

Factual knowledge

EYFS Suggested artist, craftspeople, designers, culture National curriculum	Colour /Shape - Kandinsky – Line/ Shape– Mondrian Dots - George Seurat – pointillism Expressive art – Pollock – splatte Collage – Gustav Klimt KS1 – Pupils should be taught -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	movement or painting	Still life / flowers: Van Gogh Pattern - Diwali – Rangoli patterns Food collage - Giuseppe Arcimboldo Transient art – Andy Goldsworthy
	Y1/2 Autumn 2 - Tudor architecture/ Great fire of London	Y3/4 Autumn 1: Rene Magritte, Margaret Keane, Pablo Picasso.	Y5/6 Autumn 1: Peter Thorpe
Cycle A	images Spring 1 – Claude Monet, Jean Metzinger, Henri Matisse Summer 2 - Katsushika Hokusai, George Seurat, Maggie Hambling, Megan Coyle	Autumn 1: Kene Fragritte, Franzaret Keune, Fablo Ficasso. Autumn 2/ Spring 1 — Prehistoric cave art Summer ½ - Man and Machine — Kurt Schwitters, Alberto Giacometti, Antony Gormley.	Spring 2: Ancient Greek sculpture, Victoria Topping Summer 1: Stephen Wiltshire, LS. Lowry
Cycle B	Autumn 1 — Henri Matisse, William Morris, Orla Kiely Spring 1 — Vincent Van Gogh, Leonardo Da Vinci, Picasso, Julian Opie. Summer 2 — Andy Goldsworthy	Autumn 1: Frida Khalo, Edward Munch. Spring 1: JMW Turner, Norman Cornish, David Hockney Summer 1 Traders — Anglo Saxon art jewellery and patterns.	Autumn 1: Anicient Mayan art/masks Spring 1: Kathe Kollwitz, Henry Moore, Bill Brandt, Banksy. Summer 1: Van Gogh, Paul Cezanne, Wayne Thiebaud, Salvador Dali
Artists, Crafts people, Designers	 Study and describe the work of significant artists, crafts people and designers learning how and when they were made. They describe the content, feelings and emotions conveyed by the work. 	Study and describe the work of significant artists, crafts people and designers learning how and when they were made. O How has the artist produced this work? O What is the background to this art? O Who made, where were they from? O Why was it made? To give more complex personal opinions about their work.	 Study and describe the work of significant artists, crafts people and designers using the following method: Content – describe the art. Social, historical factors affect the work. Process – When and how made? What materials and techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture.
Formal elements	 Learn the meaning of the words: colour, line, tone, shapes, textures and patterns. Begin to use them in their art. Recognise when they are using formal elements and describe how they are using them. 	 To make copies of small areas of the artist's work to study their techniques: colour, tone, textures, patterns used. To study how other artists make art, including the work of other peoples and cultures, past and present. To look at art for pleasure and purpose: Why do they like it? To develop their use of the language of art (formal elements) 	 Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques and processes used. Use some of what they have learned from artist studies to produce original work.