



Egton CE, St Hedda's RC, Danby CE, Oakridge and Goathland  
**Knowledge Organiser**  
**ART- Beneath Our Feet**



**What should I already know? (Y1):**

**ELG's:**

- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- I can recognise that a range of technology is used in places such as homes and schools. I can select and use technology for particular purposes.

**Key Vocabulary:**

artist	a person who creates paintings or drawings as a profession or hobby.
clay	a stiff, sticky earth that can be moulded when wet and is then dried to make pottery.
cold colours	colours associated with rest, peace and sadness including blue, green and purple.
collage	a picture made from a variety of materials.
colour wheel	a wheel of colours which shows the relationship between primary and secondary colours.
complementary-colours	colours that are opposite each other on the colour wheel.
craft makers	people who are skilled at making things by hand.
designers	people who plan the look of something before it is made.
details	minor decorative features.
evaluate	to make a judgement or have an opinion about.
frottage	the technique of taking a rubbing from a textured surface to use in a piece of artwork.
hot colours	colours associated with heat, anger and energy including red, orange and yellow.
line	a long narrow mark or band.
medium	refers to the different materials that can be used to make up a piece of artwork. eg paint, pencil, chalk, pastels.
mixed media	a picture created using more than type of medium / material.
observational-drawings	a visual representation of something an artist sees.
palette	a thin board on which an artist lays and mixes colours.
pastels	crayons made from powdered pigments.
pattern	a repeated decorative design.
primary colours	colours from which all other colours can be made by mixing. (blue, red, yellow).
score	cut or scratch a notch or line on a surface.
sculpt	to make a form by carving or casting.
secondary colour	a colour made by mixing two primary colours (orange, green, purple).
shade	a colour mixed with black to make it darker.
shape	the outside line of something.
sketch	a quick, rough drawing.
slip	a liquid mixture of clay and water used to join 2 pieces of clay together.
technique	a way of doing something.
texture	the feel or appearance of a surface.
tone	a colour mixed with white to make it lighter.

**What should I already know? (Y2):**

- How to create a collage using a variety of materials.
- How to observe objects and copy them using lines and shapes.
- How to create a picture using paint, holding and using painting tools correctly.
- How to create a sculpture using clay.
- How to use a camera to take a self-portrait.
- That artists such as Van Gogh and Picasso all painted self-portraits.
- That natural and man-made objects can be used to print creatively and create patterns.
- That a variety of natural and man-made objects in our school environment have textures that can be captured by using a rubbing technique.  
To be able to talk about my work and the work of other artists expressing likes and dislikes.



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**Key Knowledge and Key Skills I will learn/use:**

**Painting**

- Introduce children to the works of the artist and designer Clarice Cliff and discuss images of her work.
- Children recreate their own design of Clarice Cliff's 'Circle Tree' plate using painted circles and trees blown with a straw on a paper plate.
- Children create secondary colours to use in their work by mixing primary colours.
- Evaluate my painting, identifying things I would change or improve.



Clarice Cliff

**Drawing**

- Look at examples of the shell sketches by artist Amiria Gale and discuss the mediums and techniques she has used. Children should be encouraged to use knowledge based on their experiences in previous drawing activities.
- Children observe and draw a variety of shells using line, tone, shade and pattern to create texture and an appearance of depth in their artwork.
- Evaluate my drawing skills, identifying things I would change or improve. Modify my work, in light of my evaluation.

**Sculpture**

- Children examine/look at images of decorated seaside clay tile souvenirs and consider the techniques they might use to recreate aspects of these tiles in their own work.
- Children explore and develop sculpting and modelling skills including 'slip and score' techniques to join pieces of clay to create a 3D tile.
- Children paint and decorate their dried tile using acrylic paint.
- Evaluate my tile, identifying things/skills I would change or improve.



**Photographic Collage - mixed media**

- Show children the photographic collage work of Ed Ruscha - 'Swimming Pools in Nine Parts', palm tree in parts and people in parts. Discuss the techniques and repetition in his work and consider how to emulate this type of art using shells on different backgrounds (eg sand, hessian, newspaper, magazine images, coloured card etc).
- Children select backgrounds, position individual shells and take photographs.
- Experiment with positioning their photographic images to create an attractive, repeating photographic collage.



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## Knowledge Organiser ART- Beneath Our Feet

### By the end of KS1, I will have learnt:

- ♣ 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

### Recall and remember quiz ideas:

- Can you remember some of the mediums and techniques Amiria Gale used?
- What can you remember about the artist and designer Clarice Cliff?

### Key Art Concepts:

- Creativity
- Technique
  - \*Drawing, Painting, Sculpture, Print, Craft, Textiles, Digital
- Evaluating and Analysing
- Historical and Cultural art

### What will I know by the end of the unit?:

#### **Art skills**

##### Painting

- Experiment with using an increasing range of tools and techniques.
- Name different types of paints and their properties.
- Explore making secondary colours by mixing primary colours.

##### Drawing

- Draw using a range of different pencil types (HB - H=Hardness, B=Blackness).
- Explore and experiment with different pencil types to produce lines of differing thickness, shades and tones.
- Line - control lines made from copying and invent new lines.
- Tone - make light and dark lines, patterns and shades by using and collecting different media.
- Texture - discuss a range of different textures in drawing and how these can be achieved.
- Shape - draw shapes from memory and invent new shapes in artwork.

##### Sculpting

- Manipulate malleable materials for a purpose.
- Experiment joining pieces of clay using a 'slip and score' technique.
- Create 3D work from 2D images and by using own ideas.

##### Digital

- Explore photographic techniques, taking photographs of variations of the same type of object.
- Arrange photos creatively to produce original artwork.

##### Photographic Collage

- Sort and group images for different purposes.
- Creatively position photographic images to produce artwork.
- Explore a variety of techniques.

##### Artists

- Find out about the work of different artists, craft-makers and designers.
- Describe the differences / similarities between different practises and disciplines.
- Copy the artwork of artists and begin to make links to their own work.

##### Evaluation

- Evaluate my work and that of other artists using the language of art, craft and design