

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

**‘Be the best you can be; together we grow from acorns to oaks
flourishing in God’s love’**

Art & Design Curriculum Skills Progression Document

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Intent, Implementation and Impact

Intent

At Bream C of E Primary School, we believe that all pupils should have the opportunity to be creative and to use their imaginations and curiosity, expressing themselves through art and design. We ensure that children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluating different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and making patterns. Children will also develop their knowledge of famous artists, designers and craft makers, from history and from modern times, as well as looking at the work of local artists. This will deepen their knowledge and understanding of history, culture, society, our Forest of Dean Community and the world. All children will develop their interest and curiosity about art and design through lessons which offer skills progression, knowledge progression and the opportunity to ask questions and demonstrate and practice their skills in a variety of ways. The children will also have the opportunity to evaluate their work, the work of their peers and the work of professional artists in a respectful and caring manner. The lessons will provide children with opportunities to develop their emotional expression through art and design to further enhance their personal, social and emotional development, allowing them to become confident artists.

Implementation

At Bream C of E Primary School, the teaching and learning is based on the National Curriculum programme of study to help mould creative, curious, confident and caring learners. Key skills are outlined in the school's 'Art and Design Skills Progression' document to ensure that there is a well-structured approach to this creative subject. The children are taught art and design as a discrete subject, following the Kapow scheme of learning, whilst still ensuring that the relevant skills for each year group are taught. The progression of skills links well with that for Design and Technology as well as other foundation subjects. All pupils explore and use a variety of media and materials through their art and design lessons and skills are taught to build technique progressively. While focusing on key art and design skills, such as sketching, painting, colour mixing, printing, sculpture and collage, children will also study the lives and work of famous local, national and international artists. Opportunities for exploring art and design through the use of technology are incorporated into lessons and children have opportunities to use iPads to explore photography as part of art and design lessons. Opportunities to take part in local art and design competitions and craft shows are also encouraged.

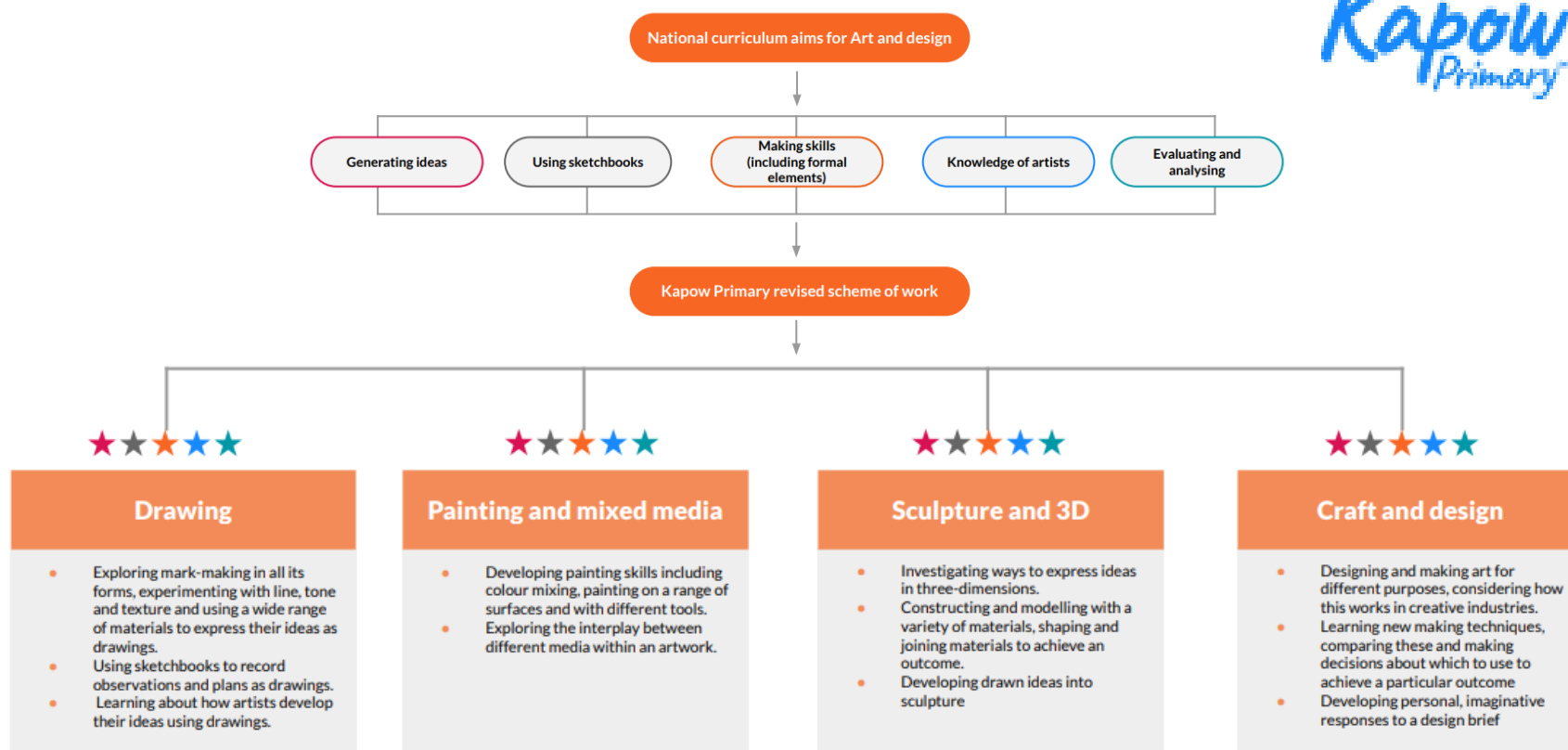
Impact

Our art and design curriculum is planned so that all pupils have a good understanding of art and design concepts, knowledge, skills and vocabulary. Upon completion of each unit of work, teachers will assess children against the art and design concepts, knowledge and skills found in the National Curriculum. Ongoing formative assessment takes place throughout the year, with lesson reviews and an end of topic display of work, following the Rosenshine principles to secure a deeper understanding and knowledge of their termly topic. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. These assessments are recorded on the school tracking system 'Insights'. The creativity of all our pupils is celebrated through communal displays. Art and design work are published in the school newsletter and on our school website and Facebook page. Through quality teaching that is engaging and fun, we help motivate all children to participate in art and design lessons and to develop a love of and appreciation for art and design. From our lessons, our children learn to appreciate different artistic styles and learn to appreciate art and design from different times and

cultures. We equip our children with the necessary skills and encourage them to enjoy art and design. Through participation in art and design lessons, exhibitions and competitions they will also become more self-confident and have a sense of achievement. This will hopefully result in a life-long love of art and design and may even inspire them to enjoy participating in art or craft activities for pleasure or even pursue careers in art and design in the future. All lessons are structured to be fully inclusive for all pupils, with support and structures in place. Knowledge organisers are used to support the children's learning for each topic in each year group are readily available on the school website.

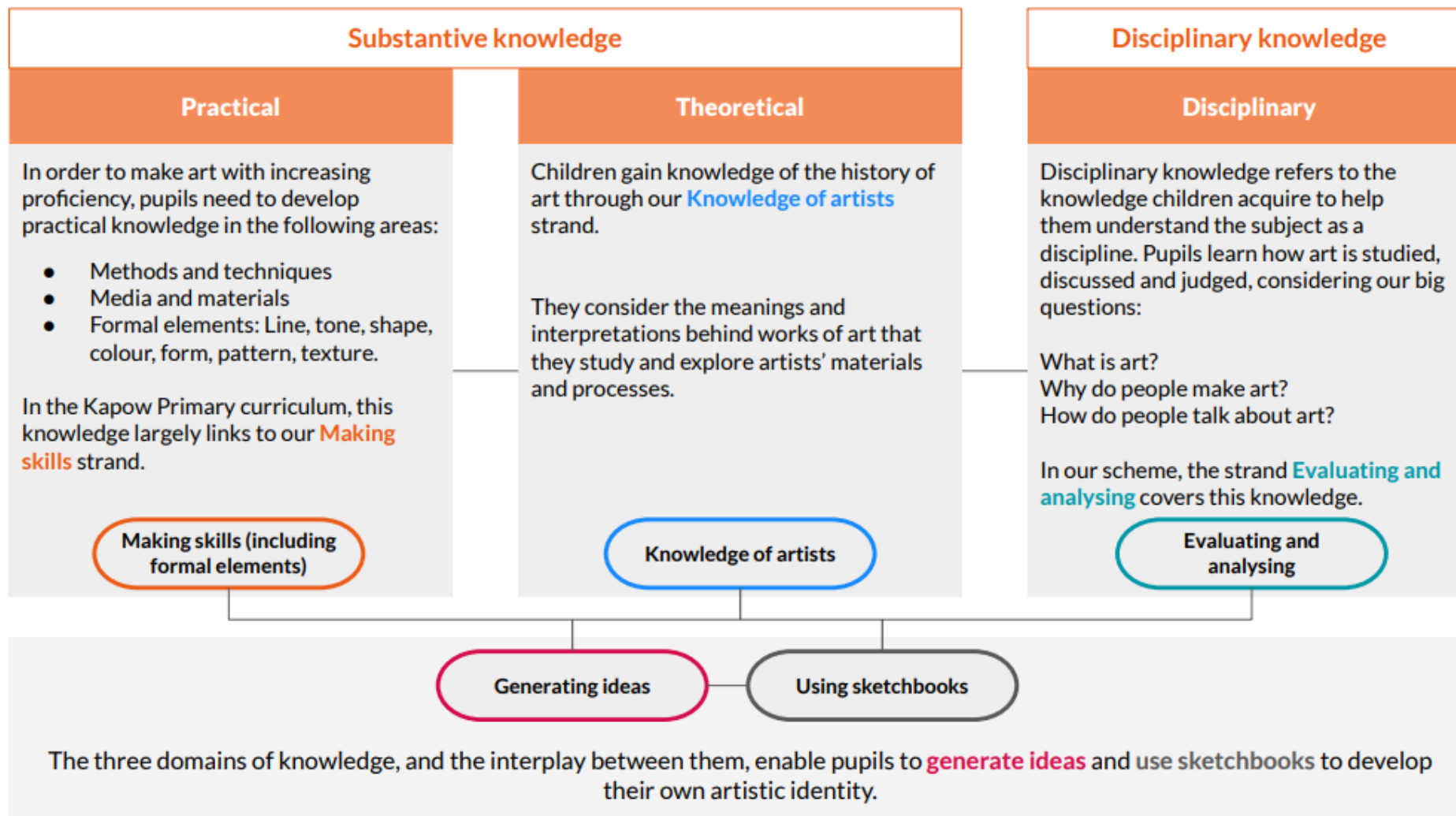
[M_Art - Progression of KSAV 23-03-23 \(kapowprimary.com\)](https://www.kapowprimary.com)

How is the revised Art and design scheme of work organised?



Types of knowledge in Art and Design

Types of knowledge in Art and design



Art and DT Timetable (2023-24)

	First 2 weeks	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	Self Portrait	Art	DT	Art	DT	Art	DT
Year 1	Self Portrait	Art	DT	Art	DT	DT	Art
Year 2	Self Portrait	DT	Art	DT	Art	Art	DT
Year 3	Self Portrait	DT	Art	DT	Art	DT	Art
Year 4	Self Portrait	Art	DT	Art	DT	Art	DT
Year 5	Self Portrait	Art	DT	Art	DT	Art	DT
Year 6	Self Portrait	Art	DT	DT	Art	Art	DT

Progression of Knowledge

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and design
	Marvellous Marks	Paint my World	Creation Station	Let's Get Crafty!
Reception (EYFS)	- Explore mark making using a range of drawing materials. - Investigate marks and patterns when drawing. - Identify similarities and difference between drawing tools. - Investigate how to make large and small movements with control when drawing. - Practice looking carefully when drawing. - Combine materials when drawing.	- Explore paint, using hands as a tool. - Describe colours and textures as they paint. - Explore what happens when paint colours mix. - Make natural painting tools. - Investigate natural materials e.g. paint, water for painting. - Explore paint textures, for example mixing in other materials or adding water. - Respond to a range of stimuli when painting. - Use paint to express ideas and feelings. - Explore colours, patterns and compositions when combining materials in collage.	- Explore paint, using hands as a tool. - Explore the properties of clay. - Use modelling tools to cut and shape soft materials e.g. playdough, clay. - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape and texture and explain their choices. - Plan ideas for what they would like to make. - Problem-solve and try out solutions when using modelling materials. - Develop 3D models by adding colour.	- Explore differences when cutting a variety of materials. - Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. - Follow lines when cutting. - Experiment with threading objects, holding equipment steady to do so. - Explore techniques for joining paper and card e.g. stick, clip, tie, tape. - Apply craft skills e.g. cutting, threading, folding to make their own artworks. - Design something on paper ready to make in three dimensions.
Year 1	Make your mark - Hold and use drawing tools in different ways to create different lines and marks. - Create marks by responding to different stimulus such as music. - Overlap shapes to create new ones. - Use mark making to replicate	Colour Splash - Combine primary coloured materials to make secondary colours. - Mix secondary colours in paint. - Choose suitable sized paint brushes. - Clean a paintbrush to change colours. - Print with objects, applying a suitable layer of paint to the printing	Paper Play - Roll and fold paper. - Cut shapes from paper and card. - Cut and glue paper to make 3D structures. - Decide the best way to glue something. - Create a variety of shapes in paper,	Woven Wonders - Wrap objects/shapes with wool. - Measure a length. - Tie a knot, thread and plait. - Make a box loom. - Join using knots. - Weave with paper on a paper loom. - Weave using a combination of

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
Year 2	texture. - Look carefully to make an observational drawing. - Complete a continuous line drawing. Pupils Know - That a continuous line drawing is a technique in which a single unbroken line is used to develop an image, without lifting the pen or pencil from the paper until the drawing is complete - Properties of drawing materials e.g.; which one's smudge, which ones can be erased, which one's blend.	surface. - Overlap paint to mix new colours. - Use blowing to create a paint effect. - Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.	e.g. spiral, zig-zag. Make larger structures using newspaper rolls.	materials. Pupils Know What materials can be cut, knotted, threaded or plaited.
	- Exploring Line - Making Waves - Experimenting with media - Mark Making - Drawing from observation	- Making colours - Painting with colour - Printing with paint - Exploring colour mixing - Clarice Cliff plates	- Tube towers 3D drawings - Tree of life - Giant spider model part 1 - Giant spider model part 2	- Is it art? - Wool wrapping - Exploring thread - Warp and weft - Fibre art
Year 2	Tell a story	Life in Colour	Clay houses	Map it out
	- Use different materials and marks to replicate texture. - Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers. - Use marks and lines to show expression on faces. - Make a concertina book. - Use drawing to tell a story. - Use charcoal to avoid snapping and to achieve different types of lines. - Use drawing pens.	- Mix a variety of shades of a secondary colour. - Make choices about amounts of paint to use when mixing a particular colour. - Match colours seen around them. - Create texture using different painting tools. - Make textured paper to use in a collage. - Choose and shape collage materials e.g. cutting, tearing. - Compose a collage, arranging and	- Smooth and flatten clay. - Roll clay into a cylinder or ball. - Make different surface marks in clay. - Make a clay pinch pot. - Mix clay slip using clay and water. - Join two clay pieces using slip. - Make a relief clay sculpture. - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay.	- Draw a map to illustrate a journey. - Separate wool fibres ready to make felt. - Lay wool fibres in opposite directions to make felt. - Roll and squeeze the felt to make the fibres stick together. - Add details to felt by twisting small amounts of wool. - Choose which parts of their drawn map to represent in their 'stained glass'.

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
Year 3	Pupils Know - How different marks can be used to represent words and sounds. - That a combination of materials can achieve the desired effect. - That charcoal is made from burning wood.	overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.		- Overlap cellophane/tissue to create new colours. - Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. - Apply paint or ink using a printing roller. - Smooth a printing tile evenly to transfer an image. - Try out a variety of ideas for adapting prints into 2D or 3D artworks.
	1. Charcoal mark making 2. Creating texture 3. My toy story 4. Creating characters 5. Tell a story	1. Colour magic 2. Texture hunt 3. Making textures 4. Collage creation 5. Developing detail	1. Exploring clay 2. Pinch pots 3. Applying skills in clay 4. Designing a tile 5. House tiles	1. Creative journey 2. Making felt 3. Abstract maps 4. Print possibilities 5. Gallery experience
Year 3	Growing Artists	Prehistoric Painting	Abstract Shape and Space	Map it out
	- Use shapes identified within in objects as a method to draw. - Create tone by shading. - Achieve even tones when shading. - Make texture rubbings. - Create art from textured paper. - Hold and use a pencil to shade. - Tear and shape paper. - Use paper shapes to create a drawing. - Use drawing tools to take a rubbing.	- Use simple shapes to scale up a drawing to make it bigger. - Make a cave wall surface. - Paint on a rough surface. - Make a negative and positive image. - Create a textured background using charcoal and chalk. - Use natural objects to make tools to paint with. - Make natural paints using natural materials. - Create different textures using different parts of a brush. - Use colour mixing to make natural colours.	- Join 2D shapes to make a 3D form. - Join larger pieces of materials, exploring what gives 3D shapes stability. - Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. - Identify and draw negative spaces. - Plan a sculpture by drawing. - Choose materials to scale up an idea. - Create different joins in card e.g. slot, tabs, wrapping. - Add surface detail to a sculpture using colour or texture. - Display sculpture.	- Use a sketchbook to research a subject using different techniques and materials to present ideas. - Construct a new paper material using paper, water and glue - Use symbols to reflect both literal and figurative ideas. - Produce and select an effective final design. - Make a scroll. - Make a zine. - Use a zine to present information. Pupils know: - That layering materials in opposite

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
	1. See like an artist 2. Shading 3. Texture pictures 4. Botanical drawing 5. Abstract flowers	1. Exploring prehistoric art 2. Charcoal animals 3. Prehistoric palette 4. Painting on the cave wall 5. Hands on a cave wall	1. Structural shapes 2. Constructing in 3D 3. Seeing space 4. Abstract sculpture 5. Surface decoration	directions make it stronger. 1. Exploring Ancient Egyptian art 2. Designing scrolls 3. Making paper 4. Scroll making 5. Making xines
Year 4	Power Prints	Light and Dark	Mega Materials	Fabric of Nature
	• Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	• Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. <u>Pupils know:</u> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.	• Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. <u>Pupils know:</u> • That a mood board is a visual

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
				collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax.
	1. 3D pencil drawings 2. Sense of proportion 3. Drawing with scissors 4. Wax resist 5. Power prints	1. Tints and shades 2. Three dimensions 3. Painting techniques 4. Composition 5. Still life	1. From 2D to 3D 2. Soap structures 3. Working with wire 4. Shadow sculpture 5. Recycle and recreate	1. Inspired by the rainforest 2. One picture, four views 3. Creating patterns 4. Repeating patterns 5. Fabric design
Year 5	Portraits	I Need Space	Interactive Installations	Architecture
	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.	• Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. • To know what print effects different materials make.	• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display	• Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea in into a design for a structure. <u>Pupils know:</u>

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
				- The steps to make a monoprint. - When a roller is sufficiently inked.
	- Poem portrait - Developing drawings - Self-portraits - Changing faces - Mixed-media portraits	- Space imagery - Drawing decisions - Teis Albers - A vision of the future - Revisiting ideas	- What is installation art? - Space and scale - Everyday amazing - Creative concepts - Viewer experience	- Observational drawing - houses - House monoprint - Be an architect - Friedensreich Hundertwasser - Monument
Year 6	Make my Voice Heard	Artist Study	Making Memories	Photo Opportunity
	- Achieve the tonal technique called chiaroscuro. - Make handmade tools to draw with. - Use charcoal to create chiaroscuro effects. - To know gestural and expressive ways to make marks. - To know effects different materials make. - To know the effects created when drawing into different surfaces	- Use sketchbooks to research and present information. - Develop ideas into a plan for a final piece. - Make a personal response to the artwork of another artist. - Use different methods to analyse artwork such as drama, discussion and questioning.	- Translate a 2D image into a 3D form. - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - Manipulate cardboard to create different textures. - Make a cardboard relief sculpture. - Make visual notes to generate ideas for a final piece. - Translate ideas into sculptural forms.	- Create a photomontage. - Create artwork for a design brief. - Use a camera or tablet for photography. - Identify the parts of a camera. - Take a macro photo, choosing an interesting composition. - Manipulate a photograph using photo editing tools. - Use drama and props to recreate imagery. - Take a portrait photograph. - Use a grid method to copy a photograph into a drawing. <u>Pupils know:</u> - How different materials can be used to produce photorealistic artwork. - That macro photography is showing a subject as larger than it is in real life.
	- Experimental mark making - Symbolic imagery - Chiaroscuro	- David Hockney (Option 1) or Richard Brakenburg (Option 2) - Paula Rego - The Dance	- Exploring self - Relief sculptures - Memory museum	- Photomontage - Macro photography - Digital art

Drawing		Painting and Mixed Media	Sculpture and 3D	Craft and design
	4. Street Art 5. Powerful imagery	3. John Singer Sargent - The Front Line 4. Fiona Rae (Option 1) or Frank Bowling (Option 2) 5. Lubiana Himid 6. Research and planning 7. Making art!	4. Memory sculpture 5. Complete and reflect	4. Recreating paintings Photorealistic self-portraits

Making Skills (including formal elements)

Drawing				
	EYFS: Reception	Year 1	Year 2	Year 3
Methods, techniques, media and materials	Pupils know how to:			
	- Explore mark making using a range of drawing materials. - Investigate marks and patterns when drawing. - Identify similarities and difference between drawing tools. - Investigate how to make large and small movements with control when drawing. - Practice looking carefully when drawing. - Combine materials when drawing.	- Hold and use drawing tools in different ways to create different lines and marks. - Create marks by responding to different stimulus such as music. - Overlap shapes to create new ones. - Use mark making to replicate texture. - Look carefully to make an observational drawing. - Complete a continuous line drawing.	- Use different materials and marks to replicate texture. - Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers. - Use marks and lines to show expression on faces. - Make a concertina book. - Use drawing to tell a story. - Use charcoal to avoid snapping and to achieve different types of lines. - Use drawing pens.	- Use shapes identified within in objects as a method to draw. - Create tone by shading. - Achieve even tones when shading. - Make texture rubbings. - Create art from textured paper. - Hold and use a pencil to shade. - Tear and shape paper. - Use paper shapes to create a drawing. - Use drawing tools to take a rubbing.
	Pupils know:			
		- That a continuous line drawing is - Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.	- How different marks can be used to represent words and sounds. - That a combination of materials can achieve the desired effect. - That charcoal is made from burning wood.	
Technical Vocabulary	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag	continuous, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture, vertical	charcoal, cross hatching, scribbling, concertina, expression, stippling, Illustration, Illustrator	abstract, botanical, composition, geometric, organic, scale, shading, texture, tone

	Year 4	Year 5	Year 6	
Methods, techniques, media and materials	Pupils know how to:			
	• Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.	• Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. • To know what print effects different materials make.	• Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces	
Technical Vocabulary	block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional, wax-resist	collagraph, decision, futuristic, imagery, propaganda, purpose, retrofuturism, technique	chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, mural, symbolic, tone	

Painting and Mixed Media

	EYFS: Reception	Year 1	Year 2	Year 3
Methods, techniques, media and materials	Pupils know how to:			
	• Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.	• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.	• Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials e.g. cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.
Technical Vocabulary	collage, create, cut, dab, design, dot, flick, glaze, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.	blend, colour, mix, pattern, print, primary colour, secondary colour, shade, shape, texture.	collage, composition, detail, mix, overlap, primary colour, secondary colour, shade, surface, texture	charcoal, drawing, medium, negative image, pigment, positive image, prehistoric, proportion, scale up, smudging, stone age.

	Year 4	Year 5	Year 6
Methods, techniques, media and materials	Pupils know how to:		
	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.	• Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.
Technical Vocabulary	composition, dabbing, hue, pointillism, proportion, shade, shadow, still life, stippling, tint, tone, washes	collage, mixed media, monoprint, multi-media, photomontage, self-portrait	abstract, analyse, evaluate, interpret, medium, mixed-media, narrative, respond, tableau.

Sculpture and 3D				
	EYFS: Reception	Year 1	Year 2	Year 3
Methods, techniques, media and materials	Pupils know how to:			
	- Explore the properties of clay. - Use modelling tools to cut and shape soft materials e.g. playdough, clay. - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape and texture and explain their choices. - Plan ideas for what they would like to make. - Problem-solve and try out solutions when using modelling materials. - Develop 3D models by adding colour.	- Roll and fold paper. - Cut shapes from paper and card. - Cut and glue paper to make 3D structures. - Decide the best way to glue something. - Create a variety of shapes in paper, e.g. spiral, zig-zag. - Make larger structures using newspaper rolls.	- Smooth and flatten clay. - Roll clay into a cylinder or ball. - Make different surface marks in clay. - Make a clay pinch pot. - Mix clay slip using clay and water. - Join two clay pieces using slip. - Make a relief clay sculpture. - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay.	- Join 2D shapes to make a 3D form. - Join larger pieces of materials, exploring what gives 3D shapes stability. - Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. - Identify and draw negative spaces. - Plan a sculpture by drawing. - Choose materials to scale up an idea. - Create different joins in card e.g. slot, tabs, wrapping. - Add surface detail to a sculpture using colour or texture. - Display sculpture.
Technical Vocabulary	bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet	cylinder, roll, scrunch, sculpture, spiral, two-dimensional, three-dimensional, fold, zig-zag	clay, clay slip, pinch pot, relief, score, surface	concertina, join, negative space, positive space, sculptor, slot, structure, tabs

	Year 4	Year 5	Year 6
Methods, techniques, media and materials	Pupils know how to:		
	• Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective.	• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display	• Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.
	Pupils know:		
	• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.		
Technical Vocabulary	carving, ceramics, construct, form, found objects, modelling, organic shape, scale	concept, location, installation, interactive, performance art	abstract, assemblage, composition, literal, manipulate, memory, relief, sculpture

Craft and design				
Methods,	EYFS: Reception	Year 1	Year 2	Year 3

techniques, media and materials	Pupils know how to:			
	• Explore differences when cutting a variety of materials. • Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card e.g. stick, clip, tie, tape. • Apply craft skills e.g. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.	• Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials.	• Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.	• Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information.
	Pupils know:			
		• What materials can be cut, knotted, threaded or plaited.		• That layering materials in opposite directions make it stronger.

Technical Vocabulary	bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap	art, artist craft, cut ,knot, measure, plait, thread, weave, warp, weft, wool, wrap	abstract, composition, felt, fibre, ink, printing tile, printing roller, negative print, stained glass	ancient, colour, composition, Egyptian, imagery, papyrus, pattern, scroll, technique, zine
Methods, techniques, media and materials	Year 4		Year 5	Year 6
	Pupils know how to:			
	• Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece.	• Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea in into a design for a structure.	• Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing.	
	Pupils know:			
	• That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax.	• The steps to make a monoprint. • When a roller is sufficiently inked.	• How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life.	

Technical Vocabulary	batik, colour palette, craft, design, industry, pattern, repeat, theme	architecture, architect, composition, elevation, legacy, monoprint, perspective, proportion, transform	arrangement, digital, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation
KS1 - Making skills (including formal elements)			
	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	Name a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, e.g. the seaside.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	Name simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can geometric if they have mostly straight lines and angles.

			Patterns can be made using shapes.
Line	Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (e.g. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.

KS2 - Making skills (including formal elements)				
	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	A silhouette is a shape filled with a solid flat colour that represents an object.	How an understanding of shape and space can support creating effective composition.
Line	Different drawing tools can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.

Pattern	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Progression of Skills

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	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
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	ELG: Expressive Arts and design: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Knowledge of artists	Enjoy looking at and talking about art.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	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.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.	- 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) - 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.
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
Evaluating and analysing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	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.

Breakdown of Progression for each year group (including technical vocabulary, artists and resources)

EYFS: Reception

EYFS: Reception	Self-Portrait – Pablo Picasso / Hanoch Piven Cubism / Caricature 	Local Link Animal Wood Carving, Dean Heritage Centre 	
	Drawing <u>Marvellous Marks</u>  (Portraiture)	Sculpture and 3D Creation Station Animal sculptures (clay) 	Craft and design <u>Let's get crafty</u> 
	Painting and mixed media <u>Paint my World</u> Megan Coyle 		
	Autumn craft <u>Autumn wreaths</u> Christmas craft <u>Salt dough decorations</u> Winter craft <u>Threaded snowflakes</u>	Spring Craft <u>Suncatchers</u> Easter craft <u>Egg threading</u>	Summer craft <u>Salt painting</u>

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Name a wide range of colours. Colours can be mixed to make new colours.	Modelling materials can be shaped using hands or tools.	Name simple shapes in art.	Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Simple terms to describe what something feels like (e.g. bumpy).	There are different shades of the same colour and identify colours as 'light' or 'dark'.
Making skills (including formal elements) Methods, Techniques, Media and Materials EYFS: Reception						
Drawing Pupils know how to:	• Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practice looking carefully when drawing. • Combine materials when drawing.					
Technical Vocabulary	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag					
Painting & Mixed Media Pupils know how to:	• Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.					
Technical Vocabulary	collage, create, cut, dab, design, dot, flick, glade, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.					
Sculpture & 3-D Pupils know how to:	• Explore paint, using hands as a tool. • Explore the properties of clay. • Use modelling tools to cut and shape soft materials e.g. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.					
Technical Vocabulary	bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet					

Craft & Design Pupils know how to:	• Explore differences when cutting a variety of materials. • Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card e.g. stick, clip, tie, tape. • Apply craft skills e.g. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.		
Technical Vocabulary	bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap		
Meanings	Interpretations	Materials and processes	Themes
This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	• Artists use modelling materials like clay to recreate things from real life. Creation station (Clay animals) • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. Marvellous marks • Sometimes artists are inspired by the seasons. Seasonal crafts • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. Paint my world	Nature, seasons, celebrations, sustainability, identity

Evaluating and analysing EYFS: Reception	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... <u>EYFS Reception</u>		Pupils can: Say if they like an artwork or not.

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Rembrandt Leonardo da Vinci Vincent van Gogh Hanoch Piven	Megan Coyle	Andy Goldsworthy Carolina Jaramillo Castro	

EYFS (Reception)		EYFS Framework Children at the expected level of development will:
Generat- ing ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Sketch- books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	ELG: Expressive Arts and design: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Know- ledge of artists	Enjoy looking at and talking about art.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Evaluat- ing and analys- ing	Talk about their artwork, stating what they feel they did well.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.

Resources and Equipment **EYFS: Reception**

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Wax crayons ☐ Felt tips ☐ Large paper or card (if you choose shared drawing) ☐ Chalk ☐ Art pencils (HB or 2B) ☐ Items to draw (such as a vase with flowers or a plant) ☐ Mirrors ☐ Black and white photographs of each child ☐ Colouring pencils ☐ A selection of small objects (toy cars, buttons, cotton buds, pieces of fruit, flowers etc.)	☐ Paint ☐ Painting trays or dishes ☐ Natural objects (feathers, grass, flower buds or heads, leaves twigs, pine cones) ☐ Collected sticks ☐ String ☐ Scissors ☐ Mud ☐ Bowls or containers ☐ Spoon or sticks for mixing mud paint ☐ A painting surface ☐ Paintbrushes ☐ Water pots ☐ Mixed-media scraps (crepe paper, fabric, tissue paper, corrugated card, magazines, ribbon, wool, foil etc.) ☐ Glue sticks ☐ PVA glue, pots and spreaders ☐ Sticky tape ☐ Loose parts (buttons, corks, bottle lids etc.) ☐ Camera or tablet ☐ Magazines ☐ Teabags ☐ Large paper or paper on a roll ☐ Tarpaulin (optional)	☐ Modelling clay ☐ Tuff tray or another flat clean surface ☐ Playdough ☐ Playdough tools (such as: modelling tools, rolling pins, pattern rollers, cutters, ☐ small child-safe knives, scissors, tweezers) ☐ Natural loose materials (such as: leaves, twigs, petals, seed pods, bark etc.) ☐ PVA glue, pots and spreaders ☐ Sticky back plastic ☐ A selection of small world animals ☐ Pictures of animals ☐ Air dry clay ☐ Paintbrushes ☐ Poster or acrylic paint ☐ Water pots	☐ Scissors (right and left handed, plus squeeze-scissors) ☐ Materials to cut (such as: paper, thin card, thick card, corrugated card, magazines or catalogues, newspaper, thin fabric, crepe paper, tissue paper) ☐ Pipe cleaners and/ or straws ☐ Penne pasta ☐ Beads ☐ Wool, string and/or ribbon ☐ Colander ☐ Empty water bottles ☐ Hole-punched card ☐ Blank card (optional) ☐ Hole-punch (optional) ☐ Scrap paper and card (thick and thin) ☐ Cardboard tubes ☐ Glue sticks ☐ Sticky tape or masking tape ☐ Split pins ☐ Paper clips ☐ Coloured craft paper ☐ Colouring pencils ☐ Paper plates ☐ Tissue paper

Year 1

Year 1	Self-Portrait - Frida Kahlo Surrealism 		Local Link The Sculpture Trail, Beechenhurst 
	Drawing <u>Make your mark</u> 	Sculpture and 3D <u>Paper play</u> Louise Bourgeois 	Craft and design <u>Woven wonders</u> 
	Painting and mixed media <u>Colour splash</u> Clarice Cliff Plates 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	That a pattern is a design in which shapes, colours or lines are repeated.	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 1	
Drawing Make your mark Pupils know how to:	• Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. Pupils Know • That a continuous line drawing is a technique in which a single unbroken line is used to develop an image, without lifting the pen or pencil from the paper until the drawing is complete • Properties of drawing materials e.g.; which one's smudge, which ones can be erased, which one's blend.
Technical Vocabulary	continuous, irregular, geometric, horizontal, line, mark making, observation, overlap, regular, texture, vertical
Learning Objectives	6. Exploring Line 7. Making Waves 8. Experimenting with media 9. Mark Making 10. Drawing from observation

Painting & Mixed Media Colour Splash Pupils know how to:	• Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.
Technical Vocabulary	blend, colour, mix, pattern, print, primary colour, secondary colour, shade, shape, texture.
Learning Objectives	1. Making colours 2. Painting with colour 3. Printing with paint 4. Exploring colour mixing 5. Clarice Cliff plates

Sculpture & 3-D Paper Play Pupils know how to:	• Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, e.g. spiral, zig-zag. • Make larger structures using newspaper rolls.
Technical Vocabulary	cylinder, roll, scrunch, sculpture, spiral, two-dimensional, three-dimensional, fold, zig-zag
Learning Objectives	1. Tube towers 2. 3D drawings 3. Tree of life 4. Giant spider model part 1 5. Giant spider model part 2

Craft & Design Woven Wonders Pupils know how to:	• Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. <u>Pupils Know</u> • What materials can be cut, knotted, threaded or plaited.
Technical Vocabulary	art, artist craft, cut, knot, measure, plait, thread, weave, warp, weft, wool, wrap
Learning Objectives	6. Is it art? 7. Wool wrapping 8. Exploring thread 9. Warp and weft 10. Fibre art

Meanings	Interpretations	Materials and processes	Themes
Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña)	• Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns) • Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature)	• Artists can use everyday materials that have been thrown away to make art. Woven wonders (Cecilia Vicuña, Judith Scott) • Artists choose materials that suit what they want to make. Paper play (Louise Bourgeois)	Sustainability (Woven wonders) Nature (Make your mark)

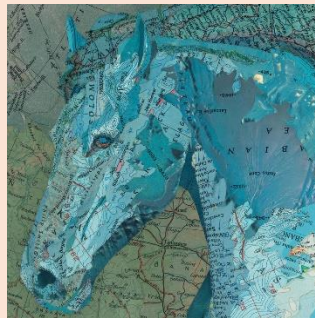
Evaluating and analysing Year 1	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. Colour splash, Woven wonders, Paper play • Craft is making something creative and useful. Woven wonders		Pupils can: • Compare their work to another artwork. • Make links between artworks. • Talk about how art is made.

Resources and Equipment Year 1			
Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Roll of white paper or lining paper ☐ String ☐ Black paper or card ☐ Oil pastels ☐ Soft pastels ☐ Chalk ☐ Charcoal ☐ B grade sketching pencils ☐ Still life objects to draw ☐ Black fine liners or handwriting pens	☐ Ready-mix paint in primary colours ☐ Play dough or plasticine in primary colours ☐ Tissue or cellophane in primary colours ☐ Lego bricks or similar for printing ☐ Chalks or marker pens (optional) ☐ Paper plates (one each) ☐ Drinking straws	☐ A4 thin coloured card ☐ A4 thin white card ☐ Card from packaging boxes or similar ☐ Masking tape ☐ Metallic paint (optional) ☐ Sponges for painting	☐ Cardboard (cereal boxes or similar) ☐ Wool in a range of colours ☐ Other threads for plaiting and knotting (e.g. scraps of embroidery thread) ☐ Strips of scrap fabric ☐ Ribbon ☐ Shoeboxes or photocopy paper boxes (one each, or one between two) ☐ String - approximately 7m per box ☐ Masking tape ☐ Things to thread on wool (such as: beads, drinking straws) ☐ A4 coloured card or sugar paper

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Frida Kahlo Bridget Riley Zaria Forman Wassily Kandinsky Renata Bernal Ilya Bolotowsky	Clarice Cliff Jasper Johns	Samantha Stephenson Louise Bourgeois	

Year 1		National curriculum Pupils should be taught:	
Generat- ing Ideas	Explore their own ideas using a range of media.	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 use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Sketch- books	Use sketchbooks to explore ideas in an open-ended way.		
Making skills (including Formal elements)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.		
	Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.		
Know- ledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		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.
Evaluat- ing and analys- ing	Describe and compare features of their own and other's art work.		

Year 2

Year 2	Self-Portrait - Vincent van Gogh Expressionism 	Local Link Mary Rose Young Ceramics 	
	Drawing <u>Tell a story</u> 	Sculpture and 3D <u>Clay houses</u> Ranti Bam 	Craft and design <u>Map it out</u> Matthew Cusick 
	Painting and mixed media <u>Life in colour</u> Romare Bearden 1911-1988 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. Colour can be used to show how it feels to be in a particular place, e.g. the seaside.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 2	
Drawing Tell a story Pupils know how to:	• Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens. <u>Pupils Know</u> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood.
Technical Vocabulary	charcoal, cross hatching, scribbling, concertina, expression, stippling, Illustration, Illustrator
Learning Objectives	6. Charcoal mark making 7. Creating texture 8. My toy story 9. Creating characters 10. Tell a story
Painting & Mixed Media Life in Colour Pupils know how to:	• Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials e.g. cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
Technical Vocabulary	collage, composition, detail, mix, overlap, primary colour, secondary colour, shade, surface, texture
Learning Objectives	6. Colour magic 7. Texture hunt 8. Making textures 9. Collage creation 10. Developing detail

Sculpture & 3-D Clay houses Pupils know how to:	• Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay.
Technical Vocabulary	clay, clay slip, pinch pot, relief, score, surface
Learning Objectives	6. Exploring clay 7. Pinch pots 8. Applying skills in clay 9. Designing a tile 10. House tiles
Craft & Design Map it out Pupils know how to:	• Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.
Technical Vocabulary	abstract, composition, felt, fibre, ink, printing tile, printing roller, negative print, stained glass
Learning Objectives	6. Creative journey 7. Making felt 8. Abstract maps 9. Print possibilities 10. Gallery experience

Meanings	Interpretations	Materials and processes	Themes
Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden)	Art can be figurative or abstract. Map it out (Eduardo Paolozzi) Paper play (Tree of life concept; Nature)	- Illustrators use drawn lines to show how characters feel. Tell a story (Quentin Blake) - Artists try out different combinations of collage materials to create the effect they want. Life in colour (Romare Bearden) - Artists can use the same material (felt) to make 2D or 3D artworks. Map it out (Kim Soon-Im, Maggie Scott) - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Map it out (Eduardo Paolozzi)	Identity (Life in colour) Stories (Tell a story)

Evaluating and analysing Year 2	What is art?	Why do people make art?	How do people talk about art?
Pupils know:		• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. Life in colour, Clay houses, Map it out • People make art for fun. • People make art to decorate a space. Map it out • People make art to help others understand something. Tell a story	Pupils can: • Compare their work to another artwork. • Make links between artworks. • Talk about how art is made.

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Vincent van Gogh Quentin Blake	Romare Bearden	Ranti Bam Rachel Whiteread	Susan Stockwell Kim Soon Im Josef Albers Eduardo Paolozzi Matthew Cussick

Year 2		National curriculum Pupils should be taught:	
Generat- ing ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	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 use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Sketch- books	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
Making skills (including Formal elements)	Further demonstrate increased control with a greater range of media.	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.	
	Make choices about which materials and techniques to use to create an effect.		
	Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.		
Know- ledge of artists	Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.		
	Talk about art they have seen using some appropriate subject vocabulary.		
Evaluat- ing and analys- ing	Be able to make links between pieces of art.		
	Explain their ideas and opinions about their own and other's art work, giving reasons.		
	Begin to talk about how they could improve their own work.		

Resources and Equipment **Year 2**

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Charcoal ☐ Buff coloured paper A3 or A4 ☐ White chalk ☐ Small tactile objects ☐ Pillow case, bag or cloths ☐ A range of sketching pencils ☐ Pastels (Oil and soft) ☐ Soft toy (Teacher 's own and children to supply from home or use from school) ☐ A variety of textured paper (such as: wallpapers, card and tissue paper) ☐ A4 cardboard viewfinders	☐ Ready-mix paint ☐ A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and colourful magazine pages) ☐ Magnifying glasses (optional) ☐ Painting tools (such as: brushes, sponges, cotton buds, bits of card, foil and forks) ☐ A3 or larger thick paper or card ☐ Drawing materials: crayons, chalks or pastels	☐ Clay - see Teacher support document for further guidance ☐ Boards for working on with clay ☐ Rolling pins ☐ A range of modelling tools for use with clay ☐ Wire loop tools for cutting and shaping clay (optional) ☐ A range of everyday objects that can be pressed into the clay	☐ Wool roving (also called 'wool tops') in white - 10g per pair of children ☐ Wool roving in a mixture of colours - approx. 5g per pair of children ☐ Bubble wrap - 4m of a metre-width roll ☐ Tea towels, one per pair of children ☐ Two bars of soap ☐ Clean, empty milk containers or similar for pouring water ☐ 30 poly-pockets, acetate sheets or similar transparent material ☐ Coloured cellophane OR coloured tissue paper ☐ Black sugar paper (optional) ☐ Polystyrene sheets suitable for printing ☐ Printing ink (optional - ready-mix paint works too) ☐ Roller and trays for printing

Year 3

Year 3	Self-Portrait - John Singer Sargent Impressionist Portraiture 	Local Link The Sculpture Trail, Beechenhurst 	
	Drawing <u>Growing artists</u> Georgia O'Keeffe 	Sculpture and 3D <u>Abstract shape and space</u> Ruth Asawa 	Craft and design <u>Ancient Egyptian scrolls</u> 
	Painting and mixed media <u>Prehistoric painting</u> (Stone Age) 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	Different drawing tools can create different types of lines.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 3	
Drawing Growing artists Pupils know how to:	• Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing.
Technical Vocabulary	abstract, botanical, composition, geometric, organic, scale, shading, texture, tone
Learning Objectives	6. See like an artist 7. Shading 8. Texture pictures 9. Botanical drawing 10. Abstract flowers

Painting & Mixed Media Prehistoric painting Pupils know how to:	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.
Technical Vocabulary	charcoal, drawing, medium, negative image, pigment, positive image, prehistoric, proportion, scale up, smudging, stone age.
Learning Objectives	1. Exploring prehistoric art 2. Charcoal animals 3. Prehistoric palette 4. Painting on the cave wall 5. Hands on a cave wall
Sculpture & 3-D Abstract shape and space Pupils know how to:	• Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card e.g. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.
Technical Vocabulary	concertina, join, negative space, positive space, sculptor, slot, structure, tabs
Learning Objectives	1. Structural shapes 2. Constructing in 3D 3. Seeing space 4. Abstract sculpture 5. Surface decoration

Craft & Design Ancient Egyptian scrolls Pupils know how to:	• Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. <u>Pupils know:</u> • That layering materials in opposite directions make it stronger.
Technical Vocabulary	ancient, colour, composition, Egyptian, imagery, papyrus, pattern, scroll, technique, zine
Learning Objectives	1. Exploring Ancient Egyptian art 2. Designing scrolls 3. Making paper 4. Scroll making 5. Making zines

Meanings	Interpretations	Materials and processes	Themes
Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting	The meanings we take from art made in the past are influenced by our own ideas. Ancient Egyptian scrolls, Prehistoric painting	- Artists have different materials available to them depending on when they live in history. Ancient Egyptian scrolls, Prehistoric painting - Artists can make their own tools. Prehistoric painting - Artists experiment with different tools and materials to create texture. Growing artists (Max Ernst) - Artists can work in more than one medium. Abstract shape and space (Anthony Caro) - Artist make decisions about how their work will be displayed. Abstract shape and space (Ruth Asawa, Robert Morris)	Art can help people learn. Growing artists

Evaluating and analysing Year 3	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	• Artists make art in more than one way. • There are no rules about what art must be. Abstract shape and space • Art can be purely decorative or it can have a purpose. Growing artists	• People use art to tell stories and communicate. • People can make art to express their views or beliefs. Ancient Egyptian scrolls, prehistoric painting • People make art for fun, and to make the world a nicer place to be. Abstract shape and space • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. Growing artists	• People can have their own opinions about art, and sometimes disagree. Abstract shape and space • One artwork can have several meanings. ' Ancient Egyptian scrolls, Prehistoric painting

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	John Singer Sargent Georgia O'Keefe Charles Darwin Maud Purdy Max Ernst Carl Linneaus		Anthony Caro Ruth Asawa	

Year 3		National curriculum Pupils should be taught:
Generati ng ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	To create sketch books to record their observations and use them to review and revisit ideas
Sketch- books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	- 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] - 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.
Know- ledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	About great artists, architects and designers in history.
Evaluat- ing and analys- ing	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	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.

Resources and Equipment Year 3

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ A selection of sketching pencils to include 2B, 4B, 6B ☐ Still life objects to draw ☐ Black ink or paint (optional) ☐ Real flowers ☐ Wax crayons ☐ A3 paper or larger ☐ Graphite sticks (optional) ☐ Pastels both oil and soft (optional) ☐ Fine liner pens (optional) ☐ Watercolour paints (optional) ☐ Teabags for staining paper (optional) ☐ Cardboard viewfinders	☐ Charcoal ☐ Hairspray or fixative ☐ Coloured spices (such as: turmeric, paprika, cinnamon, nutmeg) ☐ Flour ☐ Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or Modroc ☐ Elastic bands (optional) ☐ Small pieces of sponge (optional) ☐ A3 thick card ☐ Rags and sponges (optional)	☐ Strong card; packaging boxes or similar (the equivalent of a large box per child) ☐ Cereal box cardboard ☐ PVA glue ☐ Art straws (one box, optional) ☐ Junk modelling packaging (optional) ☐ Cardboard tubes e.g. wrapping paper inner tubes ☐ Clean newspaper sheets ☐ Kitchen roll ☐ String or pipe cleaners ☐ Paper for adding texture (such as: tissue, crepe, parcel paper) ☐ Coloured acetate sheets (optional)	☐ A selection of sketching pencils ☐ Oil and soft pastels ☐ Watercolour or standard colouring pencils ☐ Teabags and /or coffee ☐ Mixture of paper (such as: newspapers, tissue paper, wallpaper, sugar paper, metallic) ☐ Brown paper bags or packaging paper ☐ Greaseproof paper ☐ Long Cardboard tubes (one or two per pupil) ☐ Black fine liners ☐ A4 plain paper sheets

Year 4

Year 4	Self-Portrait - Roy Lichtenstein Pop Art 	Local Link The Sculpture Trail, Beechenhurst 	
	Drawing <u>Power prints</u> Georges Seurat (Pointillism) 	Sculpture and 3D <u>Mega materials</u> Barbara Hepworth 	Craft and design <u>Fabric of nature</u> William Morris 
	Painting and mixed media <u>Light and dark</u> 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Adding black to a colour creates a shade.	Using lighter and darker tints and shades of a colour can create a 3D effect.	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	That using lighter and darker tints and shades of a colour can create a 3D effect.
Adding white to a colour creates a tint.	Simple 3D forms can be made by creating layers, by folding and rolling materials.			The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.		Tone can be used to create contrast in an artwork.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 4	
Drawing Power prints Pupils know how to:	• Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint.
Technical Vocabulary	block print, contrast, cross-hatching, collage, collaborate, composition, gradient, hatching, highlight, observational drawing, pattern, printmaking, proportion, shading, shadow, symmetry, tone, three-dimensional, wax-resist
Learning Objectives	6. 3D pencil drawings 7. Sense of proportion 8. Drawing with scissors 9. Wax resist 10. Power prints

Painting & Mixed Media Light and dark Pupils know how to:	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.
Technical Vocabulary	composition, dabbing, hue, pointillism, proportion, shade, shadow, still life, stippling, tint, tone, washes
Learning Objectives	6. Tints and shades 7. Three dimensions 8. Painting techniques 9. Composition 10. Still life
Sculpture & 3-D Mega materials Pupils know how to:	• Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. <u>Pupils know:</u> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.
Technical Vocabulary	carving, ceramics, construct, form, found objects, modelling, organic shape, scale
Learning Objectives	6. From 2D to 3D 7. Soap structures 8. Working with wire 9. Shadow sculpture 10. Recycle and recreate

Craft & Design Fabric of nature Pupils know how to:	• Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to focus on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. Pupils know: • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax.
Technical Vocabulary	batik, colour palette, craft, design, industry, pattern, repeat, theme
Learning Objectives	6. Inspired by the rainforest 7. One picture, four views 8. Creating patterns 9. Repeating patterns 10. Fabric design

Meanings	Interpretations	Materials and processes	Themes
Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp)	• Designers can make beautiful things to try and improve people's everyday lives. Fabric of nature (William Morris) • How and where art is displayed has an effect on how people interpret it. Mega materials (Sokari Douglas Camp,	• Artists can choose particular materials to communicate a message. Mega materials (El Anatsui) • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.	Sustainability, nature, right and wrong Mega materials Nature; art is for everyone Fabric of nature

	Barbara Hepworth, Jaume Plensa)	Light and dark (Audrey Flack, Clara Peeters) • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. Fabric of nature (William Morris) • Artists use drawing to plan ideas for work in different media. Mega materials	
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Evaluating and analysing Year 4	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	- Artists make choices about what, how and where they create art. Light and dark, Mega materials - Art can be all different sizes. - Art can be displayed inside or outside. - Art is interpreted differently depending on how it is displayed. Mega materials - Artworks can fit more than one genre. Light and dark	- Art can be created to make money; being an artist is a job for some people. - Art, craft and design affects the lives of people who see or use something that has been created. Fabric of nature - Artists make work to explore right and wrong and to communicate their own beliefs. Mega materials	- Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials - Artists may hide messages or meaning in their work. Light and dark - Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature

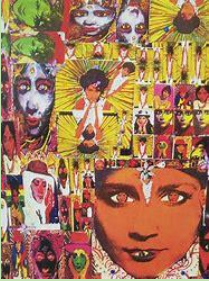
	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Roy Lichtenstein Georges Seurat Ed Ruscha Fernando Botero Alberto Giacometti Henry Moore		Magdelene Odundo Barbara Hepworth Jaume Plensa Sokari Douglas Camp El Anatsui	Ruth Daniels Senaka Senanayake William Morris Megan Carter

Year 4		National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	To create sketch books to record their observations and use them to review and revisit ideas
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	
Making skills (including formal elements)	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	- To improve their mastery of art and design techniques, including painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) - 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.
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	About great artists, architects and designers in history.
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	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.

Resources and Equipment Year 4

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Drawing pencils of various grades e.g. HB, 2B, 4B ☐ Range of media for drawing (such as: charcoal, pastels, chalks, ink) ☐ Length of ribbon - approx. 30cm per child ☐ Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) ☐ Charcoal ☐ Coloured wax crayons ☐ Black ready-mix paint ☐ Liquid soap - a small amount to mix into paint ☐ Polystyrene sheets suitable for printing ☐ Acetate sheets suitable for printing ☐ A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) ☐ Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils)	☐ Ready-mix paint ☐ Watercolour paint (optional) ☐ Tools for applying paint (such as: sponges, glue spatulas, cotton buds) ☐ Materials that add texture like sand, rice, lentils ☐ Objects to arrange as a still life - see Teacher video for ideas ☐ A3 or larger paper or card for painting ☐ A range of paper for mounting finished work	☐ Coloured chalk ☐ Dark coloured A2 sugar paper ☐ Bars of soap (one per child) ☐ Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) ☐ 1mm thick plastic-coated wire (approximately 90cm per pupil) ☐ A few pairs of pliers (optional) ☐ Cardboard packaging (e.g. cereal boxes, two per child) ☐ Ribbon (optional) ☐ Black ready-mix paint ☐ A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) ☐ String ☐ Staplers / hole punch ☐ PVA glue	☐ A3 card (one sheet per child) ☐ Cartridge paper (A4, plus 15 cm squares at least two per child) ☐ Colouring pencils ☐ Watercolour or ready-mix paints ☐ Acrylic or fabric paint ☐ Rulers ☐ Oil pastels ☐ Calico or white cotton fabric cut into 30 x 30cm squares ☐ PVA glue and glue sticks ☐ Coloured and patterned paper ☐ Sticky or masking tape ☐ Scissors ☐ Examples of items made using patterned fabric (optional) ☐ Exotic plants and fruits (optional)

Year 5

Year 5	Self-Portrait - Leonardo da Vinci Renaissance 	Local Link The Sculpture Trail, Beechenhurst 	
	Painting and mixed media <u>Portraits</u> Chila Kumari Singh Burman 	Sculpture and 3D <u>Interactive installation</u> Cal Guo-Qiang 	Craft and design <u>Architecture</u> 
	Drawing <u>I need space</u> Retrofuturism 		

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work changes the effect of the piece.	A silhouette is a shape filled with a solid flat colour that represents an object.	Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	How to create texture on different materials.	Tone can help show the foreground and background in an artwork.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 5	
Painting & Mixed Media Portraits Pupils know how to:	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
Technical Vocabulary	collage, mixed media, monoprint, multi-media, photomontage, self-portrait
Learning Objectives	6. Poem portrait 7. Developing drawings 8. Self-portraits 9. Changing faces 10. Mixed-media portraits

Drawing I need space Pupils know how to:	• Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. • To know what print effects different materials make.
Technical Vocabulary	collagraph, decision, futuristic, imagery, propaganda, purpose, retrofuturism, technique
Learning Objectives	6. Space imagery 7. Drawing decisions 8. Teis Albers 9. A vision of the future 10. Revisiting ideas

Sculpture & 3-D Interactive installations Pupils know how to:	• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display
Technical Vocabulary	concept, location, installation, interactive, performance art
Learning Objectives	6. What is installation art? 7. Space and scale 8. Everyday amazing 9. Creative concepts 10. Viewer experience

Craft & Design Architecture Pupils know how to:	• Make an observational drawing of a house. • Use shapes and measuring as methods to draw accurate proportions. • Select a small section of a drawing to use as a print design. • Develop drawings further to use as a design for print. • Design a building that fits a specific brief. • Draw an idea in the style of an architect that is annotated to explain key features. • Draw from different views, such as a front or side elevation. • Use sketchbooks to research and present information about an artist. • Interpret an idea in into a design for a structure. <u>Pupils know:</u> • The steps to make a monoprint. • When a roller is sufficiently inked.
Technical Vocabulary	architecture, architect, composition, elevation, legacy, monoprint, perspective, proportion, transform
Learning Objectives	1. Observational drawing - houses 2. House monoprint 3. Be an architect 4. Friedensreich Hundertwasser 5. Monument

Meanings	Interpretations	Materials and processes	Themes
- Artists are influenced by what is going on around them; for example, culture, politics and technology. I need space, Interactive installation (Space race imagery, Teis Albers, Cai Guo-Xiang) - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. I need space (Retrofuturistic images) - How an artwork is interpreted will depend on the life experiences of the person looking at it. Interactive installation (Cai Guo-Xiang)	- Artists use self-portraits to represent important things about themselves. Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman) - Artists create works that make us question our beliefs. Interactive installation (Cai Guo-Xiang) - Visual designs can represent big ideas like harmony with nature or peace. Architecture (Friedensreich Hundertwasser)	- Artists can choose their medium to create a particular effect on the viewer. I need space (Karen Rose, Teis Albers) - Artists can combine materials; for example, digital imagery with paint or print. Portraits, I need space (Chila Kumari Singh Burman, Teis Albers) - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Interactive installation (Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama, Olafur Eliasson)	Identity Portraits Sustainability; protecting the environment; right and wrong Interactive installation
Evaluating and analysing Year 5	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	- Sometimes people disagree about whether something can be called 'art'. - Art doesn't always last for a long time; it can be temporary. Interactive installation - Art, craft and design can be functional and affect human environments and experiences. Architecture	- People make art to express emotion. - People make art to encourage others to question their ideas or beliefs. Interactive installation - People make art to portray ideas about identity. Portraits - People make art to fit in with popular	- People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. I need space, Interactive installation, Architecture - Some artists become well-known or famous and people tend to talk more about their work because it is familiar.

		ideas or fashions. I need space	Interactive installation • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. Portraits, Interactive installation
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	Painting and Mixed Media	Drawing	Sculpture and 3D	Craft and Design
Key artists:	Leonardo da Vinci Chila Kumari Singh Burman Vincent van Gogh Frida Kahlo Sonia Boyce Njideka Akunyili Crosby		Cai Guo-Qiang Lorenzo Quinn	Friedensreich Hudertwasser Zaha Hadid <u>Architects</u> Renzo Piano Antoni Gaudi Ustad Ahmad Lahori Adrian Smith Shreve, Lamb and Harman

Year 5		National curriculum Pupils should be taught:	
Generati ng ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	- 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] - 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. - About great artists, architects and designers in history. - 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.	
Sketch- books	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		
Making skills (including Formal elements)	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.		
	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.		
Know- ledge of artists	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
Evaluat- ing and analys- ing			

Resources and Equipment Year 5

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Printing ink or acrylic paint in a variety of colours ☐ Rollers ☐ Ink palettes ☐ Thick paint brushes ☐ Coloured paper and card ☐ Glue sticks ☐ PVA glue ☐ Range of media for drawing (such as: charcoal, pastels, chalks, ink, felt-tips) ☐ Sheets of cardboard ☐ Materials to create textures on collagraph plates (see Lesson plan for more details)	☐ Photograph of each child OR mirrors to draw from ☐ Tracing paper - A4 sheet per child ☐ Text to be used as part of a drawing - see Lesson plan for ideas ☐ Paper for collage ☐ Fine liner pens or sharpies ☐ Printable acetate sheets (optional) ☐ A4 carbon copy paper (optional) ☐ Printing ink OR ready-mix paint (optional) ☐ Rollers and trays for printing (optional) ☐ Masking tape OR sticky tack OR paper clips ☐ Access to tablets or similar devices - one between two children ☐ Range of media for drawing (such as: charcoal, pastels, chalks, ink, felt-tips)	☐ Cardboard boxes (shoe boxes or photocopier paper boxes are ideal) - one per group ☐ Range of materials (such as: powder paint, glitter, charcoal, chalk, coloured sand, ready-mix paint - see Lesson plan for advice) ☐ Protective goggles - (optional, see Lesson plan for advice) ☐ Digital cameras or similar ☐ Torches (optional) ☐ Access to classroom objects (such as: chairs, PE equipment, trays, boxes) ☐ Large pieces of fabric/ materials (such as: foil or bubble wrap and interesting objects readily available around school to cover furniture) ☐ Adhesives (such as: masking tape, sticky tape and sticky tack) ☐ Bulldog clips, clothes peg or string for joining things	☐ Clipboards (optional if drawing outside) ☐ Drawing pencils of various grades e.g. HB, 2B, 4B ☐ Card for making viewfinders ☐ Printing ink, rollers and trays ☐ Masking tape ☐ Drawing media (such as: pastels chalks, felt-tips) ☐ Large sheets of paper such as sugar paper and marker pens (one per group) ☐ Access to tablets or similar devices - one between two children ☐ Variety of coloured papers (such as: tissue paper or sugar paper)

Year 6

Year 6	Self-Portrait - Lubaina Himid Activist Art 	Local Link Murals, Coleford (and other areas in FoD) 	Local Link Dean Heritage Museum - Cabinets of Curiosities 	
	Drawing <u>Make my voice heard</u> Graffiti/Guerilla Art/Maya Art Banksy 		Sculpture and 3D <u>Making memories</u> Joseph Cornell (Art in Boxes) 	Craft and design <u>Photo opportunity</u> Hannah Hoch 
	Painting and mixed media <u>Artist study</u> Richard Brakenburgh Frank Bowling Lubaina Himid Paula Rego John Singer Sargent Fiona Rae 			

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.	The surface textures created by different materials can help suggest form in two-dimensional art work.	How an understanding of shape and space can support creating effective composition.	How line is used beyond drawing and can be applied to other art forms.	Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Making skills (including formal elements) Methods, Techniques, Media and Materials Year 6	
Drawing Make my voice heard Pupils know how to:	• Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces
Technical Vocabulary	chiaroscuro, aesthetic, commissioned, expressive, gestural, interpretation, mural, symbolic, tone
Learning Objective	6. Experimental mark making 7. Symbolic imagery 8. Chiaroscuro 9. Street Art 10. Powerful imagery

Painting & Mixed Media Artist study Pupils know how to:	• Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.
Technical Vocabulary	abstract, analyse, evaluate, interpret, medium, mixed-media, narrative, respond, tableau.
Learning Objective	1. David Hockney (Option 1) or Richard Brakenburg (Option 2) 2. Paula Rego - The Dance 3. John Singer Sargent - The Front Line 4. Fiona Rae (Option 1) or Frank Bowling (Option 2) 5. Lubiana Himid 6. Research and planning 7. Making art!

Sculpture & 3-D Making memories Pupils know how to:	• Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.
Technical Vocabulary	abstract, assemblage, composition, literal, manipulate, memory, relief, sculpture
Learning Objective	6. Exploring self 7. Relief sculptures 8. Memory museum 9. Memory sculpture 10. Complete and reflect

Craft & Design Photo Opportunity Pupils know how to:	• Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing. <u>Pupils know:</u> • How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life.
Technical Vocabulary	arrangement, digital, layout, macro, monochrome, photography, photomontage, photorealism, prop, saturation
Learning Objective	5. Photomontage 6. Macro photography 7. Digital art 8. Recreating paintings 9. Photorealistic self-portraits

Meanings	Interpretations	Materials and processes	Themes
- Artists can use symbols in their artwork to convey meaning. Make my voice heard (Diego Rivera) - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Make my voice heard (Graffiti; Guerilla art)	- Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Make my voice heard (Dan Fenelon) - Art can be a form of protest. Make my voice heard (Graffiti, Guerilla art) - Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artist study (David Hockney, Richard Brackenburg, Paula Rego, John Singer Sargent, Lubaina Himid) - Art sometimes creates difficult feelings when we look at it. Year 6 Artist study (John Singer Sargent, Lubaina Himid)	- Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Make my voice heard (Vermeer, Da Vinci) - Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. Artist study (Fiona Rae, Frank Bowling) - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Making memories (Louise Nevelson, Joseph Cornell) - Artforms are always evolving as materials and techniques change over time. Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)	Symbols; Identity; right and wrong Make my voice heard Stories Artist study

Evaluating and analysing Year 6	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	• Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Making memories • Art can be a digital art form, like photography. Photo opportunity	• Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. Make my voice heard • People use art as a means to reflect on their unique characteristics. Making memories	• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. Photo opportunity • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. Artist study, Make my voice heard

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Lubaina Himid Banksy	Richard Brakenburgh Frank Bowling Lubaina Himid Paula Rego John Singer Sargent Fiona Rae	Joseph Cornell	Hannah Hoch Edward Weston Derrick O. Boateng Chuck Close

Year 6		National curriculum Pupils should be taught:	
Generati ng ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	To create sketch books to record their observations and use them to review and revisit ideas	
Sketch- books	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.		
Making skills (including Formal elements)	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	- 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] - 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.	
	Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.		
Know- ledge of artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	About great artists, architects and designers in history.	
Evaluat- ing and analys- ing	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	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.	

Resources and Equipment Year 6

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Charcoal ☐ Drawing pencils of various grades e.g. HB, 2B, 4B ☐ A selection of materials to make handmade drawing tools (See Teacher video for further guidance) ☐ Drawing ink or paint ☐ Colouring pencils ☐ Masking tape ☐ Rubbers ☐ Black marker pens ☐ Black fine liner pens ☐ A3 paper (optional)	☐ Oil and soft pastels ☐ Paint in a variety of colours ☐ Colouring pencils ☐ Crayons ☐ A3 paper (optional) ☐ Marker pens (optional) ☐ Digital cameras or devices with cameras, to share	☐ Shoe boxes (one per child) ☐ Corrugated cardboard ☐ Recyclable packaging ☐ Coloured paper and card ☐ A selection of materials to construct with (such as: wire, clay, twigs, lollipop sticks, string, natural objects like pine cones) ☐ Ready-mixed or acrylic paint ☐ Masking tape, double sided tape and PVA glue ☐ Collected personal items, could include objects like photos, coins, plastic models	☐ Magazines to cut images from ☐ Coloured, patterned or textured paper ☐ Digital cameras or devices with cameras, to share ☐ Access to basic photo editing software on laptops, tablets or similar ☐ Plain fabric e.g. old bed sheet or towel (optional) ☐ Fruit and vegetables to photograph ☐ Range of items to use as photographic props (such as: balloons, musical instruments, umbrellas, hats, items of clothing, kitchen utensils) ☐ Photo portraits of the children, to draw from

Whole School Resources and Equipment Lists

Resources by Year Group - EYFS/KS1/KS2			
Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
EYFS □ Items to draw (such as a vase with flowers or a plant) □ A selection of small objects (toy cars, buttons, cotton buds, pieces of fruit, flowers etc.) □ Still life objects to draw Y2 □ Small tactile objects □ Pillow case, bag or cloths □ Soft toy (Teacher's own and children to supply from home or use from school) □ A variety of textured paper (such as: wallpapers, card and tissue paper) □ A4 cardboard viewfinders Y3 □ Still life objects to draw □ Real flowers □ Teabags for staining paper (optional) □ Cardboard viewfinders Y4 □ Length of ribbon □ Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) Y5 /Y6 □ Materials to create textures on collagraph plates	EYFS □ Natural objects (feathers, grass, flower buds or heads, leaves twigs, pine cones) □ Collected sticks □ Mud □ Bowls or containers □ Spoon or sticks for mixing mud paint □ A painting surface □ Mixed-media scraps (crepe paper, fabric, tissue paper, corrugated card, magazines, ribbon, wool, foil etc.) □ Loose parts (buttons, corks, bottle lids etc.) □ Magazines □ Teabags □ Large paper or paper on a roll □ Tarpaulin (optional) □ Lego bricks or similar for printing Y1 □ Paper plates (one each) □ Drinking straws Y2 □ A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and colourful magazine pages) □ Magnifying glasses □ Painting tools (such as: brushes, sponges, cotton buds, bits of card,	EYFS □ Tuff tray or another flat clean surface □ Sticky back plastic □ A selection of small world animals □ Pictures of animals □ Natural loose materials (such as: leaves, twigs, petals, seed pods, bark etc.) Y1 □ Card from packaging boxes or similar Y2 □ A range of everyday objects that can be pressed into the clay Y3 □ Hairspray or fixative □ Coloured spices (such as: turmeric, paprika, cinnamon, nutmeg) □ Flour □ Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or □ Strong card; packaging boxes or similar □ Cereal box cardboard □ Art straws □ Junk modelling packaging □ Cardboard tubes e.g. wrapping paper inner tubes □ Clean newspaper sheets □ Kitchen roll □ String or pipe cleaners	EYFS □ Materials to cut (such as: paper, thin card, thick card, corrugated card, magazines or catalogues, newspaper, thin fabric, crepe paper, tissue paper) □ Pipe cleaners and/ or straws □ Penne pasta □ Beads □ Wool, string and/or ribbon □ Colander □ Empty water bottles □ Hole-punched card □ Blank card (optional) □ Hole-punch (optional) □ Scrap paper and card (thick and thin) □ Cardboard tubes Y1 □ Cardboard (cereal boxes or similar) □ Shoeboxes or photocopy paper boxes □ Things to thread on wool (such as: beads, drinking straws) Y2 □ Wool roving (also called 'wool tops') in white - 10g per pair of children □ Wool roving in a mixture of colours - approx. 5g per pair of children

	foil and forks) Y3 ☐ Rags and sponges Y4 ☐ Liquid soap - a small amount to mix into paint ☐ A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) ☐ Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils) ☐ Materials that add texture like sand, rice, lentils ☐ Objects to arrange as a still life Y5 ☐ Photograph of each child OR mirrors to draw from ☐ Text to be used as part of a drawing ☐ Paper for collage	☐ Paper for adding texture (such as: tissue, crepe, parcel paper) ☐ Coloured acetate sheets Y4 ☐ Bars of soap (one per child) ☐ Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) ☐ 1mm thick plastic-coated wire (approximately 90cm per pupil) ☐ A few pairs of pliers (optional) ☐ A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) Y5 ☐ Cardboard boxes (shoe boxes or photocopier paper boxes are ideal) - one per group ☐ Range of materials (such as: powder paint, glitter, charcoal, chalk, coloured sand, ready-mix paint - see Lesson plan for advice) ☐ Protective goggles ☐ Digital cameras or similar ☐ Torches ☐ Large pieces of fabric/ materials (such as: foil or bubble wrap and interesting objects readily available around school to cover furniture)	☐ Bubble wrap - 4m of a metre-width roll ☐ Tea towels, one per pair of children ☐ Two bars of soap ☐ Clean, empty milk containers or similar for pouring water Y3 ☐ Teabags and /or coffee ☐ Mixture of paper (such as: newspapers, tissue paper, wallpaper, sugar paper, metallic) ☐ Brown paper bags or packaging paper ☐ Greaseproof paper ☐ Long Cardboard tubes (one or two per pupil) Y4 ☐ Examples of items made using patterned fabric ☐ Exotic plants and fruits Y6 ☐ Clipboards	
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Equipment for multiple art mediums

☐ PVA glue, pots and spreaders ☐ Glue sticks ☐ Scissors (right and left handed) ☐ Sticky tape ☐ Masking tape ☐ Sticky tack (Blu Tac) ☐ Paintbrushes - thick ☐ Poster paint ☐ Acrylic paint ☐ Water pots ☐ Painting trays or dishes ☐ Ready-mix paint in primary colours ☐ Ready-mix paint in black ☐ Ready-mix paint in white ☐ Watercolour paints ☐ Metallic paint ☐ Black ink ☐ Sponges for painting ☐ Fabric paint ☐ Oil pastels ☐ Soft pastels ☐ Fixative OR hairspray ☐ Charcoal ☐ Sketching pencils (B Grade) ☐ Sketching pencils (H Grade) ☐ Black fine liners ☐ Handwriting pens ☐ Marker pens ☐ Sharpies ☐ Graphite sticks ☐ Wax crayons ☐ Felt tips ☐ Chalk ☐ Colouring pencils ☐ Wax crayons ☐ Camera or tablet	☐ A3 or larger thick paper or card ☐ Large paper or card ☐ Buff coloured paper A3 or A4 ☐ A4 plain paper sheets ☐ A3 or larger paper or card for painting ☐ A range of paper for mounting finished work ☐ Dark coloured A2 sugar paper ☐ Sugar paper ☐ Cartridge paper ☐ A4 thin coloured card ☐ A4 thin white card ☐ Sheets of cardboard ☐ Coloured paper and card ☐ Tracing paper ☐ Roll of white paper or lining paper ☐ Black paper or card ☐ Bulldog clips, clothes peg or string for joining things ☐ Coloured craft paper ☐ Tissue paper ☐ Coloured tissue paper ☐ Black sugar paper ☐ Patterned paper ☐ Paper plates ☐ Acetate sheets suitable for printing ☐ Coloured cellophane ☐ Tissue or cellophane in primary colours ☐ Modelling clay ☐ Air-dry Clay ☐ Modelling boards ☐ Plastic and wooden modelling tools ☐ Loop tools ☐ Rolling pins ☐ Clay wire (for cutting portions) ☐ Playdough ☐ Play dough or plasticine in primary colours ☐ Play dough tools (such as: modelling tools, rolling pins, pattern rollers, cutters, small child-safe knives, scissors, tweezers) ☐ Modroc
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☐ Mirrors ☐ String ☐ Scissors ☐ Rulers ☐ Rubbers ☐ Staplers ☐ Hole punch ☐ Split pins ☐ Paper clips ☐ 30 poly-pockets, acetate sheets or similar transparent material ☐ Aprons ☐ Newspaper		☐ Wool in a range of colours ☐ Other threads for plaiting and knotting (e.g. scraps of embroidery thread) ☐ Strips of scrap fabric ☐ Ribbon ☐ Calico or white cotton fabric ☐ Ink palettes ☐ Thick paint brushes ☐ Polystyrene sheets suitable for printing ☐ Printing ink ☐ Rollers ☐ Trays for printing ☐ Sharpies	
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Kapow Primary

*Teacher guidance:
Working with clay*

What type of clay should I use?

Choosing the type of clay to use will have an impact on the cost and the practicalities of this unit of work. There are benefits to both and you will need to choose what works best for your children and school setting. Whichever clay you choose, read and follow the safety instructions and explain to the children how to handle it safely.

Standard clay

Standard clay would traditionally be fired in a kiln to make it durable. In school, standard clay can just be dried at room temperature rather than fired. Although it won't be as strong as fired clay, it will be suitable for most primary school projects if you choose a medium-grogged hand-building clay. 'Grogged' just means a clay mix that contains particles that make it stronger and less prone to cracking. Standard clay can actually be easier for children to manipulate and it can be softened to make it more workable. It can also be re-used many times as long as it is stored in an airtight container. This clay can be painted quite successfully once dry.

Air-drying clay

Air-dry clay is very convenient if you know that each child will be keeping every piece they make during lessons. It typically dries out faster than standard clay, so needs to be stored for less time while it dries. It is easy to paint a finished piece. It can be trickier to work with as the surfaces dry quickly and it can be more expensive.

Equipment for working with clay

Successful clay work with children doesn't require lots of specialist equipment. The tables will need to be protected with a tablecloth or some sort and each child will need a modelling board to work on. You can just work directly on top of 'wipe-down' tablecloths, but using a board makes it easier to move finished work to be dried at the end of a lesson.

A wide variety of plastic and wooden tools are available from educational suppliers. An ideal selection would include rolling pins and modelling tools with different cutting and shaping surfaces. Loop tools are useful for removing smaller areas of clay.



