

EYFS

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.

Our Key Drivers		
Curiosity 	<i>We have enquiring minds</i>	With curiosity, children at Gawber explore different elements and skills in art.
Respect 	<i>We have increasing self-esteem. We respect ourselves, others and the environment</i>	Children are encouraged to evaluate their own and each other's artwork, as well as the artwork of famous artists, architects and sculptors. They are respectful towards the different pieces that they see, understanding that we all have our own likes and dislikes and opinions towards mediums, styles and genres of art.
Independence 	<i>We have the skills to succeed</i>	Our curriculum is designed to give the children the skills they need to be able to apply these independently to their own pieces of work.
Collaboration 	<i>We can work well together</i>	They are encouraged to work collaboratively on occasion to experience the ideas and styles of others.
Aspiration 	<i>We achieve high standards in all areas of the 21st century curriculum</i>	Children at Gawber aspire to become confident in creating their own individualized styles.
Resilient 	<i>We seek to build resilience through a focus on wellbeing for mind, body and spirit</i>	All children at Gawber use sketch books. They are resilient artists who evaluate and adapt their artwork before creating their final pieces.
Creativity 	<i>We think creatively and meet new challenges with a smile</i>	Creativity is encouraged and children at Gawber apply their knowledge and skills to create their own unique designs.

	Formal elements	Drawing, Painting, Mixed Media	Application	Artist Study
EYFS	Marvellous Marks	Paint my World	Creation Station	Jackson Pollock
Year 1	Shape, line and colour - Abstract Art.	Sketch books Printing Colour mixing Kandinsky - drawing <i>Louis Wain</i>	Collage using different media Sculptures and collages	Monet Van Gough
Year 2	Patterns, rubbings and pencil	Sketch books Clay Weaving Shading Painting <i>Clairce Cliffe</i>	Human form Sculpture and mixed media	Andy Goldsworthy
Year 3	Shapes and shading	Sketch books Puppets Tint and shading Observational drawings <i>Carl Giles</i>	Prehistoric art Craft	Hokusai Digital Media, Collage and Printing
Year 4	Printing and Pattern	Sketch books Optical illusions Willow patterns Soap Sculptures Still Life <i>Paul Cezanne</i>	Every picture tells a story Sculpture	Andy Warhol
Year 5	Architecture I Need Space	PORTRAITS	Interactive installation	Stephanie Peters Zaha Hadid
Year 6	Shading	Sketch books Impressionism Zentangle Hat design <i>Edward Hopper</i>	Make my voice heard Photography Still life	Monet

***Orange indicates new for 2022 in line with updated Kapow scheme and adapted by Gawber School .**

***Blue indicates original scheme adapted by Gawber School.**

Please note – titles may change for other years groups in line with the updated Kapow Primary.

Progression of knowledge of the formal elements

	EYFS	Year 1	Year 2
Colour	Know the primary colours.	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple	Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside
Form	Know that a sculpture is '3D.'	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.
Shape	Know what a square, circle and triangle is.	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.
Line	Know how to make one continuous movement on the page.	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.

	EYFS	Year 1	Year 2
Pattern	Know that repeating means to have the same shape, colour or line over and over again.	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.
Texture	Know that a texture is what something feels like.	Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
Tone	Know the meaning of dark and light.	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.

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

	Year 3	Year 4	Year 5	Year 6
Pattern	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that 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.	To know that 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	To know that 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.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Drawing

- [Formal Elements: Lesson 2: Exploring Line](#)
- [Formal Elements: Lesson 3: Making Waves](#)
- [Art & Design Skills: Experimenting with Media](#)
- [Landscapes: Lesson 1: Seaside Landscape](#)
- [Sculptures & Collages: Lesson 2: Junk Model Animals](#)

- [Art & Design Skills: Lesson 1: Drawing for Fun](#)
- [Art & Design Skills: Lesson 2: Drawing Shading](#)
- [Human Form: Lesson 2: Skulls](#)
- [Human Form: Lesson 4: Opie Style Portraits](#)
- [Sculpture & Media: Lesson 1: Superheroes](#)
- [Sculpture & Media: Lesson 2: Drawing Expressions](#)
- [Sculpture & Media: Lesson 3: Multimedia Superheroes](#)

- [Formal Elements: Shape 1: Seeing Simple Shapes](#)
- [Formal Elements: Shape 2: Geometry](#)
- [Formal Elements: Tone: Four Rules of Shading](#)
- [Formal Elements: Tone: Shading from Light to Dark](#)
- [Art & Design Skills: Craft & Design 1: Craft Puppets](#)
- [Art & Design Skills: Craft & Design 2: Sock Puppets](#)

- [Art & Design Skills: Craft & Design 3: Shadow Puppets](#)
- [Art & Design Skills: Drawing: My Toy Story](#)
- [Art & Design Skills: Learning about Carl Giles](#)
- [Prehistoric Art: Lesson 1: Exploring Prehistoric Art](#)
- [Prehistoric Art: Lesson 2: Charcoal Animals](#)

	EYFS (Reception) Marvellous marks	Year 1 Make your mark	Year 2 Tell a story	Year 3 Growing artists
Generating ideas	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	Experiment with mark making in an exploratory way.	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.	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)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Knowledge of artists	Enjoy looking at and talking about art.	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.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	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.	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.

	• Formal Elements: Texture 1: Charcoal Mark Making • Formal Elements: Pattern 2: Reflection & Symmetry • Formal Elements: Pattern 3: Flower of Life • Art & Design Skills: Drawing: Still Life	• Formal Elements: Lesson 1: House, Drawing • Formal Elements: Lesson 3: Hundertwasser House • Formal Elements: Lesson 5: Monument • Art & Design Skills: Packaging Collage 1 • Art & Design Skills: Packaging Collage 2 • Art & Design Skills: Drawing: Picture the Post	• Art & Design Skills: Drawing: A Walking Line • Art & Design Skills: Little Inventors • Design For A Purpose: Lesson 1: Coat of Arms • Design For A Purpose: Lesson 2: Designing Space • Design For A Purpose: Lesson 3: Changing Spaces • Design For A Purpose: Lesson 4: What's in a Name?	• Art & Design Skills: Drawing: Zentangle Patterns • Make My Voice Heard: Lesson 1: Graffiti Artists' Tag • Make My Voice Heard: Lesson 2: Kathe Kollwitz • Make My Voice Heard: Lesson 3: Guernica 1- Pablo Picasso • Still Life: Lesson 1: Composition • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium
	Year 4 Power prints	Year 5 I need space	Year 6 Make my voice heard	
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.	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.	
Sketchbooks	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)	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	
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.	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	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.	

	EYFS	Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
Drawing	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.	Explore mark making, experiment with drawing lines and use 2D shapes to draw. - Formal Elements: Lesson 2: Exploring Line - Formal Elements: Lesson 3: Making Waves - Art & Design Skills: Experimenting with Media - Landscapes Lesson 1: Seaside Landscape - Sculptures & Collages: Lesson 2: Junk Model Animals	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. - Art & Design Skills: Lesson 1: Drawing for Fun - Art & Design Skills: Lesson 2: Drawing Shading - Human Form: Lesson 2: Skulls - Human Form: Lesson 4: Opie Style Portraits - Sculpture & Media: Lesson 1: Superheroes - Sculpture & Media: Lesson 2: Drawing Expressions - Sculpture & Media: Lesson 3: Multimedia Superheroes - Part 1	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. - Formal Elements: Shape 1: Seeing, Simple Shapes - Formal Elements: Shape 2: Geometry - Formal Elements: Tone: Four Rules of Shading - Formal Elements: Tone: Shading from Light to Dark - Art & Design Skills: Craft & Design 1: Craft Puppets - Art & Design Skills: Craft & Design 2: Sock Puppets - Art & Design Skills: Craft & Design 3: Shadow Puppets - Art & Design Skills: Drawing: My Toy Story - Art & Design Skills: Learning about Carl Giles - Prehistoric Art: Lesson 1: Exploring Prehistoric Art - Prehistoric Art: Lesson 2: Charcoal Animals	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. - Formal Elements: Texture 1: Charcoal Mark Making - Formal Elements: Pattern 2: Reflection & Symmetry - Formal Elements: Pattern 3: Flower of Life - Art & Design Skills: Drawing: Still Life	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. - Formal Elements: Lesson 1: House Drawing - Formal Elements: Lesson 3: Hundertwasser House - Formal Elements: Lesson 5: Monument - Art & Design Skills: Packaging Collage 1 - Art & Design Skills: Packaging Collage 2 - Art & Design Skills: Drawing: Picture the Poet - Art & Design Skills: Drawing: A Walking Line - Art & Design Skills: Little Inventors - Design For A Purpose: Lesson 1: Coat of Arms - Design For A Purpose: Lesson 2: Designing Space - Design For A Purpose: Lesson 3: Changing Spaces - Design For A Purpose: Lesson 4: What's in a Name?	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. - Art & Design Skills: Drawing: Zentangle Patterns - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag - Make My Voice Heard: Lesson 2: Kathe Kollwitz - Make My Voice Heard: Lesson 3: Guernica 1- Pablo Picasso - Still Life: Lesson 1: Composition - Still Life: Lesson 2: Charcoal - Still Life: Lesson 3: Negative Medium

Painting

- [Art & Design Skills: Painting: Colour Mixing](#)
- [Landscapes using different media: Lesson 3: Shades and Colours of the sea](#)
- [Landscapes: Lesson 4: Painting Over Texture](#)
- [Landscapes: Lesson 5: Beach Collage](#)

- [Art & Design Skills: Lesson 6: Painting a Rollercoaster Ride](#)
- [Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1](#)

- [Art & Design Skills: Craft & Design 1: Craft Puppets](#)
- [Art & Design Skills: Craft & Design 2: Sock Puppets](#)
- [Art & Design Skills: Craft & Design 3: Shadow Puppets](#)

- [Art & Design Skills: Painting: Tints & Shades](#)
- [Prehistoric Art: Lesson 3: Prehistoric Palette](#)
- [Prehistoric Art: Lesson 4: Painting on the Cave Wall](#)
- [Prehistoric Art: Lesson 5: Hands on a Cave Wall](#)

	EYFS (Reception) Paint my world	Year 1 Colour splash	Year 2 Beside the seaside	Year 3 Prehistoric painting
Generating ideas	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	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.	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)	Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg <i>shiny, soft</i>.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.
Knowledge of artists	Enjoy looking at and talking about art.	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.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	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.	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.

	• Art & Design Skills: Painting: Paul Cezanne • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Brueghel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae • Formal Elements: Lesson 3: Hundertwasser House • Art & Design Skills: Packaging: Collage 2 • Art & Design Skills: Painting: Impressionism • Make My Voice Heard: Lesson 4: Picasso Guernica 2 • Still Life: Lesson 4: Colour		
	Year 4 <u>Light and dark</u>	Year 5 <u>Portraits</u>	Year 6 <u>Artist study</u>
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.	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.
Sketchbooks	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)	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.
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.	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	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.

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Painting	Use a range of small tools, including scissors, paintbrushes and cutlery.	Develop skill and control when painting. Paint with expression. • Art & Design Skills: Painting: Colour Mixing • Landscapes using different media: Lesson 3: Shades and Colours of the sea • Landscapes: Lesson 4: Painting Over Texture • Landscapes: Lesson 5: Beach Collage	Further improve skill and control when painting. Paint with creativity and expression. • Art & Design Skills: Lesson 6: Painting a Rollercoaster Ride • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1	Increase skill and control when painting. Apply greater expression and creativity to own paintings. • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Art & Design Skills: Painting: Tints & Shades • Prehistoric Art: Lesson 3: Prehistoric Palette • Prehistoric Art: Lesson 4: Painting on the Cave Wall • Prehistoric Art: Lesson 5: Hands on a Cave Wall	Develop skill and control when painting. Paint with expression. Analyse painting by artists. • Art & Design Skills: Painting: Paul Cezanne • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. • Formal Elements: Lesson 3: Hundertwasser House • Art & Design Skills: Packaging Collage 2	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. • Art & Design Skills: Painting: Impressionism • Make My Voice Heard: Lesson 4: Picasso Guernica 2 • Still Life: Lesson 4: Colour

Sculpture and 3D

- [Formal Elements: Lesson 1: Abstract Compositions](#)
- [Art & Design Skills: Printing: Great Fire of London](#)
- [Art & Design Skills: Lego Printing](#)
- [Landscapes: Lesson 1: Seaside Landscape](#)
- [Landscapes: Lesson 5: Beach Collage](#)
- [Sculptures & Collages: Lessons 1-5](#)

- [Art & Design Skills: Craft: Clay](#)
- [Art & Design Skills: Design: Clarice Cliff Plates](#)
- [Art & Design Skills: Weaving a Picture](#)
- [Human Form: Lesson 2: Making Faces](#)
- [Human Form: Lesson 5: Clothes Peg Figures](#)
- [Sculpture & Media: Lesson 1: Superhero Figures](#)
- [Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1](#)

- [Formal Elements: Shape 3: Working with Wire](#)
- [Art & Design Skills: Craft & Design 1: Craft Puppets](#)
- [Art & Design Skills: Craft & Design 2: Sock Puppets](#)
- [Art & Design Skills: Craft & Design 3: Shadow Puppets](#)
- [Prehistoric Art: Lesson 3: Prehistoric Palette](#)
- [Craft: Lessons 1-5](#)

	EYFS (Reception) Creation station	Year 1 Paper play	Year 2 Clay houses	Year 3 Abstract shape and space
Generating ideas	Explore and play with clay and playdough to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	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.	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)	Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture..	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.
Knowledge of artists	Enjoy looking at and talking about art.	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.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	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.	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.

- [Formal Elements: Texture and Pattern: Playdough Printing](#)
- [Formal Elements: Pattern 1: Stamp Printing](#)
- [Art & Design Skills: The Work of a Curator](#)
- [Art & Design Skills: Design: Optical Illusions](#)
- [Art & Design Skills: Design: Willow Pattern](#)
- [Art & Design Skills: Craft: Soap Sculptures](#)

- [Formal Elements: Lesson 7: House Monographs](#)
- [Formal Elements: Lesson 4: Be an Architect](#)
- [Formal Elements: Lesson 5: Monument](#)
- [Design For Purpose: Lesson 1: Coat of Arms](#)
- [Design For Purpose: Lesson 2: Designing Spaces](#)
- [Design For Purpose: Lesson 3: Changing Spaces](#)
- [Design For Purpose: Lesson 4: What's in a Name?](#)

- [Art & Design Skills: Craft: Zentangle Printing](#)
- [Art & Design Skills: Design: Making a Hat](#)
- [Make My Voice Heard: Lesson 5: Clay Sculpture](#)
- [Make My Voice Heard: Lesson 1: Graffiti Artists' Tag](#)
- [Still Life: Lesson 5: Assembling the Memory Box](#)

- [Photography: Lesson 1: Photomontage](#)
- [Photography: Lesson 2: Truisms](#)
- [Photography: Lesson 3: Macro Photography](#)
- [Photography: Lesson 4: Self Portraits](#)
- [Photography: Lesson 5: Expressions](#)

	Year 4 Mega materials	Year 5 Interactive installation	Year 6 Making memories
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.	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.
Sketchbooks	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)	Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
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.	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	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.

Craft and design

- [Formal Elements: Lesson 1: Abstract Compositions](#)
- [Art & Design Skills: Printing: Great Fire of London](#)
- [Art & Design Skills: Lego Printing](#)
- [Landscapes: Lesson 1: Seaside Landscape](#)
- [Landscapes: Lesson 5: Beach Collage](#)
- [Sculptures & Collages: Lessons 1-5](#)

- [Art & Design Skills: Craft: Clay](#)
- [Art & Design Skills: Design: Clarice Cliff Plates](#)
- [Art & Design Skills: Weaving a Picture](#)
- [Human Form: Lesson 3: Making Faces](#)
- [Human Form: Lesson 5: Clothes Peg Figures](#)
- [Sculpture & Media: Lesson 1: Superhero Figures](#)
- [Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1](#)

- [Formal Elements: Shape 3: Working with Wire](#)
- [Art & Design Skills: Craft & Design 1: Craft Puppets](#)
- [Art & Design Skills: Craft & Design 2: Sock Puppets](#)
- [Art & Design Skills: Craft & Design 3: Shadow Puppets](#)
- [Prehistoric Art: Lesson 3: Prehistoric Palette](#)
- [Craft: Lessons 1-5](#)

	EYFS (Reception) Let's get crafty!	Year 1 Embellishments	Year 2 Map it out	Year 3 Ancient Egyptian scrolls
Generating ideas	Explore and play with a range of media to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	N/A	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.	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)	Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.
Knowledge of artists	Enjoy looking at and talking about art.	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.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	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.	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.

- Formal Elements: Texture and Pattern: Playdough Printing - Formal Elements: Pattern 1: Stamp Printing - Art & Design Skills: The Work of a Curator		- Art & Design Skills: Design: Optical Illusions - Art & Design Skills: Design: Willow Pattern - Art & Design Skills: Craft: Soap Sculptures		- Formal Elements: Lesson 2: House Monoprints - Formal Elements: Lesson 4: Be an Architect - Formal Elements: Lesson 5: Monument		- Design For Purpose: Lesson 1: Coat of Arms - Design For Purpose: Lesson 2: Designing Spaces - Design For Purpose: Lesson 3: Changing Spaces - Design For Purpose: Lesson 4: What's in a Name?		- Art & Design Skills: Craft: Zentangle Printing - Art & Design Skills: Design: Making a Hat - Make My Voice Heard: Lesson 5: Clay Sculpture - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag		- Still Life: Lesson 5: Assembling the Memory Box - Photography: Lesson 1: Photomontage - Photography: Lesson 2: Truisms - Photography: Lesson 3: Macro Photography - Photography: Lesson 4: Self Portraits - Photography: Lesson 5: Expressions	
		Year 4 Fabric of nature		Year 5 Architecture				Year 6 Photo opportunity			
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.		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.			
Sketchbooks		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)		Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.		Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.				Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.			
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.		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		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.			

Craft, design, materials and techniques	Learn a range of materials and techniques such as clay-etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
EYFS Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paintbrushes and cutlery.	• Formal Elements: Lesson 1: Abstract Compositions • Art & Design Skills: Printing: Great Fire of London • Art & Design Skills: Lego Printing • Landscapes: Lesson 1: Seaside Landscape • Landscapes: Lesson 5: Beach Collage • Sculptures & Collages: Lessons 1-5	• Art & Design Skills: Craft: Clay • Art & Design Skills: Design: Clarice, Cliff Plates • Art & Design Skills: Weaving a Picture • Human Form: Lesson 3: Making Faces • Human Form: Lesson 5: Clothes Peg Figures • Sculpture & Media: Lesson 1: Superhero Figures • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1	• Formal Elements: Shape 3: Working with Wire • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Prehistoric Art: Lesson 3: Prehistoric Palette • Craft: Lessons 1-5	• Formal Elements: Texture and Pattern: Playdough Printing • Formal Elements: Pattern 1: Stamp Printing • Art & Design Skills: The Work of a Curator • Art & Design Skills: Design: Optical Illusions • Art & Design Skills: Design: Willow Pattern • Art & Design Skills: Craft: Soap Sculptures	• Formal Elements: Lesson 2: House Monoprints • Formal Elements: Lesson 4: Be an Architect • Formal Elements: Lesson 5: Monument • Design For Purpose: Lesson 1: Coat of Arms • Design For Purpose: Lesson 2: Resigning Spaces • Design For Purpose: Lesson 3: Changing Spaces • Design For Purpose: Lesson 4: What's in a Name?	• Art & Design Skills: Craft: Zentangle Printing • Art & Design Skills: Design: Making a Hat • Make My Voice Heard: Lesson 5: Clay Sculpture • Make My Voice Heard: Lesson 1: Graffiti Artists' Tag • Still Life: Lesson 5: Assembling the Memory Box • Photography: Lesson 1: Photomontage • Photography: Lesson 2: Truisms • Photography: Lesson 3: Macro Photography • Photography: Lesson 4: Self Portraits • Photography: Lesson 5: Expressions

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		By the end of year 1 pupils will have had the opportunity to:	By the end of year 2 pupils will have had the opportunity to:	By the end of year 3 pupils will have had the opportunity to:	By the end of year 4 pupils will have had the opportunity to:	By the end of year 5 pupils will have had the opportunity to:	By the end of year 6 pupils will have had the opportunity to:
Knowing and applying the formal elements	Colour	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. - Formal Elements: Lesson 4: Making Colours - Formal Elements: Lesson 5: Painting with Colour - Art & Design Skills: Painting: Colour Mixing - Landscapes: Lesson 4: Painting Over Texture	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. - Formal Elements: Lesson 4: 3D Colour Drawings - Sculpture & Media: Lesson 4: Multimedia Superheroes Part 2	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. - Art & Design Skills: Craft & Design 1: Craft Puppets - Art & Design Skills: Craft & Design 2: Sock Puppets - Art & Design Skills: Craft & Design 3: Shadow Puppets - Art & Design Skills: Painting: Tints & Shades - Art & Design Skills: Drawing: My Toy Story - Prehistoric Art: Lesson 3: Prehistoric Palette - Craft: Lesson: Mood Board	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. - Art & Design Skills: Painting: Paul Cezanne - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel - Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae	Select and mix more complex colours to depict thoughts and feelings. - Formal Elements: Lesson 3: Hundertwasser House - Every Picture Tells a Story: Lesson 2: Rorschach - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Design For Purpose: Lesson 2: Designing Spaces - Design For Purpose: Lesson 3: Changing Spaces	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. - Art & Design Skills: Painting: Impressionism - Art & Design Skills: Learning about the work of Edward Hopper - Still Life: Lesson 4: Colour
Knowing and applying the formal elements	Form	Learn about form and space through making sculptures and developing language. - Art & Design Skills: Experimenting with Media - Sculptures & Collages: Lesson 1: Snail Sculptures - Sculptures & Collages: Lesson 2: Junk Model Animals - Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 - Sculptures & Collages: Lesson 5: Giant Spider Model Part 2	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. - Human Form: Lesson 1: Human Alphabet - Sculpture & Media: Lesson 1: Superhero Figures	Further develop their ability to describe 3D form in a range of materials, including drawing. - Art & Design Skills: Craft & Design 1: Craft Puppets - Art & Design Skills: Craft & Design 2: Sock Puppets - Art & Design Skills: Craft & Design 3: Shadow Puppets - Art & Design Skills: Painting: Tints & Shades	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. - Art & Design Skills: Craft: Soap Sculptures - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel	Further extend their ability to describe and model form in 3D using a range of materials. - Every Picture Tells a Story: Lesson 4: John Singer Sargent - Every Picture Tells a Story: Lesson 5: Magdalene Odundo	Express and articulate a personal message through sculpture. Analyse and study artists' use of form. - Art & Design Skills: Learning about the work of Edward Hopper - Art & Design Skills: Design: Making a Hat - Make My Voice Heard: Lesson 5: Clay Sculpture - Still Life: Lesson 2: Charcoal - Still Life: Lesson 3: Negative Medium - Still Life: Lesson 5: Assembling the Memory Box

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		By the end of year 1 pupils will have had the opportunity to:	By the end of year 2 pupils will have had the opportunity to:	By the end of year 3 pupils will have had the opportunity to:	By the end of year 4 pupils will have had the opportunity to:	By the end of year 5 pupils will have had the opportunity to:	By the end of year 6 pupils will have had the opportunity to:
EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with lines.	Line	Use, express and experiment with line for purpose, then use appropriate language to describe lines. - Formal Elements: Lesson 1: Abstract Compositions - Formal Elements: Lesson 2: Exploring Line - Formal Elements: Lesson 3: Making Waves	Draw lines with increased skill and confidence. Use line for expression when drawing portraits. - Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1 - Sculpture & Media: Lesson 5: Multimedia Superheroes Part 3	Express and describe organic and geometric forms through different types of line. - Art & Design Skills: Drawing: My Toy Story - Formal Elements: Shape 1: Seeing Simple Shapes - Formal Elements: Shape 2: Geometry - Prehistoric Art: Lesson 1: Exploring Prehistoric Art	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. - Art & Design Skills: Drawing: Still Life - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel - Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae	Extend and develop a greater understanding of applying expression when using line. - Every Picture Tells a Story: Lesson 2: Rorschach - Every Picture Tells a Story: Lesson 3: Emojis - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Design For Purpose: Lesson 3: Changing Spaces	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. - Art & Design Skills: Learning about the work of Edward Hopper - Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag - Still Life: Lesson 2: Charcoal - Still Life: Lesson 3: Negative Medium
	Knowing and applying the formal elements Pattern EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with patterns.	Understand patterns in nature, design and make patterns in a range of materials. - Art & Design Skills: Experimenting with Media - Art & Design Skills: Lego Printing - Sculptures & Collages: Lesson 1: Snail Sculptures	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. Formal Elements: Lesson 1: Repeating Patterns	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Craft: Lesson 2: Tie-Dyeing Materials	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. - Formal Elements: Pattern and Texture: Playdough Printing - Formal Elements: Pattern 1: Stamp Printing - Formal Elements: Pattern 2: Reflection & Symmetry - Formal Elements: Pattern 3: Flower of Life - Art & Design Skills: Design: Willow Pattern - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel	Construct patterns through various methods to develop their understanding. - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Formal Elements: Lesson 3: Hundertwasser House	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. - Art & Design Skills: Learning about the work of Edward Hopper - Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag - Art & Design Skills: Drawing: Zentangle Patterns - Art & Design Skills: Craft: Zentangle Printing

		Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
	Shape EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with shapes.	Identify, describe and use shape for purpose. - Formal Elements: Lesson 1: Abstract Compositions - Art & Design Skills: Printing: Great Fire of London - Art & Design Skills: Experimenting with Media - Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 - Sculptures & Collages: Lesson 5: Giant Spider Model Part 2	Compose geometric designs by adapting the work of other artists to suit their own ideas. Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. - Formal Elements: Shape 1: Seeing Simple Shapes - Formal Elements: Shape 2: Geometry - Formal Elements: Shape 3: Working with Wire - Prehistoric Art: Lesson 1: Exploring Prehistoric Art - Prehistoric Art: Lesson 2: Charcoal Animals	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. - Formal Elements: Pattern 3: Flower of Life - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel - Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. - Every Picture Tells a Story: Lesson 2: Rorschach - Every Picture Tells a Story: Lesson 3: Emojis - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Design For Purpose: Lesson 3: Changing Spaces	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. - Art & Design Skills: Learning about the work of Edward Hopper - Art & Design Skills: Design: Making a Hat - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag - Art & Design Skills: Craft: Zentangle Printing - Still Life: Lesson 2: Charcoal - Still Life: Lesson 3: Negative Medium
Knowing and applying the formal elements	Texture EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with textures.	Use materials to create textures. Landscapes: Lesson 2: Beach Textures	Identify and describe different textures. Select and use appropriate materials to create textures. - Formal Elements: Lesson 2: Texture 1: Taking Rubbings - Formal Elements: Lesson 3: Texture 2: Frottage	Analyse and describe texture within artists' work. - Prehistoric Art: Lesson 5: Hands on a Cave Wall - Craft: Lessons 1: Mood Board	Use a range of materials to express complex textures. - Formal Elements: Texture: Charcoal Mark Making - Formal Elements: Texture and Pattern: Playdough Printing - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel	Develop understanding of texture through practical making activities. - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Formal Elements: Lesson 3: Hundertwasser House - Formal Elements: Lesson 1: House Drawing - Formal Elements: Lesson 2: House Monoprints	Understand how artists manipulate materials to create texture. - Art & Design Skills: Craft: Zentangle Printing - Still Life: Lesson 4: Colour

		Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
	Tone	Understand what tone is and how to apply this to their own work. Landscapes: Lesson 3: Shades & Colours of the Sea	Experiment with pencils to create tone. Use tone to create form when drawing. - Formal Elements: Lesson 4: Tone 1: 3D Pencil Drawings - Formal Elements: Lesson 5: Tone 2: 3D Colour Drawings	Develop skill and control when using tone. Learn and use simple shading rules. - Formal Elements: Tone 1: Four Rules of Shading - Formal Elements: Tone 2: Shading from Light to Dark - Art & Design Skills: Drawing: My Toy Story	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. - Art & Design Skills: Drawing: Still Life - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper - Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. - Every Picture Tells a Story: Lesson 4: John Singer Sargent - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Formal Elements: Lesson 1: House Drawing - Formal Elements: Lesson 2: House Monoprints	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. - Art & Design Skills: Learning about the work of Edward Hopper - Make My Voice Heard: Lesson 2: Kathe Kollwitz - Art & Design Skills: Craft: Zentangle Printing - Still Life: Lesson 2: Charcoal - Still Life: Lesson 3: Negative Medium - Still Life: Lesson 4: Colour
Sketchbooks		To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. - Art & Design Skills: Introduction to Sketchbooks - Use sketchbooks throughout the year to record rough ideas and experiments	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. - Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates - Sculpture & Media: Lesson 1: Superhero Figures - Sculpture & Media: Lesson 2: Drawing Expressions - Formal Elements: Lesson 2: Texture 1: Taking Rubbings	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. - Art & Design Skills: Craft & Design 1: Craft Puppets - Art & Design Skills: Craft & Design 2: Sock Puppets - Art & Design Skills: Craft & Design 3: Shadow Puppets - Prehistoric Art: Lesson 1: Exploring Prehistoric Art - Craft: Lessons 1-5	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. - Art and Design Skills: Sketchbook Introduction - Every Picture Tells a Story: Lesson 1: My Parents, David Hockney - Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego - Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. - Art & Design Skills: Sketchbook Introduction - Formal Elements: Lesson 1: House Drawing - Formal Elements: Lesson 4: Be an Architect - Formal Elements: Lesson 5: Monument - Art & Design Skills: Drawing: Picture the Poet - Art & Design Skills: Little Inventors - Art & Design Skills: Learn About How Artists Work - Every Picture Tells a Story: Lesson 2: Rorschach - Every Picture Tells a Story: Lesson 3: Emojis - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Design For Purpose: Lesson 1: Coat of Arms - Design For Purpose: Lesson 2: Designing Spaces	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. - Art & Design Skills: Introduction to Sketchbooks - Art & Design Skills: Design: Making a Hat - Art & Design Skills: Learning about the work of Edward Hopper - Still Life: Lesson 1: Composition - Still Life: Lesson 5: Assembling the Memory Box - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag

	Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
Creating original artwork EYFS Share their creations, explaining the process they have used 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.	Explore and create ideas for purposes and intentions. - Formal Elements: Lesson 1: Abstract Compositions - Art & Design Skills: Learning About Louis Wain - Art & Design Skills: Experimenting with Media - Art & Design Skills: Lego Printing	Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. - Art & Design Skills: Lesson 1: Drawing for Fun - Sculpture & Media: Lessons 3: Multimedia Superheroes Part 1 - Sculpture & Media: Lessons 4: Multimedia Superheroes Part 2 - Sculpture & Media: Lessons 5: Multimedia Superheroes Part 3 - Human Form: Lesson 4: Opie Style Portraits	Create personal artwork using the artwork of others to stimulate them. - Art & Design Skills: Craft & Design 1: Craft Puppets - Art & Design Skills: Craft & Design 2: Sock Puppets - Art & Design Skills: Craft & Design 3: Shadow Puppets - Prehistoric Art: Lesson 4: Painting on the Cave Wall	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. - Formal Elements: Texture and Pattern: Playdough Printing - Formal Elements: Pattern 1: Stamp Printing - Art & Design Skills: Design: Optical Illusions - Art & Design Skills: Design: Willow Pattern - Art & Design Skills: Craft: Soap Sculptures - Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae - Sculpture: Lesson 1: Making Maracas - Sculpture: Lesson 2: Making Drums - Sculpture: Lesson 3: Arcimboldo - Sculpture: Lesson 4: Sokari Douglas Camp - Sculpture: Lesson 5: El Anatsui	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. - Formal Elements: Lesson 1: House Drawing - Formal Elements: Lesson 2: House Monoprints - Formal Elements: Lesson 3: Hundertwasser House - Formal Elements: Lesson 4: Be an Architect - Formal Elements: Lesson 5: Monument - Art & Design Skills: Packaging Collage 1 - Art & Design Skills: Packaging Collage 2 - Art & Design Skills: Drawing: Picture the Post - Art & Design Skills: Drawing: A Walking Line - Art & Design Skills: Little Inventors - Art & Design Skills: Learn About How Artists Work - Every Picture Tells a Story: Lesson 2: Borachach - Every Picture Tells a Story: Lesson 3: Emojis - Every Picture Tells a Story: Lesson 5: Magdalene Odundo - Design For Purpose: Lesson 1: Coat of Arms - Design For Purpose: Lesson 2: Designing Spaces - Design For Purpose: Lesson 3: Changing Spaces	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. - Art & Design Skills: Craft: Zentangle Printing - Art & Design Skills: Design: Making a Hat - Make My Voice Heard: Lesson 5: Clay Sculptures - Make My Voice Heard: Lesson 1: Graffiti Artists' Tag - Still Life: Lesson 5: Assembling the Memory Box - Photography: Lesson 1: Photomontage - Photography: Lesson 2: Truisms - Photography: Lesson 3: Macro Photography - Photography: Lesson 4: Self Portraits - Photography: Lesson 5: Expressions

	Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
Artists, craftspeople, designers EYFS: Study the work of Jackson Pollock.	Study the work of the artists: • Beatrice Milhazes (Abstract) Formal Elements: Lesson 1: Abstract Compositions • Bridget Riley (Drawing) Formal Elements: Lesson 2: Exploring Line • David Hockney and Vija Celmins (Drawing) Formal Elements: Lesson 3: Making Waves • Louis Wain (Movement) Art & Design Skills: Learn about Louis Wain • Kandinsky, Bernal, Bolotowsky (Shape and Colour) Art & Design Skills: Experimenting with Media • Vincent Van Gogh (Texture) Landscapes: Lesson 2: Beach Textures and Landscapes: Lesson 4: Painting Over Texture • Jasper Johns (Painting) Formal Elements: Lesson 5: Painting with Colour • Renoir, Sorolla, Kroyer (Landscape) Landscapes: Lesson 1-5 • Louise Bourgeois (Sculpture) Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 and Sculptures & Collages: Lesson 5: Giant Spider Model Part 2	Study the work of the artists: • Max Ernst (Frottage) Formal Elements: Lesson 3: Frottage • Ed Ruscha (Shading, Tone) Formal Elements: Lesson 4: 3D Pencil Drawings • Clarice Cliff (Design) Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates • Nancy McCrosky (Mural) Art & Design Skills: Lesson 2: Drawing: Shading • Damien Hirst (Drawing) Human Form: Lesson 2: Skulls • Julian Opie (Portraits) Human Form: Lesson 4: Opie Style Portraits • Edwina Bridgeman Human Form: Lesson 5: Clothes Peg figures	Study the work of the artists: • Carl Giles (Drawing) Art & Design Skills: Learning About: Carl Giles • Diego Velazquez (Tone) Art & Design Skills > Painting: Tints and Shades • Puppets: Art & Design Skills: Craft & Design: Puppets (3 Lessons) • Prehistoric Artists: Prehistoric Art: Lesson 1: Exploring Prehistoric Art and Prehistoric Art: Lesson 2: Charcoal Animals	Study the work of the artists: • Luz Perez Ojeda Formal Elements: Lesson 1: Optical Illusions • Paul Cezanne Art & Design Skills: Painting: Paul Cezanne • Giorgio Morandi Art & Design Skills: Drawing: Still Life • David Hockney Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Paula Rego Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Edward Hopper Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Pieter Brueghel Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Brueghel • Fiona Rae Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae • Giuseppe Archimboldo Sculpture: Lesson 3: Archimboldo • Sokari Douglas Camp Sculpture: Lesson 4: Sokari Douglas Camp • El Anatsui Sculpture: Lesson 5: El Anatsui • Barbara Hepworth Art & Design Skills: Craft: Soap Sculptures	Study the work of the artists: • Hundertwasser Formal Elements: Lesson Three: Hundertwasser House • Banksy Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy • Andy Warhol Every Picture Tells a Story: Lesson 2: Inspired by Borschach • John Singer Sargent Every Picture Tells a Story: Painting: John Singer Sargent • Magdalene Odundo Every Picture Tells a Story: Lesson 5: Magdalene Odundo	Study the work of the artists: • Claude Monet Art & Design Skills: Painting: Impressionism • William Morris Art & Design Skills: Craft: Zentangle Printing • Edward Hopper Art & Design Skills: Learning about the work of Edward Hopper • Kathe Kollwitz Make My Voice Heard: Lesson 2: Kathe Kollwitz, Make My Voice Heard: Lesson 5: Clay Sculptures • Pablo Picasso Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso, Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso • Mark Wallinger Make My Voice Heard: Lesson 5: Clay Sculptures • Hannah Hoch, Peter Kennard, Jerry Uelsmann Photography: Lesson 1: Photomontage • Jenny Holzer Photography: Lesson 2: Truisms • Edward Weston Photography: Lesson 3: Macro Photography • Edvard Munch Photography: Lesson 5: Expressions • Paul Cezanne, Jaromir Funke, Ben Nicholson Still Life: Lesson 1: Still Life Composition and Still Life: Lesson 2: Charcoal Still Life

	Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
Identify similarities and differences to others' work EYFS: Share their creations, explaining the process they have used	Recognise and describe key features of their own and other's work. • Art & Design Skills: Experimenting with Media • Landscapes: Lesson 1-5	Compare other's work, identifying similarities and differences. • Art & Design Skills: Lesson 4: Design: Clarice Cliff Plates • Formal Elements: Lesson 3: Texture 2: Frottage • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). • Art & Design Skills: Craft & Design: Puppets 3 Lessons • Prehistoric Art: Lesson 4: Painting on a Cave Wall	Build a more complex vocabulary when discussing your own and others' art. • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper	Develop a greater understanding of vocabulary when discussing their own and others' work. • Every Picture Tells a Story: Mural: Clacton Pigeon Mural-Banksy • Every Picture Tells a Story: Lesson 2: Rorschach • Every Picture Tells a Story: Lesson 3: Emojis • Every Picture Tells a Story: Lesson 4: John Singer Sargent • Every Picture Tells a Story: Lesson 5: Magdalene Odundo	Use the language of art with greater sophistication when discussing own and others art. • Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso • Photography: Lesson 4: Self Portraits • Photography: Lesson 5: Expressions
Reflecting EYFS: Share their creations, explaining the process they have used	Describe what they feel about their work and the art of others. • Art & Design Skills: Printing: Great Fire of London	Describe choices and preferences using the language of art. • Art & Design Skills: Lesson 2: Drawing, Shading • Art & Design Skills: Lesson 5: Craft: Weaving a Picture • Human Form: Lessons 1-5	Reflecting on their own work in order to make improvements. • Art & Design Skills: Craft & Design: Puppets (3 lessons) • Prehistoric Art: Lesson 4: Painting on a	Use their own and other's opinion of work to identify areas of improvement. • Sculpture: Lesson 1: Making Maracas • Sculpture: Lesson 3: Archimboldo • Sculpture: Lesson 4: Sokari Douglas Camp	Regularly analysing and reflecting on their intentions and choices. • Art & Design Skills: Drawing: A Walking Line • Art & Design Skills: Little Inventors • Art & Design Skills: Learn about Artists • Art & Design Skills: Drawing: Picture the Poet	Give reasoned evaluations of their own and others work which takes account of context and intention. • Make My Voice Heard: Lesson 4: Guernica 2 - Pablo Picasso • Make My Voice Heard: Lesson 5: Clay Sculptures • Photography: Lesson 2: Truisms

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	By the end of year 1 pupils will have had the opportunity to:	By the end of year 2 pupils will have had the opportunity to:	By the end of year 3 pupils will have had the opportunity to:	By the end of year 4 pupils will have had the opportunity to:	By the end of year 5 pupils will have had the opportunity to:	By the end of year 6 pupils will have had the opportunity to:
Vocabulary	Many of the artist's names will be very challenging for pupils to read at this age.	Many of the artist's names will be very challenging for pupils to read at this age.	Some of the artist's names may be challenging for pupils to read at this age.	Many of the artist's names may be challenging for pupils to read at this age.	Some of the artist's names may be challenging for some of the children to read.	Some of the artist's names may be challenging for some of the children to read.
EYFS: Colour, marks Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard. Wet, dry, flaky, fixed, mix, cut, sweep	<u>Formal Elements Lessons:</u> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours. <u>Sculpture & Collage Lessons:</u> Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature. <u>Landscapes Lessons:</u> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape. <u>Art & Design Skills Lessons:</u> Geometry, Tudor, Great Fire of London, printmaking.	<u>Formal Elements Lessons:</u> Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. <u>Art & Design Skills Lessons:</u> Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay. <u>Human Form Lessons:</u> Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate. <u>Sculpture & Mixed Media Lessons:</u> Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	<u>Formal Elements Lessons:</u> Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch. <u>Art & Design Skills:</u> Puppet, shadow-puppet, decorate, detail, observation, tint, shade, light and dark. <u>Prehistoric Art:</u> Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative. <u>Craft:</u> Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dyeing, wax resist, mood board.	<u>Formal Elements Lessons:</u> Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making. <u>Sculpture Lessons:</u> Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial. <u>Art and Design Skills Lessons:</u> Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.	<u>Formal Elements Lessons:</u> Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy. <u>Every Picture Tells a Story Lessons:</u> Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist. <u>Design For A Purpose Lessons:</u> Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria. <u>Art & Design Skills Lessons:</u> Annotate, visualise, scale, collage.	<u>Still Life Lessons:</u> Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture. <u>Make My Voice Heard Lessons:</u> Graffiti, contrasting, commissioned, Guernica, sculpture. <u>Photography Lessons:</u> Desaturate, truism, photomontage, abstract, self-expression, crop, contrast. <u>Art & Design Skills Lessons:</u> Impressionism, zentangle, prototype, appreciation.

Vocabulary

EYFS

Colour, marks

Lines, space, texture, smooth, shiny, rough,
prickly, flat, patterned, jagged, bumpy, soft and
hard.

Wet, dry, flaky, fixed, mix, cut, sweep

Drawing: Marvellous marks

Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag

Painting and mixed media: Paint my world

Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe

Sculpture and 3D: Creation station

3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet

Craft and design: Let's get crafty!

Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag

Year 1

Formal elements of art

abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape

Art and design skills

2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house

Landscapes using different media

figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones

Sculptures and collages

bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile

Drawing

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk

Painting and mixed media

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

Sculpture and 3D

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine

Year 2
Formal elements of art
tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art
Art and design skills
air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone
Human form
choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism
Sculpture and mixed media
blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture

Drawing

Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina

Sculpture and 3D

Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing

Craft and design

Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate

<i>Year 3</i>
<i>Formal elements of art</i>
<i>3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone</i>
<i>Art and design skills</i>
<i>cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone</i>
<i>Prehistoric art</i>
<i>cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone</i>
<i>Craft</i>
<i>interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft</i>

Drawing

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

Painting and mixed media: Prehistoric art

Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone

Craft and design

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

<i>Year 4</i>
<i>Formal elements of art</i>
<i>2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture</i>
<i>Art and design skills</i>
<i>lenticular lens, optical illusion, score, sequential order, thematic</i>
<i>Every picture tells a story</i>
<i>abstract, narrative, pop art, preparatory drawing, re-enact</i>
<i>Sculpture</i>
<i>composition, contrast, crochet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist</i>

Drawing

Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

Painting and mixed media

Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism

Sculpture and 3D

Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving

Year 5

Formal elements: Architecture

abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple

Art and design skills

analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture

Every picture tells a story

abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical

Design for a purpose

client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)

Painting and mixed media

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium

Sculpture and 3D

Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive

Craft and design

Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate

Year 6

Art and design skills

abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern

Make my voice heard

abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag

Photography

composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism

Still life

abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes

Painting and mixed media

Artist, Compositions, Evaluation, Medium, Mixed media, Technique, **Translate**, Analyse, **Meaning**, **Narrative**, **Interpret**, Justify, **Inference**, **Respond**, **Tableau**, Abstract, **Convey**, **Compose**, **Thought-provoking**

Craft and design

Photomontage, Image, **Dada**, Composition, Arrangement, Layout, **Cityscape**, **Macro**, **Photography**, **Monochrome**, **Monochromatic**, **Album**, **Digital**, **Saturation**, **Emulate**, **Editing**, **Software**, replacement, **Focus**, **Frame**, **Recreate**, **Pose**, **Prop**, **Portrait**, **Photorealism**, **Photorealistic**, **Grid**, **Proportion**