

# Greenside Primary School

## Art and Design Progression Framework

### Curriculum Intent

<b>Community</b>	<b>Resilience</b>	<b>Creativity</b>	<b>Aspiration</b>	<b>Diversity</b>
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The art curriculum at Greenside aims for children to develop:










- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### Implementation

The Art curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the national curriculum objectives whilst linking back to our locality and school context. As a one a half form entry school, we have carefully devised a 2-year cycle to ensure coverage of key substantive knowledge. The aim is that over the 2 years, pupils will gain a deeper knowledge of the disciplinary skills they need as Artists.

All Art units have a corresponding medium-term plan, which maps substantive knowledge, disciplinary skills and vocabulary on a lesson-by-lesson basis to ensure progression throughout each unit. Each unit has clear end points mapped and which knowledge we want children to be able to recall and retain.

Each lesson within the sequence will focus on a particular learning 'lense' or key concept. These concepts run through school and enable children and staff to relate back to the conceptual knowledge from previous learning. These 'lenses' are then mapped and revisited at regular intervals.

Art and Design								
Develop Ideas			Master Practical Skills				Take Inspiration	
								
Visual language	Process	Emotions	Media and materials	Techniques	Effects	Colour theory	Artists and artisans	Styles and periods

In order for children to know more and remember more in each area of Art studied, the lesson sequence is structured so that prior learning is considered and opportunities for revision and retrieval of key skills and techniques are built into lessons through the 'Fab 5' activities. The Fab 5 is a 5-minute retrieval task that takes place at the start of lessons that often revisit the key substantive knowledge from previous learning in the sequence, year or from another phase completely.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of Art and see how it has shaped the world they live in. Each unit has a designated 'end point' and summaries of the children's learning will be evident from the work they have produced throughout the unit, which is revisited regularly. These form the basis of our assessment.

The **essential knowledge**, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.

## The Art and Design Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

**The Art and Design curriculum can be adapted to meet the needs of children with SEND in the following ways:**

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions/ access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily.
Targets made clear for lessons and learning – linked to IPM
Make tasks accessible through pupils using, where appropriate: 'Specialist equipment, e.g. specialist scissors and cutting tools' generic aids, frames or adhesives to hold down pupils' work to surfaces.
Provide a range of drawing aids such as grids, templates, and viewfinders for transcription.
Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage
Pencil grippers – variety of pens and pencils
View sketchbooks at the beginning or end of a project to review pupils' learning and remind them of their starting points.
Encourage pupils to become aware of their own and others' work by describing what they think and feel about their own work, and the work of artists, craftspeople and designers.

When planning for Art and Design, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

**We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).**

## Breadth of Study

Key Concepts	EYFS	KS1	KS2
<b>Develop Ideas</b>	❖ Think about (plan) something to make, have a go at creating, share your creation with someone else.	❖ Use experiences and ideas as the inspiration for artwork. ❖ Share ideas using drawing, painting and sculpture.	❖ Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. ❖ Develop and share ideas in a sketchbook and in finished products.
<b>Master Techniques</b>	❖ ‘Have a go’ at a range of techniques including, rubbing, drawing, printing, sculpture, joining and cutting.	❖ Explore a variety of techniques.	❖ Improve mastery of techniques.
<b>Take inspiration from the Greats</b>	❖ View and respond to a variety of artwork of different types.	❖ Learn about the work of a range of artists, artisans and designers.	❖ Learn about the great artists, architects and designers in history.

## Long Term Plans

EYFS		KS1	LKS2	UKS2
<p><b>Autumn Leaf Pictures</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Colour Theory</li> </ul> <p><b>Christmas/Hannukah/Diwali/Thanksgiving cards</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media &amp; Materials</li> </ul> <p><b>Arctic Watercolour Washes</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> </ul> <p><b>Beatrix Potter Watercolour Paintings</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media and Materials</li> <li>➤ Techniques</li> <li>➤ Artists and Artisans</li> </ul>	<b>Cycle A</b>	<p><b>Drawing – Portrait Art of Florence Nightingale</b> <b>Famous Artist (International): Paul Klee</b></p> <ul style="list-style-type: none"> <li>➤ Emotions</li> <li>➤ Techniques</li> <li>➤ Artists &amp; Artisans</li> <li>➤ Styles &amp; Periods</li> </ul> <p><b>Sculpture – Landscape &amp; Nature</b> <b>Famous Artist (National): Andy Goldworthy</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Media &amp; Materials</li> <li>➤ Artists &amp; Artisans</li> </ul> <p><b>Collage – Sparks and flame Multimedia Project</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Effects</li> <li>➤ Media &amp; Materials</li> </ul>	<p><b>Pastels – Cave Paintings</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media &amp; Materials</li> <li>➤ Effects</li> <li>➤ Styles &amp; Periods</li> </ul> <p><b>Printing – Mountain scenes</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Effects</li> </ul> <p><b>Sketching – Sketches of Lotherton Hall</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Effects</li> </ul> <p><b>British Artist Study – Hockney Digital Art</b> <b>Famous Artist (National): David Hockney</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Effects</li> <li>➤ Artists &amp; Artisans</li> </ul>	<p><b>Drawing and Sculpture – Architecture Study</b> <b>Famous Artist (International/Diverse Artist): Zaha Hadid</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Media and Materials</li> <li>➤ Artists &amp; Artisans</li> </ul> <p><b>Drawing – Art of Anatomy</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Techniques</li> <li>➤ Effects</li> </ul> <p><b>Collage – UK Landscapes</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Media and Materials</li> <li>➤ Effects</li> </ul>
		<b>Cycle B</b>	<p><b>Painting – Seascapes</b> <b>Local Artist: Lucy Young</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Techniques</li> <li>➤ Artists &amp; Artisans</li> </ul> <p><b>Printing – Aboriginal Art</b> <b>Famous Artist (International/Diverse Artist): Clifford Possum Tjapaltjarri</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Colour Theory</li> <li>➤ Styles &amp; Periods</li> <li>➤ Artists &amp; Artisans</li> </ul> <p><b>Sculpture: Playground</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Media &amp; Materials</li> </ul>	<p><b>Painting – Watercolour</b> <b>Famous Artist (International): Margret Godfrey</b></p> <ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Colour Theory</li> <li>➤ Artists and Artisans</li> </ul> <p><b>Collage – Pop Art</b> <b>Famous Artist (International): Romero Britto</b></p> <ul style="list-style-type: none"> <li>➤ Emotions</li> <li>➤ Techniques</li> <li>➤ Effects</li> <li>➤ Artists &amp; Artisans</li> </ul> <p><b>Drawing – Charcoal Iron Man Portraits</b> <b>Local Artist: Chris Mould</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Techniques</li> <li>➤ Artists and Artisans</li> </ul>

## Progression of Art & Design Knowledge & Vocabulary

Key: Essential Knowledge identified for each unit of learning.  
Famous Artist focus (national or international)  
Local Artist focus.

EYFS Knowledge and Vocab Summary				
	Autumn Leaf pictures (colour mixing)	Christmas/Thanksgiving/Hannukah/Diwali Cards	Arctic pictures (watercolour washes)	Beatrix Potter watercolour paintings
<b>ELG</b>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>Lenses</b>	<ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Colour Theory</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media &amp; Materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media and Materials</li> <li>➤ Techniques</li> <li>➤ Artists and Artisans</li> </ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• I know that colours can be mixed to make new colours.</li> <li>• I know that I need to mix specific colours in different amounts to create a desired secondary colour.</li> <li>• I know how to follow a simple colour mixing chart.</li> <li>• I know that I can use my finger to paint with.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that cards can be made and given to people to celebrate an event.</li> <li>• I know that card can be folded to create a greetings card.</li> <li>• I know that the design of a greetings card reflects which event is occurring.</li> <li>• I know that designs can be made using pens, pencils, crayons, paint, cutting and joining techniques.</li> <li>• I know that I can paint with my hands, fingers, sponges and brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that there are different types of paint.</li> <li>• I know that I need to add water to watercolour paints.</li> <li>• I know that I need to wash my brush after each colour.</li> <li>• I know that watercolours can be used to create a background, this is called a wash.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that there are different types of paint</li> <li>• I know that I need to add water to watercolour paints.</li> <li>• I know that Beatrix Potter used watercolour paints to illustrate her work.</li> <li>• I know what an illustrator does.</li> <li>• I know that I can outline a drawing before adding watercolour paints.</li> <li>• I know that a thin paintbrush should be used for small areas and a thick brush should be used for larger areas.</li> </ul>
<b>Disciplinary Knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>• I can mix colours.</li> <li>• I can access my own paint using the pump bottles.</li> <li>• I can use a palette.</li> <li>• I can fingerpaint.</li> </ul>	<ul style="list-style-type: none"> <li>• I can fold card.</li> <li>• I can add an eye-catching design to a card.</li> <li>• I can add glitter/sequins/stickers and glitter glue to enhance my design.</li> <li>• I can use a template to give me design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a brush to do long strokes the length of the paper.</li> <li>• I can blend colours using a brush.</li> <li>• I can identify some colours from the Artic sky (northern lights)</li> </ul>	<ul style="list-style-type: none"> <li>• I can select an appropriate brush.</li> <li>• I can recreate simple watercolour paintings.</li> <li>• I can outline an image.</li> <li>• I can take inspiration from Beatrix Potter.</li> </ul>
<b>Vocabulary</b>	Primary, secondary, paint, poster paint, palette, fingerpaint	Card, paper, felt tip pens, pencils, crayons, design, Hannukah, Christmas, Diwali, thanksgiving, template,	Wash, watercolours, background, blend, mix, straight strokes.	Watercolour, paint, shades of colours, sketch, thickness, brushes, features, outline.

KS1 Knowledge and Vocab Summary						
	Drawing – Portrait Art: Florence Nightingale in style of Paul Klee	Sculpture: Andy Goldworthy – Landscape & Nature	Collage: Sparks and flame – multimedia project	Painting: Seascapes	Printing: Aboriginal Art	Sculpture: Playground
NC	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>
Lenses	<b>Famous Artist (International): Paul Klee</b> <ul style="list-style-type: none"> <li>Emotions</li> <li>Techniques</li> <li>Artists &amp; Artisans</li> <li>Styles &amp; Periods</li> </ul>	<b>Famous Artist (National): Andy Goldworthy</b> <ul style="list-style-type: none"> <li>Process</li> <li>Media &amp; Materials</li> <li>Artists &amp; Artisans</li> </ul>	<ul style="list-style-type: none"> <li>Visual Language</li> <li>Effects</li> <li>Media &amp; Materials</li> </ul>	<b>Local Artist: Lucy Young</b> <ul style="list-style-type: none"> <li>Visual Language</li> <li>Techniques</li> <li>Artists &amp; Artisans</li> </ul>	<b>Famous Artist (International/Diverse Artist): Clifford Possum Tjapaltjarri</b> <ul style="list-style-type: none"> <li>Process</li> <li>Techniques</li> <li>Colour Theory</li> <li>Styles &amp; Periods</li> <li>Artists &amp; Artisans</li> </ul>	<ul style="list-style-type: none"> <li>Process</li> <li>Media &amp; Materials</li> </ul>
Final Piece	Portrait of Florence Nightingale in the style of Paul Klee	Large landscape Art – Group project.	Black background with silhouette chalk Great fire of London scene.	Textured painting composition. Van Gough inspired.	A print in the style of Clifford Possum Tjapaltjarri	Making a paper playground sculpture.
Substantive Knowledge	<ul style="list-style-type: none"> <li>I know how to use different pens and pressures to draw lines of different sizes and thickness.</li> <li>I know how to make pattern and texture by adding dots and lines.</li> <li>I know how to make different tones with coloured pencils.</li> <li>I know who Paul Klee is</li> <li>I can identify key features of Paul Klees work.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use shapes to create texture.</li> <li>I know how to overlay materials.</li> <li>I know that techniques such as rolling, cutting, moulding and carving can be used with clay.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use a combination of materials that are cut, torn and glued.</li> <li>I know that mixing materials creates texture.</li> <li>I know how to use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>I know about and can describe the work of notable artists, artisans and designers.</li> <li>I know some of the ideas which artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between thick and thin brushes.</li> <li>I know how to Mix primary colours to make secondary.</li> <li>I know what primary colours are.</li> <li>I know what secondary colours are.</li> <li>I know that adding white to colours can make tints and black to colours can make tones.</li> <li>I know how to make colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between thick and thin brushes.</li> <li>I know how to mix primary colours to make secondary.</li> <li>I know what primary colours are.</li> <li>I know what secondary colours are.</li> <li>I know that adding white to colours to make tints and black to colours makes tones.</li> <li>I know how to make colour wheels.</li> <li>I know that different methods of painting and printing gives texture.</li> </ul>	<ul style="list-style-type: none"> <li>I know which joining techniques to use to join different media and materials.</li> <li>I know when to use scissors and when to use hole punches to make slots and holes.</li> <li>I can draw on previous knowledge of 3D sculptures.</li> <li>I know that moving parts can be used within 3D sculptures.</li> </ul>

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>
Vocabulary	Light, dark, shade, texture, movement, sketch.	Texture, pattern, tone, shape, position.	Light, dark, combination, mood, bright, hot and cold colours.	Primary and secondary colours, thick, thin, stroke,	Primary and secondary colours, dots, dabs, dashes, hashes, symbols, cave, Aboriginal.	Construct, design, plan, map, scale,

LKS2 Knowledge and Vocab Summary							
	Pastels – Cave Paintings	Printing – Mountain scenes	Sketching – Sketches of Lotherton Hall	British Artist Study – Hockney Digital Art	Painting - Watercolour	Collage – Pop Art	Drawing – Charcoal Iron Man Portraits
NC	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>
Lenses	<ul style="list-style-type: none"> <li>Visual Language</li> <li>Media &amp; Materials</li> <li>Effects</li> <li>Styles &amp; Periods</li> </ul>	<ul style="list-style-type: none"> <li>Process</li> <li>Techniques</li> <li>Effects</li> </ul>	<ul style="list-style-type: none"> <li>Process</li> <li>Techniques</li> <li>Effects</li> </ul>	<b>Famous Artist (National): David Hockney</b> <ul style="list-style-type: none"> <li>Process</li> <li>Techniques</li> <li>Effects</li> <li>Artists &amp; Artisans</li> </ul>	<b>Famous Artist: Margret Godfrey</b> <ul style="list-style-type: none"> <li>Process</li> <li>Techniques</li> <li>Colour Theory</li> <li>Artists and Artisans</li> </ul>	<b>Famous Artist (International): Romero Britto</b> <ul style="list-style-type: none"> <li>Emotions</li> <li>Techniques</li> <li>Effects</li> <li>Artists &amp; Artisans</li> </ul>	<b>Local Artist: Chris Mould</b> <ul style="list-style-type: none"> <li>Visual Language</li> <li>Techniques</li> <li>Artists and Artisans</li> </ul>
Final Piece	Cave art using pastels	A monochrome printed mountain scene	A sketch of Lotherton Hall	Create scenes using paint on iPads in the style of Hockney. (Workshop at Cartright Hall)	Watercolour painting of a volcano	A pop art picture of Brazilian animals or plants.	Charcoal Iron Man Portrait
Substantive Knowledge	<ul style="list-style-type: none"> <li>I know that using different pressures on pastels will show shade and texture.</li> <li>I know how to explain and elaborate ideas by annotating sketches.</li> <li>I know that shading can be used to show light and shadow.</li> <li>I know sketching methods such as hatching and cross hatching can be used to show tone and texture.</li> <li>I know that pastels can be smudged to create texture and shade.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to layer two or more colours.</li> <li>I know how to replicate patterns observed in natural or built environments.</li> <li>I know what printing blocks are and that they can be made from a range of materials.</li> <li>I know that there are artists which use printing to create their art.</li> </ul>	<ul style="list-style-type: none"> <li>I know that hardnesses of pencils can show line, tone and texture.</li> <li>I know how to explain and elaborate ideas by annotating sketches.</li> <li>I know that I can sketch lightly so that there is no need to use a rubber to correct mistakes.</li> <li>I know that shading can show light and shadow.</li> <li>I know sketching methods such as hatching and cross hatching can be used to show tone and texture.</li> <li>I know that there are artists which use sketching as their main media.</li> </ul>	<ul style="list-style-type: none"> <li>I know some of the techniques used by Hockney.</li> <li>I know some of the main features of Hockney's work.</li> <li>I know that art can be created digitally.</li> <li>I know that some artists use digital media.</li> </ul>	<ul style="list-style-type: none"> <li>I know a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>I know how to mix colours.</li> <li>I know what primary and secondary colours are.</li> <li>I know how to use watercolour paint to produce washes for backgrounds then detail can be added.</li> <li>I know that colour can show emotions.</li> <li>I know some features of Margret Godfreys work.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to arrange materials for a striking effect.</li> <li>I know what coiling, overlapping, tessellation, mosaic and montage is.</li> <li>I know the key features of pop art.</li> <li>I know that Romero Britto is a famous pop artist.</li> </ul>	<ul style="list-style-type: none"> <li>I know that different pressure on charcoal can show shade, tone and texture.</li> <li>I know that sketches can be annotated to explain and elaborate ideas.</li> <li>I know how to use sketching methods such as hatching and cross hatching to show tone and texture.</li> <li>I know that smudging can show shade, tone and texture.</li> </ul>

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> <li>Collage</li> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> <li>influenced by studies of others.</li> </ul>
Vocabulary	Pastels, smudge, smear, blend, combine, fade,	Carve, print, printing block, ink, layers,	Sketch, cross hatch, fade, blend, features, HB	Digital, paint, programme, stylus, ipad,	Watercolour, palette, brush, mix, pigment	Materials, texture, rip, cut, glue, pop art,	Smudge, smear, fade, blend, sketch, light, heavy, pressure

UKS2 Knowledge and Vocab Summary

	Drawing and Sculpture – Architecture study of Zaha Hadid	Drawing – Art of Anatomy	Collage – UK Landscapes	Drawing - The Arrival (use of HB pencils/biros to sketch) Local Artist: Georgia Brooks	Painting Acrylic paints on canvas inspired by David Hockney	Clay Sculpture – Ancient Greek Tiles
NC	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
Lenses	<p><b>Famous Artist (International/Diverse Artist): Zaha Hadid</b></p> <ul style="list-style-type: none"> <li>Process</li> <li>Media and Materials</li> <li>Artists &amp; Artisans</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Techniques</li> <li>➤ Effects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Media and Materials</li> <li>➤ Effects</li> </ul>	<p><b>Local Artist: Georgia Brooks</b></p> <ul style="list-style-type: none"> <li>➤ Emotions</li> <li>➤ Techniques</li> <li>➤ Artists &amp; Artisans</li> </ul>	<p><b>Famous Artist (National): David Hockney</b></p> <ul style="list-style-type: none"> <li>➤ Visual Language</li> <li>➤ Media and Materials</li> <li>➤ Colour Theory</li> <li>➤ Artists &amp; Artisans</li> </ul>	<ul style="list-style-type: none"> <li>➤ Process</li> <li>➤ Techniques</li> <li>➤ Styles and Periods</li> </ul>
Final Piece	Recycling sculptures, photographed and modified to show architecture.	Three figures of movement	Collage of UK landscape	Recreate sketches from The Arrival book	Acrylic painting on canvas, of Pudsey in the style of David Hockney	Ancient Greek Tiles
Substantive Knowledge	<ul style="list-style-type: none"> <li>I know that life-like qualities and real-life proportions provoke different interpretations.</li> <li>I know that carving and adding shapes makes texture and pattern.</li> <li>I know that frameworks (such as wire or moulds) provide stability and form.</li> <li>I know that some joining techniques are more appropriate for joining certain types of materials.</li> </ul>	<ul style="list-style-type: none"> <li>I know that drawings must show reflections, shadows, direction of sunlight.</li> <li>I know that my choice of techniques can depict movement, perspective, shadows and reflection.</li> <li>I know how to choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>I know that lines can represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>I know what visual and tactile qualities are.</li> <li>I know what ceramic is.</li> <li>I know how to stick ceramic tiles.</li> <li>I know how to use grout.</li> </ul>	<ul style="list-style-type: none"> <li>I know that shading can be used to depict movement, perspective, shadows and reflection.</li> <li>I know that lines represent movement.</li> <li>I know that different pressures on pencils create different shades.</li> </ul>	<ul style="list-style-type: none"> <li>I know I need to sketch (lightly) before painting to combine line and colour.</li> <li>I can name colours observed in the natural or built world.</li> <li>I know the qualities of watercolour and acrylic paints.</li> <li>I know that colours, tones and tints can enhance the mood of a piece.</li> <li>I know that brush techniques and the qualities of paint to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>I know that carving and adding shapes makes texture and pattern.</li> <li>I know that frameworks (such as wire or moulds) provide stability and form.</li> <li>I know that some joining techniques are more appropriate for joining certain types of materials.</li> <li>I know what ceramic is.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Disciplinary Knowledge (Skills)</b></p>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot 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<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists and periods of time.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary</b></p>	<p>Structure, recycling, photography, shape, form, materials, media</p>	<p>Form, shape, movement, sketch, HB, crosshatch, pressure</p>	<p>Materials, texture, shape, glue, scale, perspective</p>	<p>HB pencils, biro, pressure, perspective, scale.</p>	<p>Acrylic, brush, canvas, texture, thick, thin, primary colours</p>	<p>Clay, sculpt, carve, imprint, black figure pottery, protogeometric pottery, geometric pottery, Corinthian pottery.</p>

## Progression of Art & Design Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Develop Ideas	<ul style="list-style-type: none"> <li>View a range of different artwork and models.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>
Master Techniques	<b>Painting</b> <ul style="list-style-type: none"> <li>Experiment with colour.</li> <li>Use thick and thin brushes.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<b>Collage</b> <ul style="list-style-type: none"> <li>Develop fine motor skills to cut and use scissors.</li> <li>Create collages by gluing different media (sequins, shapes, different types of paper, natural materials etc.)</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>
	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Join different materials (construction, junk modelling, clay, playdough).</li> <li>Safely use techniques that will enhance fine motor skills: rolling, cutting, pinching, patting, squeezing.</li> <li>Experiment with design, texture, form and function.</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials. • Add materials to provide interesting detail.</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
	<b>Drawing</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively– using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes, pencils and markers.</li> <li>Begin to show accuracy and care when drawing.</li> <li>draw pictures of animals and plants.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>

	<p>Print</p> <ul style="list-style-type: none"> <li>Use different equipment for printing (stamps, sponges, finger prints, natural resources).</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Shape and stitch materials.</li> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric.</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>
	<p>Digital Media</p> <ul style="list-style-type: none"> <li>Create images on the interactive whiteboard or a drawing app.</li> <li>Take photographs.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul>	<p>Digital Media</p> <ul style="list-style-type: none"> <li>Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
Famous Artists	<ul style="list-style-type: none"> <li>Use some ideas from modelled work to make your own creation.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>