Art ar	nd Design							
Long	Term Overview		La					
	Drawing		Clay	-	Painting		Print and Collage	
Y1	Artic Landscapes Artist: Linda Dawn Lang Art History Focus: Landscape art & cold environments in art		Seed Pods Artist: Alice Ballard Art History Focus: Natural forms in sculpture	3	Powder Paint Self Portraits Artist: Picasso Art History Focus: Cubism & modern portraiture		KS1: Pattern Printing Artist: Herbert Bayer Art History Focus: Bauhaus geometric printing	LATER AND
Sugge	sted Tools and Media	Painting - powder paint, block pa	ncils, chalk pastels and oil pastels int, large, thick paint brushes, medium pols (Blue plastic) and wooden boards	paint brushes				
Y2	Dragon Machines Artist: Vladimir Gvosdev Art History Focus: Industrial art & mechanical illustration		Owls Artist: David Burnham Smith Art History Focus: Ceramic animal sculpture		Poster Paint Scale Paintings Artists: Sanja Milenkovic Slinkachu Nuart L.S Lowry Art History Focus: Perspective & figurative landscape	-27%	Paper collage Artist:: Shelli Walters Rebecca Vincent Art History Focus: Modern collage	
Sugge	sted Tools and Media		thin paint brushes, card (as painting too ins wooden/plastic sculpture tools, pen					
Y3	African Animals Artist: Leon Evans Art History Focus: African art traditions		Pinch Pots Artist: Kathy Boyland Art History Focus: Early pottery techniques		Watercolour Animals Artist: Jen Callahan Art History Focus: Expression in watercolour		KS2: Print Making Artist: Rachel Soday Art History Focus: History of printmaking	
Sugge	sted Tools and Media		lium and thin paint brushes, salt, water, /plastic sculpture tools, found (natural)				Mixed Media Collage	na ma
Y4	Greek Gods Artist: Anette Pirso Art History Focus: Classical sculpture	105	Gorillas Artist: Tomek Radziewicz Art History Focus: Contemporary wildlife sculpture		Acrylic and Watercolour Volcano Artist: Anna Dillon Georgia O'Keeffe Art History Focus: Landscape & abstraction		Artist: Teesha Moore Art History Focus: Maximalist collage	200
Sugge	sted Tools and Media		ck ink. ks, medium and thin paint brushes. en sculpture tools, pin tool, pen lids and	loop tools, rolling pins.				
Y5	Skyscrapers Artist: Richard Estes Art History Focus: Photorealism & cityscapes		Animals Artist: Nick Mackman Art History Focus: Contemporary ceramics		Acrylic Viking Artist: Christina Balit Art History Focus: Illustration & narrative art			
Sugge	sted Tools and Media		and 2B art pencils ylic paint, inks, medium and thin paint b sculpture tools, pin tool, pen lids, foun					
Y6	Insects Artist: Charles Darwin Art History Focus: Scientific drawing	A CONTRACTOR OF THE PARTY OF TH	Coral Artist: Courtney Mattison Art History Focus: Environmental art		Mixed Media Windrush Paintings Artist: Yvadney Davis Art History Focus: Black Art and diaspora paintings			
Sugge	sted Tools and Media	Painting – acrylic paint, varying st	grades, biro ink, black ink, Viewfinder cyles of paint brushes to suit different properties of paint brushes to suit different properties of paint brushes tools, pin tool, pen lick combining collage		d loop tools, ball tools.			

Art and Design			
EYFS		Sketch Books	Projects
Early Learning Goals	Preparation for National Curriculum	The process of each project will	Each child will complete 3 art
Expressive Arts & Design:	Painting	be reflected in children's	projects each year
Creating with materials:	 Experiment with powder paint and block paint. 	sketchbooks:	
 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Physical Development: Fine motor skills: Hold a pencil effectively in preparation for 	 Explore different paintbrushes. Artist: Jackson Pollock, Howard Hodgkin Sculpture Explore using plasticine and play dough Create 3D forms with foil Artist: Alberto Giacometti 	 Inspiration behind the project Artist page Development and exploration of key skills Image of final piece Evaluation 	 Clay sculpture Drawing Painting Painting and collage are covered once in KS1 and twice in KS2
fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	 Drawing Experiment using drawing materials in different ways. Explore colour pencils and crayons Artists: Henry Moore, Heather Hansen, Stephen Wiltshire, Ana Enshina 		

National Curriculum

Key Stage 1

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

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.

Pupils should be taught:

- 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

	Essential Learning						
Y1	Formal Elements of Art to	be taught across Drawing,	Clay and Painting				
	Line	Shape	Form	Space	Colour	Texture	Pattern
Drawing	Children can: Use different types of lines with control to outline and add detail, and colour carefully within outlines. Key Vocabulary: Landscape,	Children can: Draw and combine simple shapes represent parts of a landscape such as sky, icebergs and sea to create a composition. Concept of line, Cold colours	Not a focus this project 5, Expressing emotion	Arrange the layout and positioning of their image to fill the page, showing sky, sea and iceberg clearly.	Children know: Cold colours (blues, purples, whites) create the feeling of an icy scene.	Texture can be shown through marks and lines, described as smooth, jagged or rippled.	Not a focus this project
Painting	Children can: Use different types of confident, controlled lines to draw facial shapes and features in a Picasso-inspired style.	Portraits are made up of shapes that represent facial features, which can be rearranged for expression or style.	Not a focus this project	Rearrange the size and placement of shapes to change the expression or style of a portrait. Arrange facial features thoughtfully within the page, experimenting with orientation and scale to create interest.	Primary colours (red, blue, yellow) and how to mix them to create secondary colours (green, orange, purple).	Not a focus this project	Not a focus this project
	Key Vocabulary: Portrait, Pr	imary colours, Secondary col	ours, Powder paint, Thin brus	h, Medium brush, Brush strok	ces		
Clay	Children can: Imprint different lines into clay using simple tools to create surface detail.	Shapes can be created and changed by pressing, pinching, rolling and smoothing clay.	Mould, form and create simple 3D shapes using clay. Use their hands and tools to form a rounded, seed-like shape inspired by Alice Ballard's work.	Not a focus this project	Not a focus this project	Experiment with tools to create contrasting textures, such as smooth and patterned areas.	Create a simple repeating pattern using different lines and shapes when sculpting.

	Essential Learning						
Y2	Formal Elements of Art to	be taught across Drawing,	Clay and Painting				
	Line	Shape	Form	Space	Colour	Texture	Pattern
Drawing	Children know: Different line qualities (feint, bold, fast, continuous) can change how a drawing looks. Children can: Choose and use different line qualities to show texture and detail on metal parts Key Vocabulary: Landscape,	Children know: Complex drawings can be built by breaking images into simple shapes. Children can: Combine multiple simple shapes to construct their dragon shape, line, quality of line, p	Children can: Add simple shading to make parts of the dragon look raised or recessed. roportion, observational draw	Children know: The size and arrangement of parts affects the overall drawing. Children can: Place and size each part of the dragon to keep the drawing in proportion Ping, feint ("ghost") line, mech	Not a focus this project nanism, cog, rivet, shading, to	Children know: Different types of lines can suggest different textures.	Not a focus this project
Painting	Children know: Lines can be used to create direction in a background. Children can: Streak or drag paint to create background lines inspired by Sanja Milenković.	Children know: Simple shapes can be used to create tiny figures, building on previous portrait learning. Children can: Paint small "blob" figures inspired by L.S. Lowry to show crowds or distant people.	Not a focus this project	Children know: Perspective changes how large or small things appear (giant's-eye and ant's-eye view). Children can: Place tiny figures and large background shapes to show perspective and scale	Children know: Tints (adding white), shades (adding black) and tones can create mood and distance. Children can: Mix and select colours for backgrounds and figures and choose paints appropriate for different effects.	Children know: Paint can be applied in different ways to create texture. Children can: Use impasto (dragging paint) and blobbing techniques to create textured backgrounds and figures.	Not a focus this project
	Key Vocabulary: Perspective	e, giant's-eye view, ant's-eye	view, tint, shade, tone, impas	to, blobbing, background, for	eground, scale, streaking, figu	ure, composition, texture.	1
Clay	Children know: Lines can be carved or pressed into clay to add detail. Children can: Use tools to create clear lines on the tile surface.	Children know: Clay can be rolled and cut into 2D shapes. Children can: Cut and join flat clay shapes to build their tile.	Children know: Clay pieces can be joined securely using scratch and slip. Children can: Layer clay to create raised features such as an owl's eye.	Not a focus this project	Not a focus this project	Press, carve and smooth clay to create different textures.	Children know: Patterns can be made by repeating lines or shapes. Children can: Create simple repeating patterns inspired by the artist's work.
	Key Vocabulary: Ceramicist,	, kiln, tools, scratch and slip, p	 pattern, texture, pattern, uniq	ue			artist's work.

	Essential Learning							ı
KS1	Formal Elements of Art t	to be taught across collage	and printing					l
	Line	Shape	Form	Space	Colour	Texture	Pattern	ł

Collage	Children know: Torn paper edges create natural, uneven lines in collage. Children can: Tear paper carefully to control the line and shape of each piece. Key Vocabulary: Materials	Children know: Torn and cut pieces can represent features of a landscape.	Not a focus this project ge, Photo collage, Mixed medi	Children can: Layer paper to show foreground, midground and background. a collage, Digital collage, Paper	Children know: Colour choices can reflect nature or mood. Children can: Select and layer papers of different colours and tones to create contrast.	Children know: Different papers can create texture when layered. Children can: Combine materials with varied textures and patterns for visual interest.	Not a focus this project
Printing	Not a focus this project Key Vocabulary: Printing	Children know: Printed images can be created using simple shapes. Children can: Choose or create shapes to print repeated images. Block printing Cold colours.	Not a focus this project Warm colours, Transferring, F	Children know: Spacing affects how a repeated pattern looks. Children can: Position their prints carefully to keep patterns even and uncluttered.	Children know: The difference between warm and cold colours. Children can: Select and use warm or cold colours purposefully in their prints.	Children know: Different objects can create different printed textures. Children can: Print using hands or objects to create varied surface effects.	Children know: Printing can create a repeated pattern. Children can: Create a clear repeating pattern by printing shapes or objects in sequence.

Y3	Essential Learning	Essential Learning Formal Elements of Art to be taught across Drawing, Clay and Painting									
13	Line	Shape	Form	Space	Colour	Texture	Pattern				
	Children know:	Children know:	Children know:	Children know:	Not a focus this project	Children know:	Not a focus this project				
	Line can show	The grid method can	 Shading from dark to 	 Proportion affects 		Different marks and					
	texture, detail and	help break an image	light creates form.	realism in		tools can show					
	accurate edges.	into manageable	Children can:	observational		different textures.					
bo	Children can:	shapes for accurate	 Use soft pencil 	drawing.		Children can:					
awing	 Use controlled line 	drawing.	shading to create	Children can:		 Use pencils, rubbers 					
rav	pressure and	Children can:	rounded shapes such	 Use the grid method 		and cloth to create					
Ω	direction to draw	 Use the grid method 	as trunks, legs and	to check and adjust		textures such as					
	wrinkles, fur and	to map out shapes	muscles.	proportions as they		elephant skin or					
	folds.	before refining them		draw.		animal fur.					
		into an animal form.									
	Key Vocabulary: Sketch, co	ncept of texture, proportion, s	shading, soft pencils, grid met	hod, re-drafting, blending and	d mark-making.						

	Children know:	Children know:	Not a focus this project	Children know:	Children know:	Children know:	Not a focus this project
	 Line can show 	 Complex drawings 		 Scale and placement 	 Colours can express 	Wet-on-wet	
	movement and	can be built and		affect how a subject	emotions as well as	techniques create	
	energy in a painting.	improved using		appears within a	represent real	watery textures.	
		simple shapes.		composition.	objects.	Children can:	
8		Children can:		Children can:	Children can:	 Use ink blooms, 	
Painting		 Refine and re-draft 		 Place their creation 	Mix and blend tones	splashes and streaks	
Pai		to improve		purposefully on the	(e.g. four-tone	to create water	
		proportion and		page and use a	palettes)	effects inspired by	
		accuracy.		watery background	Choose colours to	Jen Callahan.	
				to create depth or	reflect mood in their		
				movement.	painting.		
	Key Vocabulary: Blending, t	int, tone, expressing emotion	, fine/thin brushstrokes, wet-	on-wet, blooming, acrylic pai	nt, expressive line, composition	on, re-draft, refine, swoosh/st	reak.
	Not a focus this project	Children can:	Children know:	Children know:	Not a focus this project	Children know:	Children can:
		 Create a rounded 	 Pinch pots are one of 	The inside and		 Natural materials can 	Use natural tools to
		pinch-pot bowl from	the earliest forms of	outside space of a		imprint texture into	create repeating or
		a ball of clay	pottery.	vessel must be		clay.	contrasting surface
			Children can:	shaped carefully.		Children can:	patterns.
Clay			Pinch, rotate and	Children can:		Press objects to	
			refine the clay evenly	Form the interior		create surface	
			to create a balanced	space of the bowl		texture and	
			3D form without	while keeping walls		impressions.	
	Vay Vasahulanu Improssion	touture nettern concent of	overworking it. form, score and slip, overwork	even and stable.	ach not		
	key vocabulary. Impression	i, texture, pattern, concept or	ioiiii, score and siip, overwor	rk, plasticity, flatural tools, pii	ιτη ροι		
	Essential Learning						
Y4		be taught across Drawing,			1	1	
	Line	Shape	Form	Space	Colour	Texture	Pattern
	Children know:	Children know:	Children know:	Children know:	Children know:	Children know:	Not a focus this project
	Line can express	Complex figures can	Smooth gradients	Measured	Coloured pencils can	Different pencil	
	movement or rigidity	be constructed using	help show form in	proportion helps a	be layered and	pressures and	
	in a drawing. Children can:	simple shapes before adding detail.	fabric and drapery. Children can:	figure look balanced. Children can:	blended to create smooth gradients.	strokes can create the appearance of	
	Use directional lines	adding detail.	Shade from dark to	Use simple	Children can:	soft, rigid or flowing	
bū	to show flowing or		light using coloured	measurements and	Select and blend	textures.	
vi.	structured fabric in		pencils to create the	origin points to keep	colours purposefully	Children can:	
Drawing	clothing.		appearance of folds	the overall figure in	to shade fabric folds	Use blending,	
	Ciotinig.		and movement in	proportion	and add depth to	directional strokes	
			clothing.	proportion	their goddess	and varied pressure	
			Siotimis.		drawing.	to show the texture	
					diawing.	and movement of	
						draped fabric.	
	Key Vocabulary: Measured	proportion, origin point, line	uquality, movement, rigid, cont	tour, drapery, fabric folds. sha	ading, gradient, coloured pen		1
	,,	, , , , , , , , , , , , , , , , , , , ,	1 -1,	, : : ; : , ,	3, 6 : : : , ::::::::::: per:	, , , , , , , , , , , , , , , , , , , ,	

	Children know:	Children know:	Children can:	Children know:	Children know:	Children know:	Not a focus this project
Painting	Brushstrokes can be used with direction and control to describe landforms. Children can: Use careful, deliberate brushstrokes to define edges and textures in their volcano and landscape.	Shapes in a landscape can be simplified and strengthened through tracing and refinement.	Use blended tones to create a sense of depth and rounded shape across the volcano and surrounding areas.	Foreground, midground and background help organise a landscape composition. Children can: Place the volcano and landscape features purposefully to create a stable sense of depth.	 Artists use colour palettes to create mood and atmosphere in landscapes. Children can: Accurately mix and match a palette of browns and greens using watercolours Blend acrylic colours smoothly for backgrounds inspired by O'Keeffe, even when colours are not complementary. 	Different paints create different textures and effects. Children can: Use watercolour for soft, natural textures and acrylic for smooth, blended backgrounds and detailed marks.	
	Key Vocabulary: Acrylic pai	nt, watercolour, complement	ary colours, colour wheel, colo	our palette, blending, tone, la	ndscape.		
Clay	Children know: Carved and pressed lines define facial features and textures. Children can: Use controlled tool marks to outline features and add direction to fur textures.	Children know: A flat clay slab can be used as a base for creating a relief sculpture. Children can: Map out main shapes onto the slab using observational drawings to guide accuracy.	Children know: Relief sculpture is created by adding clay to build both high and low areas of depth. Children can: Build high and low relief using coiling and added clay pieces, controlling thickness so pieces attach securely. Blend joins smoothly using scratch-and-slip and sculpt added clay so the forms appear unified.	Children know: The size and placement of features affect proportion and overall balance. Children can: Position features accurately on the tile, using measured observation to increase proportion accuracy	Not a focus this project	Children know: Sculptors choose textures intentionally to represent different surfaces. Children can: Smooth, carve or roughen clay purposefully, exaggerating or reducing tool marks to show contrasts	Not a focus this project

Essential Learning						
Formal Elements of Art to	be taught across Drawing,	Clay and Painting				
Line	Shape	Form	Space	Colour	Texture	Pattern
Children know:	Children know:	Children know:	Children know:	Not a focus this project	Not a focus this project	Children know:
One-point perspective uses lines that meet at a single vanishing point. Horizontal lines stay level and vertical lines stay upright in one-point perspective. Children can: Choose and use horizontal, vertical and receding lines appropriately to create the illusion of depth and accurate building structure.	 Buildings can be constructed from simple geometric shapes before adding detail. Shapes appear smaller as they recede into the distance. 	 Shading from dark to light increases the sense of depth and solidity in objects. Softer pencils create darker tones Harder pencils create lighter tones. Children can: Use a range of pencils (soft → HB) to shade features to enhance the perspective effect. 	One-point perspective organises space to show depth, distance and scale. Children can: position features so they appear closer or further away, using a vanishing point to structure the whole composition.			 Repeated elements create order and rhythm. Children can: Use repeated patterns to strengthen the sense of structure in their cityscape.
Key Vocabulary: One-point	perspective, vanishing point,	horizon line, horizontal line, v	ertical line, receding line, dim	ninishing size, geometric shap	e, architectural detail, foregro	ound, background,
composition, tone, gradient	, soft pencil, HB pencil,					
Children know:	Children know:	Children know:	Children know:	Children know:	Not a focus this project	Children can:
 Line can be used to emphasise and define shapes in stylised artwork. Children can: Use controlled outlines and fine brushstrokes to strengthen details within their composition. 	Artists often simplify shapes for clarity or style.	 Adding light and shade helps create the appearance of form. 	Where objects are placed affects how the viewer reads the painting. Children can: Plan a balanced composition using foreground and background to create depth and focus.	 that tones (lighter and darker versions of a colour) can show light, mood or emphasis. Children can: Mix multiple tones of one colour family Apply tones accurately to create light, mid and dark areas. 		Add small repeated details where appropriate to enhance their final piece.
	Formal Elements of Art to Line Children know: One-point perspective uses lines that meet at a single vanishing point. Horizontal lines stay level and vertical lines stay upright in one-point perspective. Children can: Choose and use horizontal, vertical and receding lines appropriately to create the illusion of depth and accurate building structure. Key Vocabulary: One-point composition, tone, gradient Children know: Line can be used to emphasise and define shapes in stylised artwork. Children can: Use controlled outlines and fine brushstrokes to strengthen details within their	Line Shape Children know: One-point perspective uses lines that meet at a single vanishing point. Horizontal lines stay level and vertical lines stay upright in one-point perspective. Children can: Children can: Children can: Children can: Children know: Children know: Children know: Children can: Choose and use horizontal, vertical and receding lines appropriately to create the illusion of depth and accurate building structure. Children know: Line can be used to emphasise and define shapes in stylised artwork. Children can: Use controlled outlines and fine brushstrokes to strengthen details within their	Line Shape Form	Line Shape Form Space	Formal Elements of Art to be taught across Drawing, Clay and Painting Line	Line Shape Space Children know: • One-point perspective uses lines stay upright in one-point one-point of depth and accurate horizontal, vertical and arceate the illusion of depth and accurate appropriately to create the illusion of depth and accurate building structure. Key Vocabulary: One-point perspective, vanishing point, horizon line, horizontal line, stapes of clarity or style. Key Line can be used to emphasise and define shapes in our line, shapes for clarity or style. Children know: Ohildren know: Shading from dark to be constructed from simple geometric shapes before adding solidity in objects. Softer pencils create darker tones light not create darker tones. Children can: • Oster pencils create light in one-point one-proved one-point one-proved one-point one-point one-proved one-point one-point one-point one-proved one-point one-point one-proved one-point one-proved one-point one-proved one-point one-proved one-proved one-point one-proved one-proved one-proved one-point one-proved

Clay	Carved and incised lines can define details such as fur, wrinkles or facial features.	3D sculptures begin with simple shapes that are built up into more complex forms.	Observations help guide proportion in their sculpture. Children can: Create and join larger 3D parts securely using hands,	Stable sculptures need balanced proportions and structural support.	Not a focus this project	Children can: Choose and apply textures purposefully using tools and found objects to represent fur, skin or natural markings.	Not a focus this project
Y6	Essential Learning Formal Elements of Art to	be taught across Drawing,			Colour	Tackers	I Post vivi
	Line Children know:	Shape Children know:	Form Children know:	Space Children know:	Not a focus this project	Texture Children can:	Pattern Not a focus this project
Drawing	Scientific illustrators use precise, controlled lines to record detail accurately. Guidelines support proportion and placement when constructing a scientific drawing. Children can: Use controlled line work to construct insect forms, choosing accurate or intentionally exaggerated proportions linked to adaptations.	Insects can be built from simple 2D and 3D shapes before refining. Children can: Combine and adapt these shapes to design an insect, informed by observation of real insect structures.	 Tonal variation creates the illusion of 3D form in scientific drawings. Softer pencils create darker tones and harder pencils create lighter tones. Children can: Shade insect forms using graded pencils and contour shading to show curved, layered and segmented structures. 	 Spacing, scale and placement affect clarity in scientific illustration. Children can: Organise their drawing so each section is clearly defined, readable and proportionate. 		Create texture using techniques such as contour shading and fine flicks to represent hairs or bristles.	

segmentation,

Children know: Line can be used to emphasise contour and expression in portraiture. Children can: Use controlled lines to strengthen key features and maintain accuracy when painting over photographic images.	Not a focus this project	Children know: Tonal value (light → dark) is essential for realism in portraiture. Children can: Mix and apply a range of greys to match shadow, midtone and highlight areas in a black-and-white portrait.	Children know: Portraits communicate identity, heritage and personal story through composition and background choices. Placement of the figure within the frame contributes to meaning. Children can: Arrange the portrait and patterned	Children know: Limited palettes (e.g. greyscale) can create strong mood and contrast. Using contrasting palettes (neutral tones vs vibrant patterns) can emphasise the subject. Children can: Select and mix tonal colour families and use vibrant collage	Children know: Collage and paint can create contrasting textures within an artwork. Children can: Combine controlled paint application with layered patterned paper to create visual and textural contrast.	Children know: Cultural patterns can communicate heritage and identity. Children can: Select, cut and arrange Caribbeaninspired patterns to create a meaningful and expressive background.
		r, greyscale, contrast, composi				
Children know: Carved and incised lines can suggest direction, flow and growth patterns found in coral. Children can: Use line intentionally to emphasise natural structure.	Construct coral shapes by adapting small components, informed by observation of real coral forms.	Children know: Sculptural form can communicate environmental change Different claybuilding techniques create different structural effects. Children can: Select and apply effective techniques to 3D coral forms, joining them securely to a slab base and considering height, curve and structure.	Children know: Composition choices influence meaning, message and visual impact. Artists use spatial arrangement to highlight environmental issues. Children can: Arrange purposefully balancing scale, depth and contrast.	Children know: Bleached coral loses colour Contrast between pale and textured areas can communicate environmental damage.	Children can: Experiment with a range of tools and found items Evaluate which textures are most effective Apply textures purposefully	Children can: Use repeated or varied patterns to communicate the difference between living, thriving coral and damaged or bleached sections.

	Essential Learning						
KS2	Formal Elements of Art to be taught across collage and printing						
	Line	Shape	Form	Space	Colour	Texture	Pattern
Collage	Children know:	Children know:	Children know:	Children know:	Children know:	Children know:	Children know:
	 Drawn lines can be 	 Collage compositions 	 Layering and 	 Scale, placement and 	 Contrasting or 	 Combining materials 	 Repeated motifs,
	used decoratively	are built from	overlapping can	overlapping affect	complementary	with different	decorative details
	to enhance or unify	selected shapes cut	make certain	balance, depth and	colours can express	textures adds	and doodles can
	collage elements.	or torn from various	elements stand out	meaning.	mood or highlight	interest and richness	create a maximalist
	Children can:	media.	and create visual	Children can:	key elements.	to collage.	style.
	 Add lines, doodles 	Children can:	depth.	 Discuss and try 	Children can:	Children can:	Children can:
	and	 Choose and arrange 	Children can:	different	Select colour	 Select smooth, 	Use pattern
	embellishments to	shapes that support	 Layer elements to 	compositions as they	combinations that	rough, patterned or	purposefully to
	strengthen theme	a clear theme or	emphasise	work, reflecting on	reinforce their	tactile materials	support their theme
	and visual interest.	idea.	importance or create	how arrangement	theme or message.	purposefully to	and achieve visual
			a focal point.	choices change the		enhance their	richness.
				impact of their		composition.	
				collage.			
	Key Vocabulary: Contrasting colours, scale, composition, overlap, focal point, lettering, doodling, motif, pattern, texture, theme, maximalist art, reflection.						
Printing	Children know:	Children know:	Not a focus this project	Children can:	Children know:	Not a focus this project	Children can:
	 Lines created 	 Carved or pressed 		 Use tools to create 	 Carved or pressed 		 Use tools to create
	through carving or	shapes become part		controlled,	shapes become part		controlled,
	pressing appear	of the printed		intentional lines on	of the printed		intentional lines on
	differently when	design.		their printing	design.		their printing
	printed.	Children can:		surface.	Children can:		surface.
	Children can:	 create simple shapes 			 Create simple shapes 		
	 Use tools to create 	that print clearly and			that print clearly and		
	controlled,	contribute to a			contribute to a		
	intentional lines on	balanced			balanced		
	their printing	composition.			composition.		
	surface.						
	Key Vocabulary: Printmaking, intaglio, negative space, positive space, line, texture, carving, plate, pressure, transfer, impression, exploring.						