



Newbald Primary School

Art



Progression of Knowledge &
Skills





Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

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

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

Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate 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 patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Links will be made with current topics (Usually history or geography) encouraging children to draw upon learnt knowledge and skills from other curriculum areas, which can then be applied within their art lessons.

Implementation

Each bespoke Newbald Arty unit prescribes the necessary objectives, knowledge and skills that will be taught. This ensures a progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes, linked to current topics, to ensure continued interest in the subject, using and applying already learnt knowledge as well as acquiring new knowledge and skills. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have outlined a specific series of lessons for each class, which will offer structure and narrative.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.



Newbald Primary School

Art in EYFS:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.

	Expressive Arts and Design		• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	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. • Share their creations, explaining the process they have used.



Core Concepts & Progression of Skills

Key Core Concept Areas

- **Drawing**

- **Painting**

- **Sculpture**

- **Printing**

- **Textile/Collage**

Plus:

- **Famous Artists**

- **Developing Ideas**





Long Term Plan Coverage – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year N & R	People who help us Drawing Focus	The World Painting Focus	Dinosaurs Collage Focus	Traditional Tales Sculpture Focus	Growing & Lifecycles Printmaking Focus	Houses & Homes Painting Focus
Year 1 & 2	Painting Aboriginal Art Emily Kame Ngwarreye		Weather and Climate Collage	Explorers printing	Local Artist: Yorkshire Sculpture Artists Henry Moore & Barbra Hepworth etc	Sketching Light & Shade Real Life Drawings Drawing: still life inventions
Year 3 & 4	Victorian Britain: Victorian Artist focus: Beatrix Potter Drawing & painting - Watercolour		India & Asia printing Carbon Paper Print Art	English Artist Greats: Painting Landscapes L. S. Lowry, John Constable	Coasts Drawing: Light, shade & sea birds	Vikings Viking Long-ship Collage
Year 5 & 6	Ancient Egyptian Art Watercolour silhouette landscapes (Painting) Canopic Jars (sculpture & clay work)	European Artists Study Monet Vincent Van Gogh Seurat Painting	Hans Holbein Tudor Portraits Drawing & Painting Tudor Roses collage	Mountain Landscapes Albert Bierstadt (artist) Use of depth / perspective Drawing & painting	Pop Art Study Andy Warhol (Printing) Roy Lichtenstein (Ben Day Dots) Richard Hamilton (Collage)	



Long Term Plan Coverage – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year N & R	All About Me Drawing Focus	Space Painting Focus	Julia Donaldson Collage Focus	Newbold Sculpture Focus	Minibeasts Printmaking Focus	Beside the Seaside Painting Focus
Year 1 & 2	Transport Drawings Hot air Balloon Art Drawing, Painting & Collage Artist: Vincent Van Gogh		Great Fire of London(buildings) Printing & Drawing	Pirates and the oceans Collage / Painting -sea scape Artist: Turner /Terry Frost/Henri Matisse. Collage & Painting	An Island Home Textiles -weaving tartan Textile / Collage	Kings and Queens Sculpture -Clay tiles palaces and Castles Sculpture
Year 3 & 4	Blitz Scenes & World War 2 Art & Propaganda Drawing & Painting	Famous American Artists, Jasper Johns, Jackson Pollock & Edward Hopper Famous Artists, Painting & Collage	The Romans Sculpture Coil pots and mosaics Sculpture & Collage		Forests Drawing : pastels Rainforest animals Drawing & Painting	Middle Ages Bayeux Tapestry Printing Printing
Year 5 & 6	Propaganda Art & Paul Nash Drawing focus	Brazilian Artist Study Romero Britto Famous Artists	Ancient Greece Sculpture Masks Sculpture	Human Rights Make my voice heard Guernica -Picasso Drawing & painting	The Mayan Civilisation Printmaking : block printing & Digital Print design -string /lino printing Printing	



Newbald Primary School Art Progression

EYFS – Nursery expectations

See Development Matters Statements above

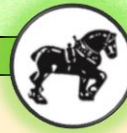
Developing Ideas	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Develop their own ideas and then decide which materials /tools to use to expressthem.	Begin to experiment with marks using different tools. Pencils and pastels. Use a comfortable grip with good control when holding pens and pencils. Create anddrawclosed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Begin to make marks with paint using brushes. Explore colours of the rainbow and begin to freely explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear,etc.	Begin to experiment with different materials e.g.: playdough and clay using pinching and rolling.	Begin to recognise patterns in the environment. Begin to print using sponges and objects from the natural environment.	Begin to experiment with a variety of materials to create different images on paper or fabric. Experiment with paper or card by tearing and creating folds Use one-handed tools and equipment, for example, making snips in paper with scissors. Join different materials and explore different textures.	Famous Artists Studied: Eric Carle, Axel Scheffler Begin to know what art is and what an artist is
idea, mark, art, make	Pencil, pastel, light and dark.	Colour, red, orange, yellow, green, blue, purple, rainbow	Playdough, clay, pinch, roll.	Pattern, print.	Paper, fabric, collage, fold, tear.	artist, painter

EYFS – Reception - End of EYFS expectations

See Development Matters Statements above

Developing Ideas	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Explore ideas from first hand experiences using different media and materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used.	Experiment with marks using different tools. Pencils and pastels. Use a pencil effectively in preparation for drawing – using the tripod grip Begin to show accuracy and care when drawing.	Make marks with paint using brushes. Explore colours of the rainbow (including identifying indigo & violet) and begin to mix colours. Use paintbrushes with appropriate grip Explore colour and colour mixing. Know that the primary colours (red, blue and yellow) cannot be mixed. begin to predict how to mix colours such as secondary colours	Experiment with playdough and clay using pinching and rolling. Develop their small motor skills so that they can use a range of clay tools competently, safely and confidently. Safely use and explore a variety of materials, tools and techniques,	Begin to recognise patterns in the environment. Print using sponges and objects from the natural environment. e.g. potato leaves.	Experiment with a variety of materials to create different images on paper or fabric. Experiment with paper and card weaving strips, creating tears, rips cuts and folds such as zig –zag folds (e.g.: making springs.) Use scissors effectively and safely. explore and identify a variety of materials and texture	Famous Artists Studied: Eric Carle, Axel Scheffler To know what an artist is Begin to express an opinion art e.g. I like the colour etc
ideas, materials, together, create art	Pencil, pastel, light and dark.	Colour, red, orange, yellow, green, blue, purple, rainbow	Playdough, clay, pinch, roll.	Pattern, print.	Paper, fabric, collage, fold, tear.	artist, painter, sculptor

Key Stage 1



Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Know 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

Year 1

Developing Ideas	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Ask and answer questions about starting points for their work Record and explore ideas from first hand observations Begin to describe differences and similarities and make links to their own work Start to try different materials and methods to improve;	Experiment with marks made with pencils, crayons, pastels, felt tips Investigate tone by drawing light/dark lines, patterns and shapes using a pencil. To know how to make light marks by pressing lightly and darker marks by pressing harder Begin to control lines, e.g. to draw lines of varying thickness, to create simple drawings from observations use dots and lines to demonstrate pattern and/ or texture;	Make marks using paint with a variety of tools Know the names of the primary and secondary colours: Red, blue, yellow, green, orange, purple. Begin to add white and black to alter tints and shades;	Investigate clay/play dough using pinching, rolling, twisting, stretching and coiling Experiment with constructing and joining recycled materials (junk modelling) To know 2 or more methods for manipulating clay (or playdough) (e.g.: pinch, roll, twist, stretch, coil)	Recognise patterns in the environment Print with a range of hard and soft materials e.g. corks, sponge, fruit, vegetables Know how to create repeating patterns in print Begin to demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.	Fold, tear, crumple and overlap papers Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. Collect, sort, group and use materials (including textiles) to create pieces of art To begin to know how to make a piece of art using collage techniques To begin to create pattern by weaving	Famous Artists Studied: - Emily Kame Kngwarreye (Aboriginal Artist) - Henry More - Yorkshire Sculpture Park - Barbra Hepworth - Yorkshire Sculpture Park (Family of Man Sculptor) - Laura McKendry – Charcoal Artist - Edgar Degas – Charcoal Artist - Josef Albers – Abstract Colour Theorist Artist - Dame Rachel Whiteread – Sculpture Artist - Vincent Van Gogh Begin to describe the work of famous, notable artists and designers Begin to express an opinion on the work of famous, notable artists; Begin to use inspiration from famous, notable artists to create their own work and compare;
work, work of art, idea, starting point, observe, focus, design, improve	Pencil, crayon, felt tip, tone, light, dark portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Red, blue, yellow, green, orange, purple, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, paint.	Clay, playdough, pinch, roll, twist, stretch, coil , recycled sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, installation, shapes, materials, abstract,	Pattern, repeating, print colour, shape, printing, printmaking, woodcut, relief printing, objects.	Collage, fold, tear, overlap, material, crumple, textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative,	Aboriginal Art, sculptor

Year 2

Developing Ideas	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Develop and share their ideas, trying things out and make changes Think critically about art and design work Describe differences and similarities and make links to their own work Use different materials and methods to improve.	Experiment and control marks made with pencils, pastel, charcoal, and chalks Begin to use different grades of pencil when drawing Begin to add detail to line drawings To know how to use charcoal and chalk in drawings Control pencil to be able to vary thickness, lightness/darkness, and use dots patterns and lines to demonstrate pattern and texture;	Use a variety of brush sizes and types appropriately Know how to mix paint to create the three secondary colours Experiment with different brushes (including brushstrokes) and other painting tools; To be able to add white and black to alter tints and shades;	To know how to and be able to use tools details and textures to clay/play dough using tools safely Experiment with constructing and joining manufactured or natural materials Look at sculptures by known artists and natural objects as starting points for own work	Create simple printing blocks for press print Experiment with overprinting motifs and colour Know how to create a simple printing block and use it to create a print demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing	Accurately and artistically fold, tear, crumple and overlap papers for effect, creating images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. Collect, sort, group and use materials (including textiles) to create pieces of art including Cutting and shaping fabric using scissors, applying shapes using glue or stitching, applying decoration using beads, buttons, feathers etc. To know how to make a piece of art using collage techniques To create effective patterns by weaving	Famous Artists Studied: • Emily Kame Kngwarreye (Aboriginal Artist) • Henry More - Yorkshire Sculpture Park • Barbra Hepworth - Yorkshire Sculpture Park (Family of Man Sculptor) • Laura McKendry – Charcoal Artist • Edgar Degas – Charcoal Artist • Josef Albers – Abstract Colour Theorist Artist • Dame Rachel Whiteread – Sculpture Artist • Vincent Van Gogh Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare;
work, work of art, idea, starting point, observe, focus, design, improve	Pencil, crayon, felt tip, tone, light, dark portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Red, blue, yellow, green, orange, purple, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, paint.	texture, effect, construct, join Clay, playdough, pinch, roll, twist, stretch, coil, recycled sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, installation, shapes, materials, abstract,	Printing, block, press print, overprint Pattern, repeating, print colour, shape, printing, printmaking, woodcut, relief printing, objects.	stitch, sew, needle, Collage, fold, tear, overlap, material, crumple, textiles, fabric, weaving, woven, alternate, over, under, decoration, decorative,	Aboriginal Art, sculptor,



Lower Key Stage 2

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] Know about great artists, architects and designers in history.

Year 3

Developing Ideas / Use of Sketch Book	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Use a sketch book to record their observations To annotate ideas for improving their work through keeping notes Begin to explore ideas from first-hand observations. Begin to adapt and refine ideas.	Develop intricate patterns/ marks with a variety of media. Experiment with marks and lines with a wide range of implements e.g. charcoal/graphite, chalk, pencil, crayon/pastel, pens Begin to indicate facial expressions in drawings To begin to understand how to use a variety of hard and soft drawing pencils to create different effects Begin to use shading to show light and shadow effects. Begin to show an awareness of space when drawing Begin to understand how proportion can be related foreground, and background	Know how to use a range of brushes to create different effects in painting. Create different effects and textures with paint Understand how to create a background or fill large spaces using a wash To know how to create tints, tones and shades	Begin to plan, design and make models using clay/ malleable materials from observation or imagination Begin to develop skills in joining, extending and modelling clay Begin to know how to join and mould clay/other malleable material to create a 3D object Begin to cut, make and combine shapes to create recognisable forms; Add materials to the sculpture to create detail;	Print simple pictures using different printing techniques e.g. mono printing, block printing, relief or impressed method To know how to create a template to print multiple copies of the design To begin to use more than one colour to layer in a print To use printing methods to make repeated patterns	Know how to select appropriate materials and items, to create a collage To begin to select colours and materials to create effect, giving reasons for their choices; To begin to learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Begin to use techniques such as rip, tear, scrunch, fold, cut to create visual effects	Artists Studied: • Stone age Artists (Unknown) • Beatrix Potter (Victorian Botanical Artist & Illustrator) • Famous English Artists: JS Lowry & John Constable • Henri Matisse (Collage) Eileen Downes (Collage Artist) • Edward Hopper – Realist American Artist • Jackson Pollock – Drip Art American Artist • Jasper Johns – Pop Art – American Artist • British Artist John Dyer and Amazonian artist Nixiwaka Yawanawá – Rainforest Artists Begin to use inspiration from famous artists to replicate (or inspire/ influence) a piece of work; Begin to reflect upon their work inspired by a famous notable artist and the development of their art skills; Begin to express an opinion on the work of famous, notable artists and refer to techniques and effect;
texture, form, record, detail, question, observe, refine.	Pattern, implement, graphite, hard, soft, effects, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Effect, texture, tint, tone, shade, background wash, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.	Join, extend, model, mould, 3D object, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, light.	impressed printing, mono print, block print, overlay, template, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	texture, shape, form, pattern, mosaic.	Illustrator, romanticism, naïve, collage



Year 4 (Sticky knowledge not needed from Y4 onwards – all areas are building on key knowledge taught up to Y3)						
Developing Ideas / Use of Sketch Book	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
To use a sketch book to try out ideas, plan colours and collect source material for future works. To use a sketch book to adapt, review, revisit, improve and refine original ideas Explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions;	Draw for a sustained period of time at an appropriate level. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. To be able to indicate facial expressions in drawings and show body language in drawing To use a range of implements to draw different forms and shapes. To understand how to use a variety of hard and soft drawing pencils to create different effects To use shading to show light and shadow effects. To show an awareness of space when drawing Begin to understand, perspective and proportion including foreground, middle-ground and background	To use language of and mix primary and secondary colours and use (and mix) tints and shades Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.	Plan, design and make models using clay/ papier mache malleable materials from observation or imagination Develop and refine skills in joining, extending and modelling clay To effectively join and mould clay/other malleable material to create a 3D object To effectively cut, make and combine shapes to create recognisable forms; Add materials to the sculpture to create detail effectively	Print pictures using different printing techniques e.g. mono printing, block printing, relief or impressed method with increased precision To create a template and print multiple copies of a design To use more than one colour to layer in a print To use printing methods to make repeated patterns with precision.	Know how to select appropriate materials and items, using collage effectively to reflect personality To select colours and materials carefully to create effect, giving reasons for their choices; demonstrate a variety of techniques, e.g. overlapping, tessellation, mosaic and montage Select and use techniques such as rip, tear, scrunch, fold, cut to create effective imagery To refine work as they go to ensure precision	Artists Studied: • Stone age Artists (Unknown) • Beatrix Potter (Victorian Botanical Artist & Illustrator) • Famous English Artists: JS Lowry & John Constable • Henri Matisse (Collage) Eileen Downes (Collage Artist) • Edward Hopper – Realist American Artist • Jackson Pollock – Drip Art American Artist • Jasper Johns – Pop Art – American Artist • British Artist John Dyer and Amazonian artist Nixiwaka Yawanawá – Rainforest Artists Use inspiration from famous artists to replicate (or inspire/ influence) a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect;
texture, form, record, detail, question, observe, refine. 	Form, shape, body language, Pattern, implement, graphite, hard, soft, effects, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Primary, secondary, tertiary, light dark tones shades tint Effect, texture, tint, tone, shade, background wash, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.	Texture, pattern malleable 3D form shape features Composition Proportion Decoration Ornate Symbolic Perspective Join, extend, model, mould, 3D object, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, light.	impressed printing, mono print, block print, overlay, template, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	texture, shape, form, pattern, mosaic.	Illustrator, romanticism, naïve, collage

Upper Key Stage 2

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] Know about great artists, architects and designers in history.

Year 5

Developing Ideas / Use of Sketch Book	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Use a sketchbook to review and revisit ideas, keep notes which consider how a piece of work may be developed further Begin to adapt work as and when necessary and explain why Begin to offer feedback using technical vocabulary Begin to think critically about their art and design work.	Work in a sustained and independent way to create a detailed drawing. Begin to use simple perspective in their work i.e. by using single focal point on the horizon Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground and background Begin to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Begin to depict movement, perspective and proportion in drawings	Experiment with different media and materials for painting. Develop a painting from a drawing. Mix and match colours to create atmosphere and light effects. Identify, mix and use primary, secondary, complimentary and contrasting colours	Shape, form, model and construct from observation and imagination. Show experience in combining pinch, slabbing and coiling to produce end pieces. Use recycled, natural and / or manmade materials to create sculptures Begin to effectively use tools and materials to carve, add shape, add texture and pattern	design and create printing blocks / tiles Develop techniques in mono, block and relief printing create and arrange accurate patterns begin to experiment with over printing motifs and colours Begin to replicate (or be influenced by) pieces by famous printers (Warhol - Picasso)	add collage to a painted or printed background; create and arrange accurate patterns using a variety of papers and textured materials use a range of mixed media plan and design a collage inspired by famous collage artwork	Artists Studied: • Claude Monet (Paris, France) Impressionist, • Georges Seurat (Paris France) Post-impressionist pointillism • Vincent Van Gogh (Zundert, Netherlands) post-impressionist. • Pierre-Auguste Renoir (Limoges, France) Impressionist, • Edouard Manet (Paris, France) Impressionist, • Tudor Artists including Hans Holbein • Albert Bierstadt – Mountainous paintings • Paul Nash – World War 1 Art • Romero Britto – Brazilian Pop Art • Pablo Picasso (Spain) Cubism • Pablo Picasso – Printing Begin to give detailed observations about notable artists', artisans' and designers' work; Begin to offer facts about notable artists', artisans' and designers' lives;
sketchbook, develop, refine, texture, shape, form, pattern, structure.	Perspective, focal point, horizon, composition, scale, foreground, middle ground, background line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait.	Atmosphere, light effect, complimentary colours, contrasting colours blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	Shape, form, model, construct, pinch, slab, coil, structure, texture, mark, soft, join, tram, cast.	hammering, pattern, shape, tile, colour, arrange, collagraph;	shape, form, arrange, fix. mixed media, collage	Impressionist, portrait, landscape, pop art, cubism, surrealism



Year 6						
Developing Ideas / Use of Sketch Book	Drawing	Painting	Sculpture	Printing	Textile/Collage	Famous Artists
Use a sketchbook to review and revisit ideas, keep notes which consider how a piece of work may be developed further Annotate work thoughtfully in sketchbook Adapt work as and when necessary and explain why offer feedback using technical vocabulary think critically about their art and design work.	Draw for a sustained period of time over a number of sessions working on one piece. Use one point and two-point perspective in drawings Use different techniques for different purposes e.g. shading, hatching, blending Use tonal contrast and mixed media Develop their own style of drawing Show an awareness of composition, scale and proportion i.e. foreground, middle ground and background Be able to depict movement, perspective and proportion in drawings	Work in a sustained and independent way to develop their own style of painting. Create atmosphere including a sense of place. Create imaginative work from a variety of sources e.g. observational drawing, music, poetry create and show knowledge of colour palettes, demonstrating mixing techniques. use a range of paint and (acrylic, oil paints, water colours) to create visually interesting pieces;	Plan a sculpture through drawing and other preparatory work. Choose materials (recycled, natural and / or manmade materials) for effectiveness to create sculptures Effectively use tools and materials to carve, add shape, add texture and pattern	Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Show understanding of the techniques used by famous printers (Warhol - Picasso) Experiment with over printing motifs and colours Replicate (or be influenced by) pieces by famous printers (Warhol - Picasso)	Effectively add collage to a painted or printed background; create and arrange accurate patterns using an increased variety of papers and textured materials effectively plan and design a collage inspired by famous collage artwork	Artists Studied: • Claude Monet (Paris, France) Impressionist, • Georges Seurat (Paris France) Post-impressionist pointillism • Vincent Van Gogh (Zundert, Netherlands) post-impressionist. • Pierre-Auguste Renoir (Limoges, France) Impressionist, • Edouard Manet (Paris, France) Impressionist, • Tudor Artists including Hans Holbein • Albert Bierstadt – Mountainous paintings • Paul Nash – World War 1 Art • Romero Britto – Brazilian Pop Art • Pablo Picasso (Spain) Cubism • Pablo Picasso – Printing Give detailed observations about notable artists', artisans' and designers' work; Offer facts about notable artists', artisans' and designers' lives;
Annotate, sketchbook, develop, refine, texture, shape, form, pattern, structure.	Perspective, focal point, horizon, composition, scale, foreground, middle ground, background line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait.	landscape, atmosphere, light effect, complimentary colours, contrasting colours blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	Shape, form, model, construct, pinch, slab, coil, structure, texture, mark, soft, join, tram, cast.	hammering, pattern, shape, tile, colour, arrange, collagraph;	shape, form, arrange, fix. mixed media, collage	Impressionist, portrait, landscape, pop art, cubism, surrealism

