

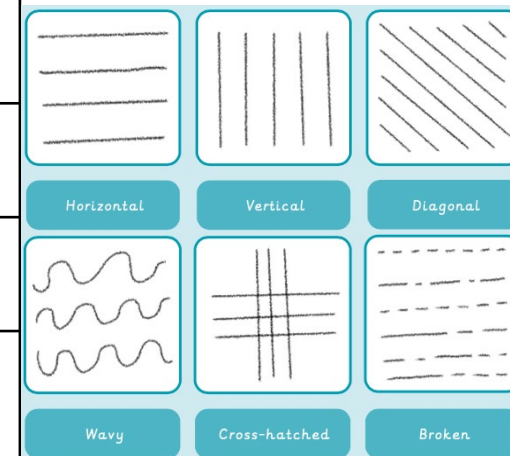
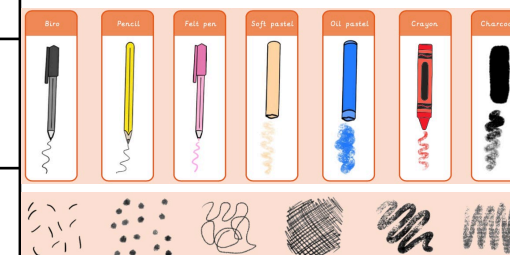
# Art knowledge organiser Y1: drawing



THE  
GRANGE  
ACADEMY

| Key knowledge                                                                                             |
|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To know what a line is</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>To know what different mediums can create line</li> </ul>          |
| <ul style="list-style-type: none"> <li>To know that texture tells us what something feels like</li> </ul> |
| <ul style="list-style-type: none"> <li>To know how to make marks</li> </ul>                               |
| <ul style="list-style-type: none"> <li>To know how observing shapes are important when drawing</li> </ul> |

| Key vocabulary     | Meaning                                                         |
|--------------------|-----------------------------------------------------------------|
| <b>line</b>        | A mark which can be different lengths, widths and create shapes |
| <b>Mark-making</b> | Creating lines, patterns and shapes                             |
| <b>observation</b> | To look at something carefully                                  |
| <b>texture</b>     | A surface that is not flat                                      |
| <b>horizontal</b>  | Flat or level with the ground                                   |
| <b>vertical</b>    | Pointing straight up                                            |



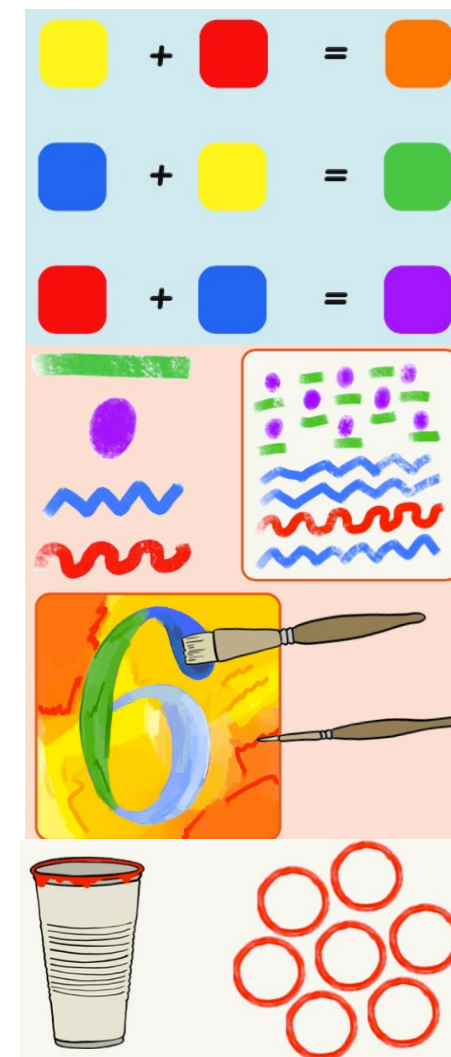
|                        |                                                                                          |
|------------------------|------------------------------------------------------------------------------------------|
| <b>Prior knowledge</b> | <ul style="list-style-type: none"> <li>To know how to hold a pencil correctly</li> </ul> |
|                        | <ul style="list-style-type: none"> <li>Children have explored drawing</li> </ul>         |
|                        |                                                                                          |

# Art knowledge organiser Y1: painting and mixed media

| Key knowledge                                                                                            |
|----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To know what the three primary colours are</li> </ul>             |
| <ul style="list-style-type: none"> <li>To know what the three secondary colours are</li> </ul>           |
| <ul style="list-style-type: none"> <li>To know how to create the secondary colours</li> </ul>            |
| <ul style="list-style-type: none"> <li>To know how to explore mixing to create different hues</li> </ul> |
| <ul style="list-style-type: none"> <li>To know how to make a print</li> </ul>                            |

| Key vocabulary           | Meaning                                                        |
|--------------------------|----------------------------------------------------------------|
| <b>hue</b>               | Describing an exact colour: sky blue, dark green, rose pink    |
| <b>mix</b>               | Combining two or more colours together                         |
| <b>pattern</b>           | A design where shapes, colours or lines are repeated           |
| <b>primary colours</b>   | Red, yellow and blue                                           |
| <b>secondary colours</b> | Orange, green and purple                                       |
| <b>print</b>             | Transferring an image onto another surface eg. Finger painting |

|                        |                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Prior knowledge</b> | <ul style="list-style-type: none"> <li>Children have explored some colour mixing with paint</li> </ul> |
|                        | <ul style="list-style-type: none"> <li>Children have explored using a range of tools</li> </ul>        |
|                        |                                                                                                        |



# Art knowledge organiser Y1: sculpture and 3D



THE  
GRANGE  
ACADEMY

| Key knowledge                                                                                  |
|------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To know how to shape paper by rolling</li> </ul>        |
| <ul style="list-style-type: none"> <li>To explain what a sculpture is</li> </ul>               |
| <ul style="list-style-type: none"> <li>To know the difference between 2D and 3D art</li> </ul> |
| <ul style="list-style-type: none"> <li>To know how to make a concertina fold</li> </ul>        |
| <ul style="list-style-type: none"> <li>To name a piece of 3D artwork</li> </ul>                |

| Key vocabulary   | Meaning                                               |
|------------------|-------------------------------------------------------|
| <b>cylinder</b>  | A tube shape                                          |
| <b>detail</b>    | Extra decoration or items to add interest             |
| <b>sculpture</b> | Art in three dimensions; walk around it to look at it |
| <b>2D</b>        | A flat shape                                          |
| <b>3D</b>        | A solid shape; art that isn't flat                    |
|                  |                                                       |

| Prior knowledge | <ul style="list-style-type: none"> <li>Children have used junk modelling in EYFS</li> </ul>                     |
|-----------------|-----------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>Children have explored using and observing different textures</li> </ul> |
|                 |                                                                                                                 |

