

	KS1	LKS2	UKS2
To experience and revisit a range of skills, processes and techniques including, painting, drawing, sculpture, printmaking, collage, textiles and digital media to develop mastery and understanding. To be able to choose and apply a medium appropriately depending on purpose and intended outcome.	<b>DRAWING</b> <ul style="list-style-type: none"> <li>In year 1, pupils will explore mark making, experiment with drawing lines and use 2D shapes to draw.</li> <li>In year 2, pupils will explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</li> </ul>	<b>DRAWING</b> <ul style="list-style-type: none"> <li>In year 3, pupils will develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</li> <li>In year 4, pupils will draw still life from observation and for mark making and further develop their understanding of geometry and mathematical proportion when drawing.</li> </ul>	<b>DRAWING</b> <ul style="list-style-type: none"> <li>In year 5, pupils will further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</li> <li>In year 6, pupils will learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> </ul>
	<b>PAINTING</b> <ul style="list-style-type: none"> <li>In year 1, pupils will develop skill and control when painting. Paint with expression.</li> <li>In year 2, pupils will further improve skill and control when painting. Paint with creativity and expression</li> </ul>	<b>PAINTING</b> <ul style="list-style-type: none"> <li>In year 3, pupils will increase skill and control when painting. Apply greater expression and creativity to own paintings.</li> <li>In year 4, pupils will develop skill and control when painting. Paint with expression. Analyse painting by artists.</li> </ul>	<b>PAINTING</b> <ul style="list-style-type: none"> <li>In year 5, pupils will control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</li> <li>In year 6, pupils will paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</li> </ul>
	<b>CRAFT, DESIGN, MATERIALS AND TECHNIQUES</b> <ul style="list-style-type: none"> <li>In year 1, pupils will learn a range of materials and techniques such as clay etching, printing and collage.</li> <li>In year 2, pupils will use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</li> </ul>	<b>CRAFT, DESIGN, MATERIALS AND TECHNIQUES</b> <ul style="list-style-type: none"> <li>In year 3, pupils will use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</li> <li>In year 4, pupils will make art from recycled materials, create sculptures, print and create using a range of</li> </ul>	<b>CRAFT, DESIGN, MATERIALS AND TECHNIQUES</b> <ul style="list-style-type: none"> <li>In year 5, pupils will create mixed media art using found and reclaimed materials. Select materials for a purpose.</li> <li>In year 6, pupils will create photomontages, make repeat patterns using printing techniques,</li> </ul>

		materials, and learn how to display and present work.	create digital art and 3D sculptural forms.
To be able to practise and apply the formal elements of art with skill using a range of mediums. To use line, shape, tone, colour pattern, texture and form with intention and purpose.	<b>COLOUR</b> <ul style="list-style-type: none"> <li>In year 1, pupils will remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose</li> <li>In year 2, pupils will mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections</li> </ul>	<b>COLOUR</b> <ul style="list-style-type: none"> <li>In year 3, pupils will increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</li> <li>In year 4, pupils will analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</li> </ul>	<b>COLOUR</b> <ul style="list-style-type: none"> <li>In year 5, pupils will select and mix more complex colours to depict thoughts and feelings.</li> <li>In year 6, pupils will mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</li> </ul>
	<b>FORM</b> <ul style="list-style-type: none"> <li>In year 1, pupils will learn about form and space through making sculptures and developing language.</li> <li>In year 2, pupils will extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> </ul>	<b>FORM</b> <ul style="list-style-type: none"> <li>In year 3, pupils will further develop their ability to describe 3D form in a range of materials, including drawing.</li> <li>In year 4, pupils will develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</li> </ul>	<b>FORM</b> <ul style="list-style-type: none"> <li>In year 5, pupils will further extend their ability to describe and model form in 3D using a range of materials.</li> <li>In year 6, pupils will express and articulate a personal message through sculpture. Analyse and study artists' use of form.</li> </ul>
	<b>LINE</b> <ul style="list-style-type: none"> <li>In year 1, pupils will use, express and experiment with line for purpose, then use appropriate language to describe lines.</li> <li>In year 2, pupils will draw lines with increased skill and confidence and use line for expression when drawing portraits.</li> </ul>	<b>LINE</b> <ul style="list-style-type: none"> <li>In year 3, pupils will express and describe organic and geometric forms through different types of line.</li> <li>In year 4, pupils will learn and apply symmetry to draw accurate shapes. They will analyse and describe how artists use line in their work.</li> </ul>	<b>LINE</b> <ul style="list-style-type: none"> <li>In year 5, pupils will extend and develop a greater understanding of applying expression when using line.</li> <li>In year 6, pupils will deepen their knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</li> </ul>
	<b>PATTERN</b>	<b>PATTERN</b>	<b>PATTERN</b>

	<ul style="list-style-type: none"> <li>In year 1, pupils will understand patterns in nature, design and make patterns in a range of materials.</li> <li>In year 2, pupils will learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.</li> </ul>	<ul style="list-style-type: none"> <li>In year 3, pupils will construct a variety of patterns through craft methods. Further develop their knowledge and understanding of pattern.</li> <li>In year 4, pupils will create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</li> </ul>	<ul style="list-style-type: none"> <li>In year 5, pupils will construct patterns through various methods to develop their understanding.</li> <li>In year 6, pupils will represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</li> </ul>
	<p>SHAPE</p> <ul style="list-style-type: none"> <li>In year 1, pupils will identify, describe and use shape for purpose.</li> <li>In year 2, pupils will compose geometric designs by adapting the work of other artists to suit their own ideas.</li> </ul>	<p>SHAPE</p> <ul style="list-style-type: none"> <li>In year 3, pupils will identify, draw and label shapes within images and objects. Create and form shapes from 3D materials</li> <li>In year 4, pupils will create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</li> </ul>	<p>SHAPE</p> <ul style="list-style-type: none"> <li>In year 5, pupils will compose original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</li> <li>In year 6, pupils will fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</li> </ul>
	<p>TEXTURE</p> <ul style="list-style-type: none"> <li>In year 1, pupils will use materials to create textures.</li> <li>In year 2, pupils will identify and describe different textures. Select and use appropriate materials to create textures.</li> </ul>	<p>TEXTURE</p> <ul style="list-style-type: none"> <li>In year 3, pupils will analyse and describe texture within artists' work.</li> <li>In year 4, pupils will use a range of materials to express complex textures.</li> </ul>	<p>TEXTURE</p> <ul style="list-style-type: none"> <li>In year 5, pupils will develop understanding of texture through practical making activities.</li> <li>In year 6, pupils will understand how artists manipulate materials to create texture.</li> </ul>
	<p>TONE</p> <ul style="list-style-type: none"> <li>In year 1, pupils will understand what tone is and how to apply this to their own work.</li> </ul>	<p>TONE</p> <ul style="list-style-type: none"> <li>In year 3, pupils will develop skill and control when using tone. Learn and use simple shading rules.</li> </ul>	<p>TONE</p> <p>In year 5, pupils will develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>

	<ul style="list-style-type: none"> <li>In year 2, pupils will experiment with pencils to create tone. Use tone to create form when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>In year 4, pupils will use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</li> </ul>	In year 6, pupils will increase their awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
To use sketchbooks to explore their thoughts, feelings observations and ideas and record how they use, develop and experiment with a range of different media and techniques.	<ul style="list-style-type: none"> <li>In year 1, pupils will use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> <li>In year 2, pupils will use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</li> </ul>	<ul style="list-style-type: none"> <li>In year 3, pupils will use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</li> <li>In year 4, pupils will use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>In year 5, pupils will develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</li> <li>In year 6, pupils will make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</li> </ul>
To create art and design for a specific purpose or audience (such as product design, animation, fashion, graphics, game design, or architecture) and be able to identify and articulate the inspiration and purpose of their own artwork.	<ul style="list-style-type: none"> <li>In year 1, pupils will explore and create ideas for purposes and intentions.</li> <li>In year 2, pupils will use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>In year 3, pupils will create personal artwork using the artwork of others to stimulate them.</li> <li>In year 4, pupils will use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>In year 5, pupils will express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</li> <li>In year 6, pupils will develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images</li> </ul>
To study the work of a range	In year 1, pupils will study the work of: <ul style="list-style-type: none"> <li>Beatrice Milhazes (abstract)</li> </ul>	In year 3, pupils will study the work of: <ul style="list-style-type: none"> <li>Carl Giles (drawing)</li> </ul>	In year 5, pupils will study the work of: <ul style="list-style-type: none"> <li>Hundertwasser (formal elements)</li> </ul>

<p>of different artists, craftspeople and designers to understand both the formal elements of art but also how art has developed throughout history through the development of techniques, styles and different art movements.</p> <p><i>*artist list subject to change as units are developed.</i></p>	<ul style="list-style-type: none"> <li>• Bridget Riley (drawing)</li> <li>• David Hockney and Vija Celmins (drawing)</li> <li>• Louis Wain (movement)</li> <li>• Kandinsky, Bernal and Bolotowsky (shape and colour)</li> <li>• Vincent Van Gogh (texture)</li> <li>• Jasper Johns (painting)</li> <li>• Renoir, Sorolla and Kroyer (landscape)</li> <li>• Louise Bourgeois (sculpture)</li> </ul> <p>In year 2 pupils will study the work of:</p> <ul style="list-style-type: none"> <li>• Max Ernst (frottage)</li> <li>• Ed Ruscha (shading, tone)</li> <li>• Clarice Cliff (design)</li> <li>• Nancy McCrosky (mural)</li> <li>• Damien Hirst (drawing)</li> <li>• Julian Opie (portraits)</li> <li>• Edwina Bridgeman</li> <li>• Roy Lichtenstein</li> </ul>	<ul style="list-style-type: none"> <li>• Diego Velazquez (tone)</li> <li>• Puppets</li> <li>• Prehistoric Artists</li> </ul> <p>In year 4, pupils will study the work of:</p> <ul style="list-style-type: none"> <li>• Luz Perez Ojeda (formal elements)</li> <li>• Paul Cezanne (painting)</li> <li>• Giorgio Morandi (drawing)</li> <li>• David Hockney</li> <li>• Paula Rego</li> <li>• Edward Hopper</li> <li>• Pieter Brueghel</li> <li>• Fiona Rae</li> <li>• Giuseppe Archimboldo (sculpture)</li> <li>• Sokari Douglas Camp (sculpture)</li> <li>• El Anatusi (sculpture)</li> <li>• Barbara Hepworth (sculpture)</li> </ul>	<ul style="list-style-type: none"> <li>• Banksy (murals)</li> <li>• Andy Warhol</li> <li>• John Singer Sargent</li> <li>• Magdalene Odundo</li> </ul> <p>In year 6, pupils will study the work of:</p> <p>Claude Monet (painting)  William Morris (printing)  Edward Hopper  Kathe Kollowitz  Pablo Picasso  Mark Wallinger  Hannah Hoch, Peter Kennard, Jerry Uelsmann  Henny Holzer  Edward Munch  Paul Cezanne, Jaromir Funke, Ben Nicholson</p>
<p>To be able to identify similarities and differences between their own and others' work.</p>	<ul style="list-style-type: none"> <li>• In year 1 pupils will recognise and describe key features of their own and other's work.</li> <li>• In year 2 pupils will compare other's work, identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• In year 3, pupils will discuss their own and other's work using an increasingly sophisticated use of art language (formal elements).</li> <li>• In year 4, pupils will build a more complex vocabulary when discussing their own and others' art.</li> </ul>	<ul style="list-style-type: none"> <li>• In year 5, pupils will develop a greater understanding of vocabulary when discussing their own and others' work.</li> <li>• In year 6, pupils will use the language of art with greater sophistication when discussing own and others art.</li> </ul>
<p>To be able to reflect upon, analyse and evaluate their own art work and the work of others, and be</p>	<ul style="list-style-type: none"> <li>• In year 1 pupils will describe what they feel about their work and the art of others.</li> <li>• In year 2 pupils will describe choices and preferences using the language of art.</li> </ul>	<ul style="list-style-type: none"> <li>• In year 3, pupils will reflect on their own work in order to make improvements.</li> <li>• In year 4, pupils will use their own and other's opinion of work to identify areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• In year 5, pupils will regularly analyse and reflect on their intentions and choices.</li> <li>• In year 6, pupils will give reasoned evaluations of their own and others</li> </ul>

<p>able to articulate how they could change and improve their own work based on the feedback of others.</p>			<p>work which takes account of context and intention.</p>
<p>To develop subject vocabulary specific to art and design. To develop a wider vocabulary through the process of art and design.</p> <p><i>*vocabulary list subject to change as units are developed.</i></p>	<p>In year 1 children are introduced to the following terms within these blocks of learning:</p> <p><b>FORMAL ELEMENTS:</b> abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape.</p> <p><b>ART AND DESIGN SKILLS:</b> 2D shapes, 3D shapes, contemporary, drawing mediums, narrative, printing, shade, tudor-style house.</p> <p><b>LANDSCAPES USING DIFFERENT MEDIA</b> Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones.</p> <p><b>SCULPTURE AND COLLAGE:</b> Bronze, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile.</p>	<p>In year 3 children are introduced to the following terms within these blocks of learning:</p> <p><b>FORMAL ELEMENTS UNIT:</b> 3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone.</p> <p><b>ART AND DESIGN SKILLS:</b> Cartoonist, character, minimal, opaque, puppet, sketching, style, three dimensional, tint, tone.</p> <p><b>PREHISTORIC ART:</b> Cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone.</p> <p><b>CRAFT:</b> Interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave weft.</p> <p>In year 4 children are introduced to the following terms within these blocks of learning:</p> <p><b>FORMAL ELEMENTS UNIT:</b></p>	<p>In year 5 children are introduced to the following terms within these blocks of learning:</p> <p><b>FORMAL ELEMENTS UNIT:</b> Abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple.</p> <p><b>ART AND DESIGN SKILLS:</b> Analytical observational drawing, annotation, collage, computer-aided design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture.</p> <p><b>EVERY PICTURE TELLS A STORY:</b> Abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical.</p> <p><b>DESIGN FOR A PURPOSE:</b> Client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype,</p>

	<p>In year 2 children are introduced to the following terms within these blocks of learning:</p> <p><b>FORMAL ELEMENTS:</b> Tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dad, surrealism, pop art.</p> <p><b>ART AND DESIGN SKILLS:</b> Air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone.</p> <p><b>HUMAN FORM:</b> Choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism.</p> <p><b>SCULPTURE AND MIXED MEDIA:</b> Blend, cartoon, colour wash. Comic, dot matrix, illustrator, pop art, sculpture.</p>	<p>2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture.</p> <p><b>ART AND DESIGN SKILLS:</b> Lenticular lens, optical illusion, score, sequential order, thematic.</p> <p><b>EVERY PICTURE TELLS A STORY:</b> Abstract, narrative, pop art. Preparatory drawing, re-enact.</p> <p><b>SCULPTURE:</b> Composition, contrast, crochet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, was resist.</p>	<p>sketch, slogan, soundbite, template, urban, unique-selling-point (USP).</p> <p>In year 6 children are introduced to the following terms within these blocks of learning:</p> <p><b>ART AND DESIGN SKILLS:</b> Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern.</p> <p><b>MAKE MY VOICE HEARD:</b> Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag.</p> <p><b>PHOTOGRAPHY:</b> Composition, crop, digital, expression, lens, macro, photography, self-portrait, technique, truism.</p> <p><b>STILL LIFE:</b> Abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes.</p>
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