



Strands of Learning	EYFS	KSI Year 1 & Year 2	LKS2 Year 3 & Year 4	UKS2 Year 5 & Year 6
Drawing	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children begin to 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. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KSI Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KSI. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KSI accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>
	<ul style="list-style-type: none"> • I can match and join lines to make simple shapes like squares and circles. • I can shade areas and shapes neatly. • I can make different marks using a variety of tools and surfaces to create different effects. • I can use different materials like crayons, felt pens, and chalk pastels to make marks. • I can draw for fun, from my imagination, or by looking carefully at things. 	<ul style="list-style-type: none"> • I can draw lines of different thicknesses. • I can control my lines and use simple 2D shapes to draw from observation. • I can place colours accurately in my drawings, staying within the lines. • I can use dots and lines to show patterns and textures. • I can shade areas neatly without leaving spaces or gaps. • I can spot and draw details, textures, and patterns. 	<ul style="list-style-type: none"> • I can confidently show line, tone, and texture using different hardness of pencils. • I can use shading to show light and shadow effects with control. • I can blend shading and rub out rough edges to make my drawings smoother. • I can place features in a face correctly and draw facial features by observing carefully. • I can use techniques to create basic perspective, including foreground, middle ground, and background. 	<ul style="list-style-type: none"> • I can use a variety of techniques to add effects like shadows, reflection, hatching, and cross-hatching. • I can use charcoal, rubbers, and putty rubbers to add shadows and highlights. • I can improve my observational drawing by drawing unfamiliar objects. • I can choose from a variety of tools and pick the best one for my drawing. • I can draw with confidence and develop my own personal drawing style. • I can create detailed drawings from real observations using shading, perspective, detail, and 3D techniques from different viewpoints.
Key Vocabulary for drawing	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space		portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Resources	Pencils, crayons, felt tips, gel pens, colouring pencils rubbers			



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KSI Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>			
	<ul style="list-style-type: none"> I can recognise and name primary colours. I can experiment with different painting resources, such as watercolours and poster paint. I can experiment with mixing colours. I can paint lines, dots, patterns, and shapes. 	<ul style="list-style-type: none"> I can name the primary and secondary colours. I can mix primary colours to make secondary colours confidently. I can experiment with different brushes and brushstrokes. I can try different painting techniques like splatter painting and dripping. I can recognise warm and cold colours. I can begin to make tints by adding white to primary and secondary colours. I can explore how different paints, like watercolours and poster paint, change how colours look. I can use different painting techniques confidently. 	<ul style="list-style-type: none"> I can recognise warm and cold colours. I can begin to make tints by adding white to primary and secondary colours. I can explore how different paints (like watercolours and poster paint) create different effects. I can use different painting techniques confidently. I can mix colours effectively to create tertiary colours using tints, shades, and tones. I can create different textures and effects by changing how I use paint (e.g. more or less water, or adding sand). I can show distance and foreground in my painting by changing the intensity of colour. 	<ul style="list-style-type: none"> I can create a colour palette by using different mixing techniques. I can use watercolour techniques like layering and washes. I can blend primary and secondary colours using different materials like watercolours or oil pastels. I can choose and use different types of paint (like acrylic, oil, or watercolours) to create interesting artwork. I can apply different painting techniques, such as dashes, blocks of colour, strokes, and dots, using complementary colours. 			
Key vocabulary for painting	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colour wash, sweep, dab, bold brushstroke, acrylic paint.			colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	
Resources	Poster paint, water colours, acrylic paints, oil paints, paint brushes of different thickness, colour wheel templates, mixing palettes						



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KSI Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>		<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	
	<ul style="list-style-type: none"> I can use malleable materials to build something with a purpose. I can begin to understand the difference between 2D and 3D by looking at sculptures. I can use words like rolling, cutting, and pinching to talk about and try different sculpting techniques. 	<ul style="list-style-type: none"> I can use a variety of natural, recycled, and manufactured materials for sculpting, like clay, straw, and card. I can use different sculpting techniques such as pinching, rolling, twisting, and scratching. I can use tools to add detail to my sculptures. I can recreate sculptures using everyday materials like foil, sticks, pipe cleaners, and masking tape. I can use different shapes, lines, and textures in my sculpture. I can create my own 3D artwork. 	<ul style="list-style-type: none"> I can use clay and other soft materials to practise different joining techniques. I can confidently use clay and add extra materials to add detail to my sculpture. I can add colour to my sculpture after the clay has dried. I can use materials like pipe cleaners, wire, or sticks to create sculptures. I can explain and follow the process of using Modroc. I can shape, form, model, and construct my own sculpture from my imagination. 	<ul style="list-style-type: none"> I can plan and design a sculpture. I can use nature as inspiration for my sculpture designs. I can use materials other than clay to create 3D sculptures. I can use objects or things around me as inspiration to form sculptures. I can develop cutting and joining skills, like using wire, coils, slabs, and slip. I can choose the best techniques and materials for a 3D sculpture after exploring my ideas in a sketchbook. I can use tools and materials to carve, shape, and add texture or patterns to my sculpture. 			
Key vocabulary for sculpture	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.			rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.		form, structure, texture, shape, mark, soft, join, tram, cast.	
Resources	Clay, modroc, pipe cleaners, sticks, junk modelling, playdough, clay tools, pebbles, natural materials, wire, foil						



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KSI Art and Design National Curriculum To become proficient in other art, craft and design techniques - collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p>			
	<ul style="list-style-type: none"> I can improve my fine motor skills by ripping, tearing, layering, and cutting materials. I can create collages based on simple ideas. 	<ul style="list-style-type: none"> I can use a combination of materials that I have cut, torn, and glued. I can sort and arrange materials to make a pattern. I can add texture to my collage by mixing materials and using contrasting surfaces like dull, shiny, smooth, and rough. I can create both large and small-scale collages. 	<ul style="list-style-type: none"> I can select colours and materials to create an effect, and I can explain why I chose them. I can refine my work as I go to make sure it is precise and uses space well. I can learn and practise different collage techniques like overlapping, tessellation, mosaic, and montage. I can create both individual and group collages in different sizes. 	<ul style="list-style-type: none"> I can add collage to a painted or printed background. I can create and arrange accurate patterns in my collage. I can use different materials in creative, abstract ways to represent ideas. I can use a range of mixed media to make a collage based on things I've done before. I can plan and design my collage before I start. I can include intricate patterns in my collage designs. 			
Key vocabulary for collage	collage, squares, gaps, torn, cut, place, arrange, pattern			texture, shape, form, pattern, mosaic, overlapping, tessellation, montage, pattern		shape, form, arrange, fix, overlapping, tessellation, montage, pattern, abstract	
Resources	PVA glue, glue sticks, paper, card, materials, scissors,						



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - printing.</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - printing.</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - printing.</p>			
	<ul style="list-style-type: none"> I can print using a range of objects. I can dye fabrics using tea, cabbage, beetroot, and other natural materials. I can use natural or found items, like leaves, to create a print. 	<ul style="list-style-type: none"> I can use finger, sponge, and block printing to form patterns. I can demonstrate a range of techniques, like rolling, pressing, stamping, and rubbing. I can apply the right amount and consistency of paint and develop control. I can copy an original print. 	<ul style="list-style-type: none"> I can create roller and ink printing. I can roll in different directions to make successful prints. I can use more than one colour to layer in a print. I can replicate patterns from my observations. I can design a complex pattern. I can use printing to represent the natural environment. I can explore colour mixing through printing. I can make repeated patterns with precision. 	<ul style="list-style-type: none"> I can design prints for a purpose, such as fabrics, book covers, wallpaper, or wrapping paper. I can design and create printing blocks or tiles. I can create and arrange accurate patterns. I can develop techniques in mono, block, and relief printing. I can experiment with screen printing. 			
Key vocabulary for Printing	colour, shape, printing, printmaking, woodcut, relief printing, objects.			line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	
Resources	Printing ink, printing objects e.g corks, lego, leaves, sponges, tin foil, stamps, rollers, foam						



Exploring and Developing Ideas in Art

Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KSI Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>			
	<ul style="list-style-type: none"> • I can make art from observation and use my imagination. • I can explore work from different artists. • I can talk about different artwork, including patterns and colours. • I can talk about how art makes me feel. 	<ul style="list-style-type: none"> • I can respond positively to ideas and starting points. • I can explore ideas and collect information. • I can describe differences and similarities and make links to my own work. • I can try different materials and methods to improve my work. • I can use key vocabulary like work, work of art, idea, starting point, observe, focus, design, and improve to show my understanding. • I can express ideas about things I want to make. • I can use my imagination to invent and create. • I can explore the work of different artists and talk about the elements they use to create effects and ideas. 	<ul style="list-style-type: none"> • I can use sketchbooks to record ideas and research. • I can explore ideas from first-hand observations. • I can question and make observations about starting points, and respond positively to suggestions. • I can adapt and refine my ideas. • I can use key vocabulary like line, pattern, texture, form, record, detail, question, observe, and refine to show my understanding. • I can share my opinions and discuss artwork by various artists. • I can use art to express my ideas. 	<ul style="list-style-type: none"> • I can review and revisit ideas in my sketchbook and keep using it to record ideas. • I can offer feedback using technical vocabulary. • I can think critically about my art and design work. • I can use digital technology to help develop my ideas. • I can use key vocabulary like sketchbook, develop, refine, texture, shape, form, pattern, and structure to show my understanding. • I can understand the different purposes of art in society. • I can study significant artists in some depth. 			



Artists Overview

Work of others Artists	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
		<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KSI.</p> <p>KSI Art and Design National Curriculum To 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.</p>		<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p>			<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p>	
	<ul style="list-style-type: none"> I can discuss artwork by famous artists. 	<ul style="list-style-type: none"> I can describe the work of famous, notable artists and designers. I can express my opinion on the work of famous, notable artists. I can use inspiration from famous, notable artists to create my own work and compare it. I can talk about my key artist for the term. 		<ul style="list-style-type: none"> I can use inspiration from famous artists to replicate a piece of work. I can reflect on my work inspired by a famous artist and think about how my art skills have developed. I can express my opinion on the work of famous artists, referring to techniques and effects. I can talk about my key artist for the term. 		<ul style="list-style-type: none"> I can give detailed observations about the work of notable artists, artisans, and designers. I can offer facts about the lives of notable artists, artisans, and designers. I can talk about my key artist for the term. 		



Coverage of Curriculum - ART

Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Collage: Rip up paper, cut and layer to create a self-portrait collage</p> <p>Artist: Brianna McCarthy</p>	<p>Colour: Create fireworks using different paints and resources. Use the 3 primary colours.</p> <p>Artist: Yayoi Kusama</p>	<p>Print: Create animal prints using a range of objects and use tea bags cabbage to print using natural colours</p> <p>Artist: Bridget Riley</p>	<p>Create clay minibeasts - begin by using playdough to practice key skills of pinching, rolling and cutting. Move onto clay to create a minibeast. Once dry paint.</p> <p>Artist: Elaine Monnin</p>		<p>Drawing: Develop technique of line and shape - create a beach scene using a variety of different drawing resources.</p> <p>Artist: Kandinsky</p>
Year 1			<p>Colour: Colour mixing - create a palace in the style of Paul Clee</p> <p>Artist: Paul Klee</p>	<p>Collage: Collage of seasons</p> <p>Artist: Renee Fly</p>		<p>Drawing: Self portraits</p> <p>Artist: Yayoi Kusama</p>
Year 2 & 3			<p>Sculpture Stone age clay pots</p> <p>Artist: Clarice Cliff</p>	<p>Collage: Mosaics - collage using overlapping, tessellation techniques</p> <p>Artist: Antoni Gaudi</p>	<p>Drawing/Colour: Mountain Drawing mountains to show perspective. Mix colours to create foregrounds and backgrounds</p> <p>Artist: Katsushika Hokusai</p>	<p>Print: Use printing to represent the natural environment, mixing colours through print to create a complex pattern</p> <p>Artist: Glen Alps/ Nils-Udo</p>
Year 3 & 4			<p>Sculpture Stone age clay pots</p> <p>Artist: Clarice Cliff</p>	<p>Collage: Mosaics - collage using overlapping, tessellation techniques</p> <p>Artist: Antoni Gaudi</p>	<p>Drawing/Colour: Mountain Drawing mountains to show perspective. Mix colours to create foregrounds and backgrounds</p> <p>Artist: Katsushika Hokusai</p>	<p>Print: Use printing to represent the natural environment, mixing colours through print to create a complex pattern</p> <p>Artist: Glen Alps/ Nils-Udo</p>
Year 5	<p>Drawing/Colour: Lowry style artwork - using oil pastels</p> <p>Artist: Lowry</p>		<p>Sculpture Natural art inspired by Nizar Ali Badr</p> <p>Artist: Nizar Ali Badr</p>	<p>Drawing: Drawing Greek Pots using different techniques to show shadows, shading etc...</p> <p>Artist: Pierre-Yves Riveau</p>		
Year 6		<p>Sculpture Modroc wire people linking WWI</p> <p>Artist: Michele Rizzi/ Henri Moore</p>	<p>Collage Collage inspired by Favianna Rodriguez's bright patterns creating WW2 posters</p> <p>Artist: Favianna Rodriguez</p>		<p>Drawing/Print: Printing on fabric to create a new design of clothing of favourite person</p> <p>Artist: Andy Warhol</p>	School Play