

Art & Design



Art & Design Subject Definitions

KS1 definition:

Art and design helps us to explore ideas and express ourselves using different materials and techniques. We learn to notice, talk about and respond to what we see.

KS2 definition:

Art and design helps us to refine our technical skills while learning how artists and designers communicate ideas. We develop critical thinking and understand how art reflects and shapes culture.

Long Term Plan

	Autumn	Spring	Summer
Year 1	Drawing Portrait focus: We are all different Digital Media Starry Night Artist: Vincent Van Gogh (Post impressionism) Painting Remembrance Artist: Scarlett Raven (Impressionism)	Collage Paper art Artist: Denise Fielder (Collage) Printing Handmade papers Artist/ designer: Clare Youngs	Sculpture Into the woods Artist: Andy Goldsworthy (Environmental/ land art/ Contemporary)
Year 2	Drawing Landscapes & Cityscapes Artist: Stephen Wiltshire (Contemporary) The Poppy field Artist: Claude Monet (Impressionism) Digital Media Artist: Bridget Riley (Optical illusion)	Painting Concentric circles Artist: Wassily Kandinsky (Expressionism/ Abstract) Portrait focus: Senecio Artist: Paul Klee (Expressionism/ Cubism) Sculpture Clay dragon eyes	Collage Pattern, colour & texture Artist: Alma Thomas (Abstract Expressionism) Textiles Dip dye, weaving & plaiting Artists: Gunta Stolz (Textiles) Leonora Carrington (Surrealism)
Year 3	Drawing Seashells Printing The great wave Artists: Katsushika Hokusai (Japanese art/ Impressionism) Digital Media Pointillism & Pixel art Artists: Georges Seurat (Pointillism)	Painting Stone Age Links to: Cueva de las Manos caves, Argentina (Naturalistic) Sculpture Mondrian inspired nets. Artist: Piet Mondrian (Abstract)	Collage Mosaic and Montage Architect: Antoni Gaudi (Modernism) Artist: Steven Brown (Abstract) Portrait focus: Ancient Egyptians
Year 4	Digital Media Portrait focus: Japanese Manga & Anime Artist: Osamu Tezuka (Cartoon/ Comic book/ Animation/ Graphics) Textiles	Drawing Hatching & crosshatching, feeling, expression & movement Sculpture Clay amulet/ jewelry incorporating wire	Painting Watercolour washes & wax resist Creating textured paper & overlapping. Artist: Joseph Turner (Modernism/ Impressionism) Collage

	Link to DT	Artists: Henry Moore & Barbara Hepworth (Modernism)	Tessellation Artist: M.C. Escher (Surrealism)
Year 5	Digital Media The Victorians - Pre-Raphaelites research & Renaissance art study Artists: Raphael Sanzo, William Holman Hunt, Dante Gabriel Rossetti, John Everett Millais (Pre- Raphaelite/ Renaissance) Artist/ designer: William Morris (Arts & Crafts) Collage Decoupage	Printing Mono printing & layering British artist: Rebecca Vincent (Printmaker) Sculpture Wind sculptures using wire Artist: Yinka Shonibare (Cultural identity & Globalisation)	Painting Light logic, proportion, tone & form. Still life Artist: Paul Cezanne (Post Impressionism/ Cubism) Drawing Perspective drawing Architect/ designer: Daniel Libeskind Portrait focus: Self portrait Artist: Jean-Michel Basquiat (Contemporary/ Neo expressionism/ Primitivism) Links to Graffiti, Fresco & Mural. Artist: Banksy (Street art)
Year 6	Painting Colour palettes Remembrance - Watercolour poppies Artist: Georgia O'Keeffe (Modernism) Portrait focus: Chiaroscuro Artists: Johannes Vermeer (Realistic/ Tronie) Leonardo da Vinci & Michelangelo Merisi da Caravaggio. (Italian Renaissance) Textiles Link to DT	Sculpture Stoke-on-Trent Clay pots Ceramicist: Clarice Cliff (Art Deco) Emma Bridgewater Thomas Minton Drawing Wildlife drawing Welsh Artist: Jonathan Pointer (Traditional/ Realism)	Collage Zentangle & fine line drawing Local artist: Sarah Capper (Doodleicious) Digital Media Photomontage Artist: David Hockney (Pop Art)

Progression - Skills

Early Years Foundation Stage (EYFS) Programme of study for Art and Design

Adult led and continuous provision (learning through exploration and play) – Indoor and Outdoor provision.

In the EYFS an enabling environment will provide children with the opportunity to:

- Investigate different kinds of art, craft and design.
- Explore and experiment using a range of media and tools.
- Develop own ideas and decide which materials to use to express themselves.
- Work on a variety of surfaces e.g. paving, floor, table top, clip boards, whiteboards and easels.
- Work on their own, and collaboratively with others
- Share ideas, resources and skills.
- Work on projects in 2 and 3 dimensions and on different scales.
- *Use ICT
- Develop mastery in a range of skills, techniques and safe rules.

Children will begin to:

- Learn about the works of artists from across different times and cultures.
- Notice where features of artists' work overlap with their own work e.g. detail, colour, movement and line.
- Talk about and evaluate own work and achievements.
- Where possible, work with other artists and crafts people to widen the range of ideas which they can draw on.
- Where possible, visit galleries and museums to generate inspiration and conversation about art and artists.

Deeper thinking, reflection & evaluation:

- Can children develop their own ideas through selecting and using materials and working on processes that interest them?
- Through their explanations, can they find out and make decisions about how media and materials can be combined and changed?
- Can children talk about the ideas and processes which have led them to make their designs or images
- Can they talk about the features of their own and the work of others by recognizing, including the differences between them, including strengths?

Area	Nursery (Caterpillars)	Nursery (Butterflies)	Reception class
Drawing (pencil, pen, charcoal, chalk, wax crayon, pastel, ICT software)	Investigate mark making by drawing on different surfaces and using a range of media e.g. using fingers in cornflour, a stick in mud or by placing hands and feet in paint. Express ideas and feelings through making marks, and sometimes giving meaning to the marks made.	Use a range of drawing tools to create different marks e.g. investigating different lines or creating closed shapes with continuous lines. Begin to control the types of marks made e.g. selecting and drawing interesting objects and people, and adding some detail.	Use an extended range of drawing tools to create different marks and shapes on a variety of different papers. Begin to name, match and draw lines/ marks from observation, imagination and illustrations e.g. copying and tracing. Explore, use and refine a variety of artistic effects to express ideas and feelings e.g. use drawings to tell a story.
Painting	Begin to learn the colour names and the names of different tools	Refine colour and colour mixing by selecting, sorting, and	Develop colour mixing techniques e.g. experiment with mixing

(poster, powder, watercolour blocks, ink)	that bring colour e.g. rollers and brushes.	describing the differences between colours. Know the names of the primary colours (red, blue and yellow). Experiment with a range of media e.g. powder paint, poster paint and watercolour blocks, and work with paint on different surfaces. Select tools that are suitable for painting e.g. what thickness of brush to choose.	primary colours and using black and white to change the colour of paint. Explore by blowing paint, hand printing, splatter painting and creating texture for effect. Use paint to create a picture or paint different objects e.g. flowers and natural materials. Use a range of vocabulary to talk about a painting.
Collage (Paper, tissue paper, newspaper, pasta, beans, fabric)	Explore different materials and textures including sensory experiences e.g. handling, feeling and enjoying.	Experiment with different textures e.g. cutting, tearing, and beginning to snip paper. Create simple collage using fabric, paper, pasta and beans. Begin to use vocabulary to describe different textures e.g. soft, thin, crinkly, and flat.	Explore different textures and combine different materials to create new effects. Begin to create collage using a range of different materials, collecting own resources and preparing them with increasing independence. Develop scissor control/ skills.
Sculpture 3D shape & form (Clay, playdough, plasticine, salt dough, wire, paper, card, junk)	Explore different materials, using all the senses to investigate them. Manipulate and play with different materials e.g. pulling apart and reconstructing.	Explore different materials freely, in order to develop ideas about how to use them and what to make e.g. make simple models or create complex small worlds using blocks and construction. Begin to use modelling and sculpting as a medium using a range of resources e.g. playdough, sensory experiences and junk modelling. Manipulate materials in a variety of ways e.g. rolling, kneading and cutting. Begin to experiment with joining a range of materials.	Manipulate malleable materials for a purpose using a range of different resources e.g. build with recyclable materials or build/ sculpt with natural materials. Begin to use simple 2D shapes and create 3D form. Select tools and techniques needed to shape, assemble and join materials e.g. split pins, glue, tape or string, scrap materials, paperclips and fasteners. Explore sculpture with a range of malleable media (e.g. clay, playdough and salt dough) and apply simple decorations. Use simple tools and techniques competently and appropriately.
Print & Textiles (Links with DT) (paper, textiles, clay, sand, stamps, natural & manmade)	Begin to notice that tools can make different marks e.g. rollers, brushes, in paint, sand and dough. Explore different textures and begin to have some awareness of simple patterns.	Begin to create simple prints using a variety of objects e.g. hands, feet & fingers, tyres and vehicles. Have some knowledge of what pattern is, e.g. recognise patterned materials (gingham, polka dots and stripes) and begin to arrange small objects in patterns.	Create different printing techniques using a wider range of objects e.g. natural and manmade objects, hard and soft objects - corks, sponges, vegetables, leaves and flowers. Begin to explore how to create texture on a range of materials e.g. printing, application and scratching, using newspaper, coloured paper, clay or dough.

objects)		Begin to make rubbings using a range of textures and patterns. Use ready-made stamps.	Explore what happens when colours are mixed during printing. Have an awareness of symmetry and begin to create simple symmetrical prints. Continue a repeating pattern, and begin to design irregular and repetitive patterns. Thread card, cotton reels and large beads. Begin to explore simple over and under techniques using paper strips or materials – weaving. Decorate a piece of fabric.
Digital Media (Computer /iPad) *Non-compulsory		*Make marks on an iPad drawing programme. *Use an iPad camera to capture a still with support.	*Explore a digital graphics program. *Use an iPad camera to capture a still.
Key Vocabulary to demonstrate knowledge and understanding	Colour, colour names, line, mark, shape/ shape names, pull/ push, positional language, same/ different, mix/change.	Colour, colour names, line, mark, shape/ shape names, pull/ push, positional language, same/ different, mix/change, pencil/ other tools, straight, mixing, paint, brushes, texture, snip, stick, dip, fabric, collage, layer, painter, iPad, decorate, clay, pattern.	Colour, colour names, line, mark, shape/ shape names, pull/ push, positional language, same/ different, mix/change, pencil/ other tools, straight, curved, mixing, paint, brushes, texture, snip, stick, dip, fabric, collage, layer, iPad, decorate, clay, pattern, rubber, portrait, self-portrait, cut, stick, tape, palette, artist, painter, sculptor, realistic/ unrealistic, decoration, features, natural, man-made, model, attach.
Statements taken from: - Early Learning Goals in the EYFS statutory framework. - EYFS Development Matters 2020.			
Physical Development	- Reach out for objects as co-ordination develops. - Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. - Build independently with a range of appropriate resources. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Develop manipulation and control.	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand.	- Develop small motor skills to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

	Explore different materials and tools	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Develop overall body-strength, balance, coordination and agility. Early Learning Goal (ELG): Fine Motor skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.			
Expressive Art & Design (EAD)	- Express ideas and feelings through making marks, and sometimes give a meaning to the marks made. - Start to make marks intentionally. - Explore different materials, using all senses to investigate them. - Explore paint, using fingers and other parts of the body as well as brushes and other tools. - Manipulate and play with different materials. - Use imagination to consider what they can do with different materials. - Make simple models which express ideas. - Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing.	- Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on previous learning, refining ideas and developing ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Early Learning Goal (ELG) Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share creations, explaining the process that has been used.			
Area	KS1		KS2			
To develop ideas Cross curricular links with Geography and History	Produce creative work, exploring ideas and recording experiences. - Understand how ideas are developed through processes. - Build up resilience to getting things wrong and trying again. - Practice and share learning and skills with others, receive and offer feedback to improve. Key vocabulary to demonstrate knowledge and understanding: design, focus, idea, improve, observe, starting point, work of art.		Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design - Continue to build up resilience, making mistakes and suggesting improvements to improve work. - Practise and share learning and skills with others, giving and receiving feedback to improve. - Offer feedback using technical vocabulary. - Think critically about art and design work. - Use digital technology as sources for developing ideas. Key vocabulary to demonstrate knowledge and understanding: design, focus, idea, improve, observe, starting point, work of art. detail, develop, form, question, record, refine, shape, sketchbook, structure.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Begin to respond creatively to a range of ideas and starting	Respond creatively to a range of ideas and starting points.	Develop ideas from starting points in the curriculum.	Develop ideas from starting points in the curriculum.	Develop and begin to imaginatively extend ideas	Develop and imaginatively extend ideas from starting

	points. Begin to explore ideas and collect visual information. Begin to explore different methods and materials.	Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Collect information, sketches and resources. Adapt and refine ideas as they progress. Begin to explore ideas in a variety of ways. Communicate ideas about artworks using visual language.	Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artwork using visual language.	from starting points in the curriculum. Begin to use knowledge about the qualities of different materials and tools to enhance and develop ideas. Communicate ideas about artworks with an increasing grasp of visual language. Improve work based on peer reflection.	points in the curriculum. Use knowledge about the qualities of different materials and tools to enhance and develop ideas. Spot the potential in unexpected results as work progresses. Comment on artwork with a fluent grasp of visual language. Improve work based on peer reflection.
Sketchbook	Record and keep ideas in sketchbook. Collect information and develop ideas (Drawing, painting, photographs, notes).		Collect information, sketches and resources, and develop ideas for presenting creatively. Begin to annotate sketches with key vocabulary.		Collect information, sketches and resources, and develop ideas for presenting creatively. Annotate sketches to explain and elaborate on ideas. Review and revisit ideas.	
Drawing	KS1		KS2			
	Become proficient in drawing techniques. To use drawing to develop and share ideas and experiences. - Explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. - Use a range of different materials to draw with, such as pencils, felt tips, charcoal, crayons, chalk and pastels. Key vocabulary to demonstrate knowledge and understanding: portrait , self-portrait , line/ line drawing , detail , landscape , cityscape , building , bold , size , space .		Become proficient in drawing techniques. Improve mastery of art and design techniques, including drawing, with a range of materials. - Develop knowledge of drawing by continuing to use a variety of drawing tools from KS1. - Introduce new ways of making effect through tone, texture, light and shadow. - Use a variety of drawing tools to practise new techniques, e.g. creating perspective. - Become more confident in techniques already learned. - Use the vocabulary learned in KS1 accurately, e.g. shading, thick and thin. - Show an awareness of space when drawing. - Rely on sketchbooks to improve drawing skills. Key vocabulary to demonstrate knowledge and understanding: portrait , self-portrait , line/ line drawing , detail , landscape , cityscape , building , bold , size , space , light , dark , tone , shadow , perspective , pattern , texture , form , shape , outline , smudge , blend , mark , hard , soft , heavy , mural , fresco , graffiti .			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Draw lines of different sizes and thicknesses e.g. thick, thin, wavy and straight. Colour my own work neatly by following the lines.	Show patterns and texture by adding dots and lines through a range of media e.g. charcoal and pastels. Show different tones by using colour pencils.	Sketch lightly. Use shading to create light and shadow by varying pressure.	Use hatching and crosshatching to show tone and texture. Use different hardness of pencils to show line, tone and texture.	Use a variety of techniques to add interesting effects to depict movement, perspective, shadows and reflection.	Choose a style of drawing suitable for work e.g. realistic or impressionistic.
Painting	KS1		KS2			
	Become proficient in painting techniques. Use painting to develop and share ideas, experiences and imagination. - Explore using a variety of different brushes to see what happens. - Learn the primary colours. - Experiment with mixing paints to understand tone and secondary colours. - Experiment with different brushes (including brushstrokes) and other painting tools. Key vocabulary to demonstrate knowledge and understanding: primary/ secondary colours, shades, line, tone, tint, warm/ cold colours, watercolour wash, sweep, dab, bold brushstroke.		Become proficient in painting techniques. Improve mastery of art and design techniques, including painting with a range of materials. - Continue exploring using a variety of different brushes to see what happens. - Use inspiration from natural and non-natural works to create a colour palette. - Begin to experiment with colour for effect and mood. - Use varied brush techniques to create shapes, textures, patterns and lines. - Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. - Create different textures and effects with paint. Key vocabulary to demonstrate knowledge and understanding: primary/ secondary/ tertiary colours, shades, line, tone, tint, warm/ cold colours, watercolour wash, sweep, dab, bold brushstroke, colour palette, foreground, middle ground, background, abstract, emotion, neutral, blend, mix, fresco, shape, absorb, impressionism, impressionists.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mix primary colours to make secondary colours. Create a colour wheel.	Add white to colour to make tints, grey to make tones, and black to make shades. Use thick and thin brushes.	Mix colours effectively. Use a number of brush techniques using thick and thin brushes to produce shape, lines, texture and patterns.	Use watercolour paint to produce washes for backgrounds and then add detail. Experiment with creating mood with colour.	Sketch lightly before painting to combine line and colour. Use brush techniques and the qualities of paint to create texture.	Create a colour palette based on colour observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of acrylic and watercolour to create visually pleasing pieces.

Collage	KS1		KS2			
	Become proficient in other art, craft and design techniques – collage. Develop a wide range of art and design techniques in using texture, line, shape, form and space. - Explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. - Experiment with sorting and arranging materials and refining their work. Key vocabulary to demonstrate knowledge and understanding: collage, squares, texture, gaps, cut, place, arrange.		Improve mastery of art and design techniques with a range of materials – collage. - Continue to explore creating collage with a variety of media, e.g. paper and magazines. - Select colours and materials to create effect, giving reasons for their choices. - Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. - Refine work as work progresses to ensure precision. - Add collage to a painted or printed background. - Create and arrange accurate patterns. - Use a range of mixed media. - Plan and design a collage. Key vocabulary to demonstrate knowledge and understanding: collage, squares, texture, gaps, cut, place, arrange, shape, form, pattern, mosaic, montage, tessellate, overlap, fix.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Create texture using a combination of cut, torn and glued materials.	Sort and arrange different materials for collage based on colour and texture.	Select and arrange materials for a striking effect. Use mosaic and montage.	Use coiling, overlapping and tessellation.	Mix textures (rough, smooth, plain and patterned).	Use ceramic, mosaic materials and techniques.
Sculpture	KS1		KS2			
	Become proficient in sculpting techniques. Use sculpture to develop and share ideas, experiences and imagination. - Use a variety of materials for sculpting and experiment with joining and constructing. - Use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. - Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.		Become proficient in sculpting techniques. Improve mastery of art and design techniques, including sculpting with a range of materials. - Use a variety of materials for sculpting. - Experiment with joining and construction, asking and answering questions such as, 'how can it go higher?' - Understand more about decorating sculptures and adding expression through texture. - Use a variety of tools to support the learning of techniques and to add detail. - Cut, make and combine shapes to create recognisable forms. - Use clay and other malleable materials and practice joining techniques. - Add materials to the sculpture to create detail. - Be more reliant on own ideas and knowledge of sculpture during the planning and designing process.			

	Key vocabulary to demonstrate knowledge and understanding: sculpture, model, work, work of art, 2D & 3D, land art, carving, shape, material, abstract.		- Plan and design a sculpture. - Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. - Use materials other than clay to create a 3D sculpture. Key vocabulary to demonstrate knowledge and understanding: sculpture, model, work, work of art, 2D & 3D, land art, carving, shape, material, abstract, architect, structure, statue, sculptor, form, shadow, light, texture, mark, soft, join.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use a combination of shapes including lines and textures, using a variety of materials.	Use card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	Use clay and other mouldable materials providing interesting detail. Manipulate materials to convey feeling, expression or movement.	Use frameworks such as wire and moulds (to provide stability and form). Show life like qualities and real-life proportions or, if more abstract, provoke different interpretations.	Use tools to carve and add shapes, textures and patterns. Combine visual and tactile qualities.
Print / Textiles	KS1		KS2			
Cross curricular links with DT	Become proficient in other art, craft and design techniques – Print. To develop a wide range of art and design techniques in using colour and texture. - Experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. - Copy an original print. - Use a variety of materials, e.g. sponges, fruit, blocks. - Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Key vocabulary to demonstrate knowledge and understanding: colour, shape, printing, printmaking, objects. Become proficient in other art, craft and design techniques – Textiles To develop a wide range of art and design techniques in using colour, pattern and texture.		Improve mastery of art and design techniques with a range of materials - Print - Use a variety of printing blocks, e.g. coiled string glued to a block. - Explore what effect making own blocks has on shape and texture. - Use more than one colour to layer in a print. - Replicate patterns from observations with precision. - Reflect on the choice of colour for prints and develop their accuracy with patterns. - Develop techniques in mono, block and relief printing. - Create and arrange accurate patterns. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, objects, line, pattern, texture, inking rollers, arrange, tile, polystyrene, block, mono printing. Improve mastery of art and design techniques with a range of materials – Textiles. - Further develop weaving, overlapping and layering techniques. - Introduction to the skill of stitching in Lower KS2. - Develop skills in stitching, cutting and joining.			

	- Look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. - Explore decorating and embellishing a range of textiles to add detail, colour and effect. - Show pattern by weaving. - Use a dyeing technique to alter a textile's colour and pattern. - Decorate textiles with glue or stitching, to add colour and detail. Key vocabulary to demonstrate knowledge and understanding: textiles, fabric, weave/ weaving, woven, loom, alternate, over, under, decoration, decorative, dye, apply, set.		- Experiment with a range of fabrics including non-traditional fabrics. - Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. - Add decoration to create effect. - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Key vocabulary to demonstrate knowledge and understanding: textiles, fabric, weave/ weaving, woven, loom, alternate, over, under, decoration, decorative, dye, wax resist, ink, apply, set, pattern, line, texture, colour, shape, stuffing, turn, thread, needle.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use repeating or overlapping shapes. Use objects to create print e.g. fruits, veg, and sponges. Press, roll, rub and stamp to make prints. Mimic print from the environment (e.g. wallpaper).	Use weaving to create a pattern. Join materials using glue and/ or a stitch. Use plaiting. Use dip dye techniques.	Use layers of 2 or more colours. Make printing blocks (e.g. from coiled string glued to a block). Replicate patterns observed in natural or built environments. Make precise repeating printing patterns.	Shape and stitch materials. Use basic cross stitch and back stitch. Use techniques such as quilting, padding or gathering.	Build up layers of colour. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Show precision in techniques.
Digital Media	KS1		KS2			
Cross curricular links with IT	Use digital media to develop ideas and experiences in Art and Design - Explore ideas using digital sources e.g. internet and ipads - Use a simple programme to create images and effects with lines, shapes, colour and texture. Key vocabulary to demonstrate knowledge and understanding: line, shape, space, colour, texture, media.		Become proficient in using digital media for Art and Design. - Take photographs using digital sources e.g. cameras and Ipads. - Use appropriate software to edit work for a purpose. - Use digital media to identify and research artists, craftspeople, architects and designers. - Use digital media and combine with other media to produce art work. Key Vocabulary to demonstrate knowledge and understanding: line, shape, space, colour, texture, media, source, program, image, edit.			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use a wide range of tools to create different lines, colours and shapes.	Use a wide range of tools to create different lines, colours, shapes, textures and tones.	Create images, video and sound recordings and explain why they were created.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation and still images).	Enhance digital media by editing (including sound, video, animation, still images).
Inspiration	KS1		KS2			
	Understand 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. - Learn from the works of famous artists, studying their techniques and processes. - Describe the work of famous, notable artists and designers. - Express an opinion on the work of famous, notable artists. - Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding: Andy Goldsworthy, Scarlett Raven, Vincent Van Gogh, Denise Fielder, Claire Youngs, Wassily Kandinsky, Bridget Riley, Claude Monet, Alma Thomas, Paul Klee, Gunta Stolzl, Leonora Carrington, Stephen Wiltshire.		Learn about great artists, architects and designers in history. - Continue to study the works of famous artists. - Be exposed to a range of different artists through history, studying their techniques and processes. - Understand the influences, movements and styles that have shaped artistic production. - Use inspiration from famous artists to replicate a piece of work. - Reflect upon work inspired by a famous notable artist and the development of their art skills. - Express an opinion on the work of famous, notable artists and refer to techniques and effect. - Comment on the work of famous artists and name their pieces of work. Key vocabulary to demonstrate knowledge and understanding: Katsushika Hokusai, Cueva de las Manos, Piet Mondrian, Georges Seurat, Antoni Gaudi, Steven Brown, Joseph Turner, M.C. Escher, Henry Moore, Barbara Hepworth, Osamu Tezuka, Paul Cezanne, Raphael Sanzo, William Holman Hunt, Dante Gabriel Rossetti, John Everett Millais, William Morris, Rebecca Vincent, Daniel Libeskind, Jean-Michel Basquiat, Leonardo da Vinci, Michelangelo Merisi da Caravaggio, Johannes Vermeer, Yinka Shonibare, Georgia O'Keeffe, Sarah Capper, Clarice Cliff, Emma Bridgewater, Thomas Minton, Banksy, David Hockney, Jonathan Pointer.			
	Year 1 & 2		Year 3	Year 4	Year 5	Year 6
	Describe the work of notable artists, artisans and designers and use some of their ideas to create my own works.		Replicate some of the techniques used by notable artists, artisans and designers.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces of my own that are influenced by studies of others.	Give details (including own sketches) about the style of some notable artist, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Develop a personal style of	Give details (including own sketches) about the style of some notable artist, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Develop a personal style of

				painting and drawing based on ideas from other artists.	painting and drawing based on ideas from other artists.
Reflection & Evaluation Assessment	Tell me about what you are making/ have made? What have you discovered? What might you do next? What materials might you use? What would you like to explore more of?	Tell me about what you are making/ have made, and what inspired you? What have you discovered? What might you do next? Tell me about the materials and techniques you are using? What would you like to explore more of? How do you feel about the end result? What kinds of problems did you encounter and how did you get around them? Tell me about the things you really liked or enjoyed?			

Foundation Stage Progression - Knowledge

Pre school and Nursery

Reception

Au1:

Sp1:

Su1:

Butterflies

Key Stage One Progression - Knowledge

Year 1

Autumn 1: Children will learn that portrait drawings show the features of the face and help us understand that people look different. They will use colour pencils to colour their drawings neatly.

Children will learn the primary colours: red, yellow and blue, and understand that mixing colours allows new colours to be made from the primary colours. They will learn about the Impressionist artist Scarlett Raven, who uses colour and texture in her work. They will paint fields of poppies.

Post-Impressionist artist, Vincent Van Gogh used bold brushstrokes and swirly lines in his painting Starry night. Children will use a range of different brushes and paint to explore these techniques and processes, to create a sense of movement. They will learn how Digital artwork can be created using tools that allow lines, shapes and colours to be added onto the screen.

Spring 1: Children will learn about the artist Denise Fielder and paste paper collage. They will create pet portraiture using collage and a variety of printed and vintage papers. Children will experiment with shape and pattern using different materials, objects and techniques. They will create overlapping and repeated patterns. They will learn about the contemporary artist/ designer Clare Youngs, and use print to create mixed media artwork.

Summer 1: Children will learn about the British contemporary artist Andy Goldsworthy and explore environmental land art by going into the woods! They will rearrange natural forms (stones, rocks, branches, twigs, leaves) to create temporary collaborative works of art. They will tear paper, use drawing ink and create textured artwork. They will make their own stick man.

Year 2

Autumn 1: Children will learn that landscapes show natural features such as fields, trees and skies, while cityscapes show buildings, streets and skylines. They will learn about the Contemporary artist Stephen Wiltshire who creates highly detailed drawings of cities by observing shape, scale and perspective. They will learn that the Impressionist artist, Claude Monet painted landscapes using short brushstrokes and soft colours to show light and movement. They will show patterns and texture using oil pastels.

Children will look at Optical illusion and the paintings of artist Bridget Riley known for her 'op art.' They will use digital media to discover optical art characterised by abstract patterns, geometric shapes and bold colours.

Spring 1: Children will learn about Expressionism and abstract art. They will experiment mixing tints, tones and shades and use this knowledge to paint Concentric circles like the artist Wassily Kandinsky. Children will explore Cubism through Paul Klee's Scenecio and use coloured pencils to show tone.

Children will learn about clay sculpting using a slab technique. They will learn how to score and slip clay to create a dragon eye sculpture.

Summer 1: Children will learn about Black History and the artist Alma Thomas by exploring Abstract Expressionism. They will use pattern, colour and texture to create a collage. Children will learn about the textile artist Gunta Stolz and will practice plaiting and use weaving to make dream catchers; adding beads and feathers for decoration. They will discover the artist Leonora Carrington (Surrealism) and will observe colours and patterns inspired by Native South Americans. Children will use elastic bands to create dip dye.

Lower Key Stage Two Progression - Knowledge

Year 3

Autumn 1: Children will use observational skills to draw seashells, focusing on line, shape, and using a range of different media. They will create shadow, sketch lightly and add pressure to make darker areas. Children will learn about the Japanese Impressionist artist Katsushika Hokusai and discuss the Great Wave of Kanagawa. They will make their own printing block using cardboard and string and learn about collagraph printing plates. They will replicate patterns; repeating, overlapping and building up layers. For their final works of art, Children will create a multi-layer print by carving into a polystyrene tile.

Georges Seurat will introduce the children to pointillism. Children will use cotton buds to create the neo-impressionist painting technique using tiny dots of pure colour. They will explore the artistic style of pixel pointillism through digital art.

Spring 1: Children will look at Stone Age cave paintings/ Altamira cave art including the Cueva de las Manos. They will explore different ways of using charcoal to draw cave animals and people. Children will use a range of different brush techniques to create shapes, patterns and lines. For their final works of art, children will create textures and effects with paint by adding sand.

Children will learn about the artist Piet Mondrian and Neoplasticism, an art movement that advocated an abstract art form based on geometric elements and primary colours. They will make Mondrian inspired sculptures.

Summer 1: Children will learn about Antoni Gaudi and look at different examples of his buildings and architecture. They will create a Trencadis animal using mosaic. Children will observe Scottish landscapes, culture, fauna and flora through the artwork of Steven Brown. They will explore line, form, colour and texture before creating a montage.

Children will draw an Egyptian portrait (side image).

Year 4

Autumn 1: Children will explore Japanese Manga and Anime through hand-drawn and computer-generated animation. They will look at examples of cartoon and comic-book characters created by the artist Osamu Tezuka. Children will explore how colour, facial features and emotions can be used to express a character's mood.

Spring 1: Children will learn and apply hatching and crosshatching techniques using a range of H and B pencils. They will create tone and draw texture. Children will compare the sculptures of Henry Moore and Barbara Hepworth (Modernism), exploring light and shade in three-dimensional art. They will discuss feeling, expression, movement, compositional interest and the use of 'strings' for tension. Children will use clay to make a necklace pendant, twisting fine wire and adding beads for decoration.

Summer 1: Children will discuss hot and cold colours and how colour effects mood. They will look at the artist Joseph Turner (Modernism/ Impressionism) and discuss the use of light and dark in his paintings. For their final works of art, they will use a wax resist technique using wax crayons and watercolour paint. Children will draw a Viking longboat and add this to their painting before overlapping with a variety of torn, textured papers and coils. Children will learn about the Surrealist artist M.C. Escher and create a tessellation using card. They will explore pattern, shape and repetition to produce an interlocking design.

Lower Key Stage Two Progression - Knowledge

Year 5

Autumn 1: Children will learn about the Pre-Raphaelite Brotherhood, a group of nineteenth-century artists who were inspired by the detailed, vibrant artwork of the early Renaissance. They will analyse the use of colour, detail, composition, and symbolism in works of art. William Morris, a designer, artist and writer in the Arts and Crafts Movement, created intricate patterns for wallpapers, textiles, stained glass, and furnishings. Children will investigate pattern through mindfulness, drawing and tracing before creating their own wallpaper digitally. Children will learn about decoupage and use overlapping to decorate their own cups and plates.

Spring 1: Children will look at the works of Rebecca Vincent (printmaker) and create drawings based on impressions of the English Landscape and countryside. They will learn Mono printing, layering, scraping and wiping techniques before creating their own layered print. British-Nigerian artist Yinka Shonibare MBE (Cultural Identity & Globalisation) communicates his thoughts, feelings and beliefs through art. Children will look at African patterns before using wire to make a wind sculpture framework.

Summer 1: Paul Cézanne (Post impressionism/ Cubism) was well known for the still life paintings he made. Children will practice the elements of proportion, tone, form, light logic and cast shadow by creating their own still life painting.

Daniel Libeskind is a Polish-American architect, artist and educator known for designing landmarks like the Imperial war museum. Children will discuss his style of sharp angles and symbolic geometry before learning how to draw one-point perspective. Jean-Michel Basquiat (Contemporary/ Neo expressionism/ Primitivism) was known for his bold, expressive paintings and his three-point crown motif. Children will create a self-portrait using the crown motif to highlight their own special qualities. They will investigate the work of Banksy, a contemporary street artist famous for his thought-provoking murals and graffiti. They will learn about techniques used in street art, including stencilling, bold imagery and symbolism. Basquiat's roots in graffiti culture and Banksy's modern street art provide an opportunity for children to explore how art can be used to express identity and opinions.

Year 6

Autumn 1: Children will create colour palettes and develop an understanding of how colour shapes the world around us. They will learn how the technique Chiaroscuro (light and dark) is used to create depth, form and atmosphere in painting. Children will study portrait composition and how to make objects appear three-dimensional and realistic. They will experiment with layering paint, blending tones and applying colour to a painting using a palette knife.

Flowers have become synonymous with the name Georgia O'Keefe. Children will take a deeper look into the inspirations, motivations and techniques she used to create these paintings. Children will use watercolour techniques to create poppy paintings.

Spring 1: Children will compare the work of three influential ceramic designers associated with Stoke-on-Trent: Thomas Minton, known for his blue-and-white pottery designs; Clarice Cliff, celebrated for her bold Art Deco patterns and vibrant colours; and Emma Bridgewater, recognised for her contemporary hand-decorated ceramics inspired by everyday life and nature. They will use the coiling method to make pots from clay, learning how to roll, shape, join and smooth coils to create a stable three-dimensional form.

Children will study the work of Welsh artist Jonathan Pointer, whose traditional and realistic style of drawing captures wildlife animals within their natural habitats. They will observe texture, tone, and proportion to create lifelike representational drawings of wildlife.

Summer 1: Children will learn about Zentangle and create their own fine-line drawings using a range of repetitive patterns, shapes and marks. They will recreate works by artist Sarah Capper (Doodleicious) by making collage pieces and layering them onto artwork. Children will learn about David Hockney and create a Photomontage using the Ipad.

