

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge and learning.

We have selected the [Early Learning Goals](#) that link most closely to the [Art and Design](#) National Curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to...

EYFS	
<p>Reception – Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<p>Reception – Physical Development – Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
<p>Reception – Expressive Art and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>Reception – Expressive Art and Design – Creating with Material</p> <ul style="list-style-type: none"> • 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Topic:	Me and my Community	Superheroes			Gods and Mortals	Stargazers	Blood Heart
	Art work:	Collage by tearing paper, layering textiles, drawing, painting, colour mixing, transient art	Colour wheel showing colour mixing. Artist study – Modrian and Hunter Sketching			Watercolour Pegasus horses Artist Study - Franz Marc	Moon phases printing and collage with textiles moonscape Artist study – Stephanie Dashiell	3D clay heart sculpture (one-off lesson as part of launch day)
Autumn 2	Topic:	Dangerous Dinosaurs		Street Detectives	Blue Abyss	Predator!	Hola Mexico	
	Art work:	Clay, paint techniques, collage, pattern and colour		Drawing self-portraits Create a Pop Art self-portrait Artists - Picasso, Paul Klee, Warhol	3d fish sculptures Artist Study - Karin Zeller	Textile collage of predatory animal Artist study –Megan Coyle	Soap carving sculpture	
Spring 1	Topic:	Winter Wonderland	Bright Lights, Big City	Beat, Band, Boogie		Tremors	Beast Creator	Frozen Kingdom
	Art work:	Collage, still life, junk modelling, paint technique, printing	Tinga Tonga Art and produce work in this style. Print making Artist study – Edward Tinga Tinga	Colour mixing & Kandinsky wheels Artist Study – Wassily Kandinsky		Clay fossils	Multi-media collage Artist study – Rosaline Monks	Create a series of animal prints inspired by an Inuit artist Artist Study - Kenojuak Ashevak
Spring 2	Topic:	Big Wide World		The Scented Garden	Road Trip USA	Potions Tie Dye?		Pharaohs
	Art work:	Drawing, Paint techniques		Flower sketching & collage with textiles Artist study – Georgia O’Keefe	Craft techniques using textiles - Native American Dreamcatchers Artist Study –Sharon Cummings (Native Art)	Sketching potion bottles (perspective and scale) Artist Study - Evelyn de Morgan Rene Magritte and J.W Waterhouse		River Nile landscape painting (one-point perspective) Artist study -David Hockney
Summer 1	Topic:	Once upon a Time	Moon Zoom	Land Ahoy!			Off with her head!	Darwin’s Delights
	Art work:	Monet Waterlillies – Painting Artist Study - Monet	Artist study – Julie Perrot Drawing in the style of the artist and smudge/blend chalks.	Topic launch – porthole collage D&T –clay boats (sculpture)			Sketching portraits and miniatures Artist study – Hans Holbein the Younger	Observational drawing of insects
Summer 2	Topic:	Why do ladybirds have spots?	Rio de Vido		Traders and Raiders			
	Art work:	Matisse The Snail, painted stones, transient art Artist Study - Matisse	Artist study Britto (Cubism) - Sketch Britto’s drawing then draw one of their own in the style of Britto. Colouring pencil for shading.		Printmaking techniques and materials for Viking Patterns			

Art and Design Curriculum Statement – Knowledge, Skills and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring & Developing Ideas/	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording experiences. 		Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas 		Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas 	
Skills		<ul style="list-style-type: none"> Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Design and make art to express ideas. 	<ul style="list-style-type: none"> Make simple sketches to explore and develop ideas. Analyse and evaluate their own and others' work using artistic vocabulary. 	<ul style="list-style-type: none"> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Make suggestions for ways to adapt and improve a piece of artwork. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. 	<ul style="list-style-type: none"> Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Give constructive feedback to others about ways to improve a piece of artwork. 	<ul style="list-style-type: none"> Compare and comment on the ideas, methods and approaches in their own and others' work. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. 	<ul style="list-style-type: none"> Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Adapt and refine artwork in light of constructive feedback and reflection. Create innovative art that has personal, historic or conceptual meaning. Create art inspired by or giving an environmental message
Knowledge		<ul style="list-style-type: none"> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). 	<ul style="list-style-type: none"> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. 	<ul style="list-style-type: none"> Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. 	<ul style="list-style-type: none"> Artists use sketching to develop an idea over time. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. 	<ul style="list-style-type: none"> Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Review and revisit ideas and sketches to improve and develop ideas. 	<ul style="list-style-type: none"> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Environmental art addresses social and political issues relating to natural and urban environments.
Vocab		work, work of art, idea, starting point, observe, focus, design, improve.	work, work of art, idea, starting point, observe, focus, design, improve.	line, pattern, texture, form, record, detail, question, observe, refine.	line, pattern, texture, form, record, detail, question, observe, refine.	sketchbook, develop, refine, texture, shape, form, pattern, structure	sketchbook, develop, refine, texture, shape, form, pattern, structure
Topic	<u>All terms</u>	<u>Summer 1 – Moon Zoom</u> Artist study – Julie Perrot <u>Summer 2 – Rid de Vido</u> Artist study - Britto		<u>Autumn 2 – Blue Abyss</u> Artist Study - Karin Zeller	<u>Autumn 2 – Predator</u> Artist study –Megan Coyle	<u>Autumn 1– Stargazers</u> Artist study – Hans Holbein the Younger	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. 	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. 	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. 			
Skills		<ul style="list-style-type: none"> Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Draw or paint a place from memory, imagination or observation. Use soft and hard pencils to create different types of line and shape. 	<ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Draw, paint and sculpt natural forms from observation, imagination and memory. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Select the best materials and techniques to develop an idea. 	<ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Use and combine a range of visual elements in artwork. 	<ul style="list-style-type: none"> Use the properties of pen, ink and charcoal to create a range of effects in drawing. 	<ul style="list-style-type: none"> Review and revisit ideas and sketches to improve and develop ideas. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. Explore and create expression in portraiture. 	<ul style="list-style-type: none"> Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Use line and tone to draw perspective.
Knowledge		<ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick. 	<ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. A landscape is a piece of artwork that shows a scenic view. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. 	<ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Artists draw, paint or sculpt human forms in active poses. Hatching, cross-hatching and shading are techniques artists use to add texture and form. Visual elements include colour, line, shape, form, pattern and tone. 	<ul style="list-style-type: none"> Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. 	<ul style="list-style-type: none"> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. 	<ul style="list-style-type: none"> In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
Vocabulary		portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Topic	Spring 2 – Big Wide World	Spring 1 – Bright Lights, Big City Artist study – Edward Tinga Tinga			Spring 1 – Potions Artist Study - Giorgio Morandi, Evelyn de Morgan Rene Magritte and John William Waterhouse	Spring 2 – Beast Creator Artist study – Rosaline Monks	Spring 2 – Pharaohs Artist study -David Hockney

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. 		Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques To improve their mastery of art and design techniques, including painting with a range of materials. 		Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. 	
Skills	•	<ul style="list-style-type: none"> Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Draw or paint a place from memory, imagination or observation. Identify and use paints in the primary colours. 	<ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Draw, paint and sculpt natural forms from observation, imagination and memory. Identify and mix secondary colours. 	<ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Identify, mix and use contrasting coloured paints. Use and combine a range of visual elements in artwork. 	<ul style="list-style-type: none"> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. 	<ul style="list-style-type: none"> Mix and use tints and shades of colours using a range of different materials, including paint. Explore and create expression in portraiture. 	•
Knowledge	•	<ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). The primary colours are red, yellow and blue. 	<ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. A landscape is a piece of artwork that shows a scenic view. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. 	<ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Artists draw, paint or sculpt human forms in active poses. Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Visual elements include colour, line, shape, form, pattern and tone. 	<ul style="list-style-type: none"> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. 	<ul style="list-style-type: none"> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. 	•
Vocab		primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists
Topic	<u>Spring 2 – Big Wide World</u> <u>Summer 1 – Once upon a time</u> <u>Summer 2 – Why do Ladybirds have spots?</u>	<u>Autumn 1 – Superheroes</u> Artist study – Modrian and Hunter	<u>Spring 1 – Beat, Band, Boogie</u> Artist Study – Wassily Kandinsky	<u>Autumn 2 – Blue Abyss</u> Artist Study – Karin Zeller	<u>Autumn 1 – Gods and Mortals</u> Artist Study - Franz Marc	<u>Autumn 1 – Stargazers</u> Artist study – Stephanie Dashiell	<u>Spring 1 – Frozen Kingdom</u> Artist Study - Kenojuak Ashevak

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	Children safely use and explore a variety of materials, tools and techniques , experimenting with colour, design, texture, form and function .	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing . They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. 		Children still have the opportunity to use a variety of materials for sculpting . They experiment with joining and construction , asking and answering questions such as, <i>'How can it go higher?'</i> Children begin to understand more about decorating sculptures and adding expression through texture . They use a variety of tools to support the learning of techniques and to add detail . KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. 		Children still use a variety of materials for sculpting and experiment with joining and constructing . They begin to understand more about clay modelling and using different tools with clay . They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. 	
Skills		<ul style="list-style-type: none"> Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. 	<ul style="list-style-type: none"> Represent the human form, including face and features, from observation, imagination or memory. Press objects into a malleable material to make textures, patterns and imprints. Draw, paint and sculpt natural forms from observation, imagination and memory. Select the best materials and techniques to develop an idea. 	<ul style="list-style-type: none"> Create a 3-D form using malleable or rigid materials, or a combination of materials. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Use nature and natural forms as a starting point for artwork. 	<ul style="list-style-type: none"> Use clay to create a detailed 3-D form. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. 	<ul style="list-style-type: none"> Create a relief form using a range of tools, techniques and materials. 	<ul style="list-style-type: none"> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
Knowledge		<ul style="list-style-type: none"> A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. 	<ul style="list-style-type: none"> A drawing, painting or sculpture of a human face is called a portrait. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper 	<ul style="list-style-type: none"> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Artists draw, paint or sculpt human forms in active poses. Nature and natural forms can be used as a starting point for creating artwork. 	<ul style="list-style-type: none"> Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Art can be developed that depicts the human form to create a narrative. 	<ul style="list-style-type: none"> Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. 	<ul style="list-style-type: none"> A 3-D form is a sculpture made by carving, modelling, casting or constructing
Vocab		sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	form, structure, texture, shape, mark, soft, join, tram, cast.	form, structure, texture, shape, mark, soft, join, tram, cast.
Topic	<u>Autumn 2 – Dangerous Dinosaurs</u>		<u>Summer 1 – Land Ahoy</u> Clay boats (engage activity)	<u>Autumn 2 – Blue Abyss</u> Artist Study - Karin Zeller	<u>Spring 1 – Tremors</u> Clay fossils	<u>Autumn 2 – Hola Mexico</u> Soap carving	<u>Autumn 1 - Blood Heart</u> Clay heart (engage activity)

Art and Design Curriculum Statement – Knowledge, Skills and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. 	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – collage. 	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – collage. 			
Skills		<ul style="list-style-type: none"> Use textural materials, including paper and fabric, to create a simple collage. Make transient art and pattern work using a range or combination of man-made and natural materials. 	<ul style="list-style-type: none"> Create a range of textures using the properties of different types of paper. Use the properties of various materials, such as clay or polystyrene, to develop a block print. 	<ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Use nature and natural forms as a starting point for artwork. 	<ul style="list-style-type: none"> Draw, collage, paint or photograph an urban landscape. Use nature and natural forms as a starting point for artwork. 	<ul style="list-style-type: none"> Make and use paper to explore traditional crafting techniques. 	<ul style="list-style-type: none"> Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
Knowledge		<ul style="list-style-type: none"> Collage is an art technique where different materials are layered and stuck down to create artwork. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, 	<ul style="list-style-type: none"> Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. 	<ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Nature and natural forms can be used as a starting point for creating artwork. 	<ul style="list-style-type: none"> An urban landscape is a piece of artwork that shows a view of a town or city. Nature and natural forms can be used as a starting point for creating artwork. 	<ul style="list-style-type: none"> Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. 	<ul style="list-style-type: none"> Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
Voca		use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix	use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix
Topic	<u>Autumn 1 – Me and My Community</u>		<u>Spring 2 – Scented Garden</u> Artist Study – Georgia O’Keefe <u>Summer 1 – Land Ahoy</u> Porthole collage (engage activity)		<u>Autumn 2 – Predator</u> Artist study –Megan Coyle	<u>Autumn 1 – Stargazers</u> Artist study – Stephanie Dashiell <u>Spring 1 – Beast Creator</u>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – textiles. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – textiles. 			
Skills				<ul style="list-style-type: none"> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. 	<ul style="list-style-type: none"> Use a range of stitches to add detail and texture to fabric or mixed-media collages. 		
Knowledge				<ul style="list-style-type: none"> Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. 	<ul style="list-style-type: none"> Stitches include running stitch, cross stitch and blanket stitch. 		
Vocabulary				<p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>		
Topic	<p><u>Autumn 1 – Me and My Community</u></p>		<p><u>Spring 2– The Scented Garden</u> Artist study – Georgia O’Keefe</p>	<p><u>Spring 2 – Road Trip USA</u> Artist Study –Sharon Cummings (Native Art)</p>	<p><u>Autumn 2 – Predator</u> <u>Spring 2 – Potions</u> Tie dye?</p>	<p><u>Autumn 1 – Stargazers</u> Artist study – Stephanie Dashiell <u>Spring 1 – Beast Creator</u></p>	<p><u>Autumn 1 - Blood Heart</u></p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. 		Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – printing. 		Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To improve their mastery of art and design techniques with a range of materials – printing. 	
Skills		<ul style="list-style-type: none"> Make simple prints and patterns using a range of liquids including ink and paint. 	<ul style="list-style-type: none"> Use the properties of various materials, such as clay or polystyrene, to develop a block print. 	<ul style="list-style-type: none"> Make a two-colour print. 	<ul style="list-style-type: none"> Combine a variety of printmaking techniques and materials to create a print on a theme. 	<ul style="list-style-type: none"> Add text or photographic samples to a print. 	<ul style="list-style-type: none"> Use the work of a significant printmaker to influence artwork.
Knowledge		<ul style="list-style-type: none"> A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. 	<ul style="list-style-type: none"> A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. 	<ul style="list-style-type: none"> A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. 	<ul style="list-style-type: none"> Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. 	<ul style="list-style-type: none"> Some artists use text or photographic images to add interest or meaning to a print. 	<ul style="list-style-type: none"> Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.
Vocab		colour, shape, printing, printmaking, woodcut, relief printing, objects.	colour, shape, printing, printmaking, woodcut, relief printing, objects.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph
Topic	<u>Spring 1 Winter Wonderland</u>	<u>Spring 1 – Bright Lights, Big City</u> Artist study – Edward Tinga Tinga		<u>Summer 2 – Traders and Raiders</u>		<u>Autumn 1 – Stargazers</u> Artist study – Stephanie Dashiell	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of Other Artists	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum <ul style="list-style-type: none"> To understand 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. 	Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 			
Skills		<ul style="list-style-type: none"> Identify similarities and differences between two or more pieces of art. 	<ul style="list-style-type: none"> Describe similarities and differences between artwork on a common theme. Explain why a painting, piece of artwork, body of work or artist is important. 	<ul style="list-style-type: none"> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Work in the style of a significant artist, architect, culture or designer. 	<ul style="list-style-type: none"> Compare and contrast artwork from different times and cultures. Explain the significance of art, architecture or design from history and create work inspired by it. 	<ul style="list-style-type: none"> Describe and discuss how different artists and cultures have used a range of visual elements in their work. Investigate and develop artwork using the characteristics of an artistic movement. 	<ul style="list-style-type: none"> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
Knowledge		<ul style="list-style-type: none"> Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. 	<ul style="list-style-type: none"> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. 	<ul style="list-style-type: none"> Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. 	<ul style="list-style-type: none"> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. 	<ul style="list-style-type: none"> Visual elements include line, light, shape, colour, pattern, tone, space and form. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. 	<ul style="list-style-type: none"> Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
Vocabulary		Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.	Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.	Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt	Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt
Topic	<u>Summer 1 – Once upon a Time</u> Artist Study – Monet <u>Summer 2 – Why do Ladybirds have spots?</u> Artist Study - Matisse	<u>Autumn 1 – Superheroes</u> Artist study – Modrian and Hunter <u>Spring 1 – Bright Lights, Big City?</u> Artist study – Edward Tinga Tinga <u>Summer 1 – Moon Zoom</u> Artist study – Julie Perrot <u>Summer 2 – Rio de Vido</u> Artist Study - Britto	<u>Autumn 2 – Street Detectives</u> Artist Study – Picasso, Klee, Warhol <u>Spring 1 – Beat, Band, Boogie</u> Artist Study – Wassily Kandinsky <u>Summer 1– The Scented Garden</u> Artist study – Georgia O’Keefe	<u>Autumn 2 – Blue Abyss</u> Artist Study - Karin Zeller <u>Spring 2 – Road Trip USA</u> Artist Study –Sharon Cummings (Native Art)	<u>Autumn 1 – Gods and Mortals</u> Artist Study - Franz Marc <u>Autumn 2 – Predator</u> Artist study – Georgia O’Keefe, Paul Cezanne and Megan Coyle <u>Spring 1 – Potions</u> Artist Study - Giorgio Morandi, Evelyn de Morgan Rene Magritte and John William Waterhouse	<u>Autumn 1 – Stargazers</u> Artist study – Stephanie Dashiell <u>Spring 1 – Beast Creator</u> Artist study – Rosaline Monks <u>Summer 1– Off With Her Head</u> Artist study – Hans Holbein the Younger	<u>Spring 1 – Frozen Kingdom</u> Artist Study - Kenoujak Ashevak <u>Spring 2 – Pharaohs</u> Artist study -David Hockney