and patterns that can be made with lines. Artists -Renata Bernal, Ilya Bolotowsky, Zaria Forman, Wassily Kandinsky, Bridgit Riley. (appraisal)</p>	<p>Names of colours Primary colours and what colours are made when you mix the primary colours (secondary) Equipment used to set up a painting workstation Artists – Clarice Cliff, Jasper Johns (appraisal)</p>	<p>Adhesives used to stick paper and other materials together. Colours, shapes and materials that can be included in our art. Artists – Marco Balich, Louise Bourgeoise, Samantha Stepenson (appraisal)</p>	<p>How to cut materials. How to join materials. Artists – Judith Scott, Cecilia Vicuna (appraisal)</p>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	<p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>	<p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p>Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>

<p>KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE</p>	<p>All lesson plans, pupil knowledge organisers and videos can be found on the KAPOW website. Knowledge organisers can be found on KAPOW to support children with retrieval and language used in discussion of art. <i>Artists are used to demonstrate a skill or knowledge taught. Artist work is appraised to allow children to practice using vocabulary to demonstrate their knowledge and likes or dislikes. Artists knowledge does not need to be retrieved.</i></p>
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YEAR 2	Unit 1	Unit 2	Unit 3	Unit 4
KEY AREA	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
THEME	Tell a story	Life in colour	Clay houses	Map it out
NC OBJECTIVES	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 			
CONTENT Kapow Primary	In this unit the children will further develop mark-making with a greater variety of media and increasing control. The children will explore texture, how it feels and experiment with replicating this texture through lines. They will improve upon their drawing skills through observational drawing and creating expressive characters and use this to create a picture story.	In this unit the children will recap their knowledge of primary and secondary colours and predict what will happen when they mix 2 colours. They will experiment with making textures with paint and different tools. They will create a collage with all of the textured paintwork they have made and learn to evaluate and improve their creation.	In this unit the children experiment using their hands and tools to shape clay. They will make a pinch pot and explore impressing and joining techniques to decorate a clay tile. They will also make a 3D clay tile from a drawn design.	In this unit the children will investigate maps as a drawing stimulus. They will experiment with felt making and printing and they will create their own gallery of their finished work.
SKILLS	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of 	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge 	<ul style="list-style-type: none"> Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. 	<ul style="list-style-type: none"> Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting

	<p>pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes.</p> <ul style="list-style-type: none"> Beginning to talk about how they could improve their own work. 	<p>of colour and how different media behave, e.g. adding water to thin paint.</p> <ul style="list-style-type: none"> Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work. 	<ul style="list-style-type: none"> Talking about art they have seen using some appropriate subject vocabulary. Explaining their ideas and opinions about their own and other's art work, giving reasons. 	<p>things and knowing when to seek advice.</p> <ul style="list-style-type: none"> Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.
KEY KNOWLEDGE	<ul style="list-style-type: none"> To know that 'composition' means how things are arranged on the page. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. To know that patterns can be used to add detail to an artwork. To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. To know that drawing materials can be used to show light and dark. 	<ul style="list-style-type: none"> To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> To know that patterns can be made using shapes. To know that patterns can be used to add detail to an art work.

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		<ul style="list-style-type: none"> To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. 		
RETRIEVAL/ PRIOR LINKS	<p>Different types of lines and marks that can be made.</p> <p>Different materials that can be used to make marks and to know what types of marks they make.</p> <p>Artists – Quentin Blake (appraisal)</p>	<p>Names of colours.</p> <p>Knowing how primary colours are made.</p> <p>Describing different textures and how they replicated this in their mark making.</p> <p>Different brushes make different marks.</p> <p>To know what pattern and prints are.</p> <p>Artists- Romare Bearden (appraisal)</p>	<p>To understand sculptures are 3D.</p> <p>Recall all of the different ways they changed the shape of paper for a sculpture made in Y1</p> <p>Artists- Ranti Bam, Rachel Whiteread (appraisal)</p>	<p>Language related to weaving</p> <p>Naming crafts – pottery or clay work, weaving</p> <p>Artists- Susan Stockwell, Josef Albers, Mathew Cusick, Eduardo Poalozzi, Maggi Scott, Kim Soon-Im (appraisal)</p>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	<p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Retell, Concertina</p>	<p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	<p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	<p>All lesson plans, pupil knowledge organisers and videos can be found on the KAPOW website.</p> <p>Knowledge organisers can be found on KAPOW to support children with retrieval and language used in discussion of art.</p> <p>Artists are used to demonstrate a skill or knowledge taught. Artist work is appraised to allow children to practice using vocabulary to demonstrate their knowledge and likes or dislikes. Artists knowledge does not need to be retrieved.</p>			