

Knowledge organiser Nursery – Year 2

Subject: Art and design

Aspect	Nursery	Reception	Year 1	Year 2
Drawing (pencil, charcoal, pastels, chalk, ICT software)	<ul style="list-style-type: none"> -make large movements -use a variety of drawing tools -draw a circle and a line -create recognisable drawings of people 	<ul style="list-style-type: none"> -create recognisable drawings of people with a separate head and body -be able to name features of drawings -investigate and create different lines e.g. zig zag, wavy 	<ul style="list-style-type: none"> -create recognisable drawings of people with facial feature details and limbs -sketch to make quick records, then improve in next draft -investigate tone in sketches; making sketches lighter or darker -use a sketchbook to plan ideas 	<ul style="list-style-type: none"> -create recognisable drawings of people and animals in different poses -sketching wolves and different parts of wolves -draw what they see, not what they think something looks like -be able to change the tone in sketching from dark to light and use shading techniques
Colour (painting, inks, dye, crayon, pastels)	<ul style="list-style-type: none"> -know the primary colours and which colours are created when they are mixed -mix powder paint independently -be able to name all of the primary colours 	<ul style="list-style-type: none"> -use a range of tools to make coloured marks and talk about what happens when they are mixed -name all common colours -be able to make secondary colours independently by mixing 	<ul style="list-style-type: none"> -know how to darken/lighten colours using black or white -be able to make secondary and tertiary colours independently by mixing other colours - know which colours are warm and which are cold. 	<ul style="list-style-type: none"> -know and understand the colour wheel -be able to make different shades of the same colour e.g. dark green and light green -know how to mix colours to create different tones of the same colour
Painting (mixed media, representations)	<ul style="list-style-type: none"> -experiment using a range of sizes of paintbrushes -use a variety of tools to make marks with paint 	<ul style="list-style-type: none"> -know how to control a paintbrush to fill in large shapes and to make smaller lines and shapes 	<ul style="list-style-type: none"> -use different sized brushes for different purposes and explain why -compare their own work to a range of artists, designers and crafts people saying what is different and what is similar 	<ul style="list-style-type: none"> -independently choose the correct tools for the correct purposes -using watercolour paints to create different shades and tone -express thoughts and feelings about other artists work

Texture (clay, natural materials, fabrics)	<ul style="list-style-type: none"> -begin to describe the texture of materials -manipulate and use textures in art work 	<ul style="list-style-type: none"> -construct with a purpose in mind -combine different textures and media independently 	<ul style="list-style-type: none"> -talk about why they have chosen particular textures and combinations -sort according to properties -combining textures to create different prints - make collages with different materials -pinch and roll coils and slabs using clay 	<ul style="list-style-type: none"> -use simple applique techniques -choose different materials to represent objects and evaluate their effectiveness
3D (joining, experimenting, choosing and evaluating materials)	<ul style="list-style-type: none"> -experiment with a variety of joining techniques -experiment with malleable materials -talk about what they have produced using 3D materials 	<ul style="list-style-type: none"> -experiment with joining natural materials and manmade materials -talk about what they have produced using 3D materials -use clay to create Divas for Diwali 	<ul style="list-style-type: none"> -begin to evaluate their 3D structures and creations; saying why they have used particular materials/techniques - 	<ul style="list-style-type: none"> -name a range of joining techniques -join clay together using slip, groves and cross hatching -evaluate the effectiveness of their 3D creations
Pattern	<ul style="list-style-type: none"> -be able to make patterns in materials e.g. cutters in dough/clay, printing using vegetables/sponges 	<ul style="list-style-type: none"> -continue to make their own patterns in art both 3D and 2D -use marbling inks to make different patterns and effects 	<ul style="list-style-type: none"> -begin to notice patterns in the environment and of animals and use these in their own work -make their own patterns using a range of combined materials 	<ul style="list-style-type: none"> -make their own patterns using a range of media and comment on why they have developed that particular pattern -notice and use pattern from the environment e.g. animal scales, tree bark
Artists	Kandinsky Monet Corey Barksdale	Yayoi Kusama Andy Goldsworthy Giuseppe Arcimboldo	Paul Klee Banksy Andy Warhol Robert Bradford Alma Thomas	Andy Warhol Henri Rousseau Frida Kahlo

