



	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2																																																																																																																																				
<b>Knowledge end points</b>  R T1 - All about me R T2 - Traditional Tales R T3 - Space R T4 - Transport R T5 - Animals R T6 - Seaside	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6	<p>To begin to know about skills needed for art, craft and design techniques.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To begin to know about the work of a range of artists, craft makers and designers.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To begin to describe the differences and similarities between different practices and disciplines and making links to their own.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T1 - This is Me                      Y1 T4 - Weaving around the World                      Y1 T6 - Sculpture with Nature                      Y2 T2 - Picture This                      Y2 T3 - Mother Nature Designer                      Y2 T5 - Can buildings speak?</p>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<p>To develop knowledge of skills needed for art, craft and design techniques.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the work of a range of artists, craft makers and designers.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To describe the differences and similarities between different practices and disciplines and making links to their own.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y3 T1 - Prehistoric painters                      Y3 T2 - Illustrate this!                      Y3 T3 - Escape from Pompeii                      Y3 T6 - Op art                      Y4 T2 - Stained Glass Windows                      Y4 T3 - Graffiti Art in the local area                      Y4 T4 - Human Figures</p>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<p>To become proficient in skills needed for art, craft and design techniques.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the work of a range of artists, craft makers, architects and designers and understand the historical and cultural development of their art forms.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To confidently compare different practices and disciplines, reflecting on how they shape history and contribute to the culture, creativity and wealth of our nation.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y5 T1 - Water                      Y5 T3 - Abstract Sculpture                      Y5 T4 - Bird Sculpture                      Y5 T5 - Northampton through Art                      Y6 T3 - What makes 'The Greats' great?                      Y6 T4 - What makes 'The Greats' great?                      Y6 T5 - The Art of Sketching                      Y6 T6 - From small screen to big picture</p>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
	1	2	3	4	5	6																																																																																																																																		
Y1	1	2	3	4	5	6																																																																																																																																		
Y2	1	2	3	4	5	6																																																																																																																																		
Y1	1	2	3	4	5	6																																																																																																																																		
Y2	1	2	3	4	5	6																																																																																																																																		
Y1	1	2	3	4	5	6																																																																																																																																		
Y2	1	2	3	4	5	6																																																																																																																																		
Y3	1	2	3	4	5	6																																																																																																																																		
Y4	1	2	3	4	5	6																																																																																																																																		
Y3	1	2	3	4	5	6																																																																																																																																		
Y4	1	2	3	4	5	6																																																																																																																																		
Y3	1	2	3	4	5	6																																																																																																																																		
Y4	1	2	3	4	5	6																																																																																																																																		
Y5	1	2	3	4	5	6																																																																																																																																		
Y6	1	2	3	4	5	6																																																																																																																																		
Y5	1	2	3	4	5	6																																																																																																																																		
Y6	1	2	3	4	5	6																																																																																																																																		
Y5	1	2	3	4	5	6																																																																																																																																		
Y6	1	2	3	4	5	6																																																																																																																																		
<b>Skills end points</b>	<p>To safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p>To share their creations explaining the process they have used.</p> <p>To use a range of small tools including, scissors and paint brushes.</p> <p>To begin to use accuracy and care when drawing.</p> <p>To explore the natural world around them, making observations and</p>	<p>To begin to use a range of materials creatively to design and make products.</p> <p>To begin to use drawing, painting, and sculpture to develop and share ideas, experiences and imagination.</p> <p>To begin to develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space.</p> <p>To begin to evaluate ideas and use of media using inspiration from peers or other artists.</p>	<p>To develop techniques, including control and use of materials.</p> <p>To begin to create sketch books to record their observations, experiment and invent and use them to review and revisit ideas.</p> <p>To use a wide range of art and design techniques in using colour, pattern, texture, shape, form and space.</p> <p>To evaluate ideas and use of media using inspiration from peers or other artists.</p>	<p>To develop mastery of art and design techniques with a range of materials.</p> <p>To create sketch books to record their observations, experiment and invent and use them to review and revisit ideas.</p> <p>To demonstrate control, creativity, experimentation and awareness of materials across a range of art and design techniques in using colour, pattern, texture, shape, form and space.</p> <p>To think critically and continuously evaluate throughout the artistic process using inspiration from peers or other artists.</p>																																																																																																																																				





Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Diversity in Art	<p>drawing pictures of animals and plants.</p>						
	<p>Our EYFS children:</p> <ul style="list-style-type: none"> <li>look at different styles of art, drawing, painting, colour</li> </ul>	<p>Our Year 1 children:</p> <ul style="list-style-type: none"> <li>explain how art can be different</li> <li>begin to understand the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, making</b></li> </ul>	<p>Our Year 2 children:</p> <ul style="list-style-type: none"> <li>discuss the similarities and differences of the different art forms/artists explored</li> <li>begin to understand the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, craft, music</b></li> </ul>	<p>Our Year 3 children:</p> <ul style="list-style-type: none"> <li>compare work of different artists</li> <li>begin to understand the different contexts of art through time.</li> <li>explore the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, craft, music, theatre, cinema, animation, photography, sculpture</b></li> </ul>	<p>Our Year 4 children:</p> <ul style="list-style-type: none"> <li>explain the differences between different periods of history in the context of art</li> <li>demonstrate understanding of different styles artists have used</li> <li>explore the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, craft, music, theatre, cinema, animation, photography, sculpture</b></li> </ul>	<p>Our Year 5 children:</p> <ul style="list-style-type: none"> <li>appreciate differences in cultures evident in art</li> <li>appreciate the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, craft, music, theatre, cinema, animation, photography, sculpture, architecture</b></li> </ul>	<p>Our Year 6 children:</p> <ul style="list-style-type: none"> <li>draw links between cultures and how they have changed through time</li> <li>appreciate the breadth of what we mean by 'art' and 'artists' - <b>paintings, drawing, craft, music, theatre, cinema, animation, photography, sculpture, architecture, fashion</b></li> </ul>
	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>Kandinsky</li> <li>Alma Woodsey Thomas</li> <li>Peter Thorpe</li> <li>Van Gogh</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Printing</li> <li>Sculpture</li> <li>Collage</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Shape</li> <li>Space art</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>Andy Warhol</li> <li>Andy Goldsworthy</li> <li>Picasso</li> <li>Paul Klee</li> <li>Gunta Stolz</li> <li>Henry Moore</li> <li>Hepworth</li> <li>Goldsworthy</li> <li>Michaelangelo</li> <li>Rodin</li> <li>Quinn</li> <li>Reader</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Weaving</li> <li>Sculpture</li> <li>Printing</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Pop Art</li> <li>Natural art</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>William Morris</li> <li>Georgia O'Keeffe</li> <li>Henri Matisse</li> <li>Lisa Milroy</li> <li>Tyree Guyton</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Hiberno-Saxon style - Book of Kells</li> <li>Natural/Environmental Art</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>Quentin Blake</li> <li>Bridget Riley</li> <li>Frank Bowling</li> <li>Jin Yong</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Collage</li> <li>Sculpture</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Prehistoric Artists - Stone Age</li> <li>Illustration</li> <li>Op Art</li> <li>Abstract expressionist</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>John Piper (1903-1992 English)</li> <li>Charles Rennie Mackintosh (Scottish 1868-1928)</li> <li>Giacometti (1901 - 1966 Swiss)</li> <li>El Seed (Tunisian - born in Paris 1981)</li> <li>Julian Opie</li> <li>Yinka Shonibare</li> <li>Binty Bint - local artist</li> <li>Banksy</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Painting</li> <li>Sculpture</li> <li>Printing</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Graffiti and street art</li> <li>Modern &amp; abstract (stained glass)</li> <li>Surrealism (sculpture)</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>Maggi Hambling</li> <li>David Hockney</li> <li>Barbara Hepworth</li> <li>Barbara Kobylnska</li> <li>Emma Majury</li> <li>Yayoi Kusama</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Sculpture</li> <li>Collage</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Abstract (sculpture)</li> <li>Urban/Industrial (landscapes)</li> </ul>	<p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>John Constable</li> <li>Claude Monet</li> <li>Edvard Munch</li> <li>Pablo Picasso</li> <li>Salvador Dali</li> <li>Georgia O'Keeffe</li> <li>Andy Warhol</li> <li>Roy Lichtenstein</li> <li>Peter Blake</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Printing</li> </ul> <p><b>Styles/ages/cultures:</b></p> <ul style="list-style-type: none"> <li>Landscape - Romanticism</li> <li>Impressionism</li> <li>Post Impressionism</li> <li>Symbolism</li> <li>Cubism</li> <li>Surrealism</li> <li>Modernism</li> <li>Pop Art</li> </ul>



<p><b>Exploration and Experimentation</b></p>	<p>Our EYFS children:</p> <p><u>Look and talk:</u></p> <ul style="list-style-type: none"> <li>ask questions</li> <li>in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><u>Make/Play</u></p> <ul style="list-style-type: none"> <li>with different materials freely, to develop their ideas about how to use them and what to make</li> <li>with a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>with props and materials when role playing characters in narratives and stories</li> </ul>	<p>Our Year 1 and 2 children:</p> <p><u>Use sketchbooks:</u></p> <ul style="list-style-type: none"> <li>as a place to record individual response to the world.</li> <li>to practice and develop sketchbook use (e.g., drawing to discover, drawing to show you have seen, drawing to experiment, collecting, cutting, sticking, writing notes).</li> </ul> <p><u>Look and talk:</u></p> <ul style="list-style-type: none"> <li>at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</li> <li>at a variety of types of source material and understand the differences: including images on screen, images in books and websites, artwork in galleries and objects in museums.</li> <li>in response to engaging with physical world (visiting, seeing, holding, hearing) including found and manmade objects.</li> <li>about their ideas, asking and answering questions about the starting points for their work and the processes they have used.</li> </ul> <p><u>Make/Play:</u></p> <ul style="list-style-type: none"> <li>through playful exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</li> <li>with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</li> </ul>	<p>Our Year 3 and 4 children:</p> <p><u>Use sketchbooks:</u></p> <ul style="list-style-type: none"> <li>to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world with a greater sense of ownership over pace and exploration.</li> <li>to practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show what you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, reflecting, making links, trying out ideas &amp; techniques which inform future work</li> <li>to make records of their ideas, thoughts, feelings and discoveries through notes and annotations</li> <li>to respond and learn about different artists and artforms</li> </ul> <p><u>Look and talk:</u></p> <ul style="list-style-type: none"> <li>about artwork made by artists, craftspeople, architects and designers, discussing artist's intention and reflect upon their response.</li> <li>at a variety of types of source material and understand the differences.</li> <li>in response to engaging with physical world (visiting, seeing, holding, hearing) including found and manmade objects.</li> <li>about their ideas demonstrating thoughtful observation about starting points and process which will be used</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>with use of a growing knowledge of how materials and medium act and playful exploration</li> <li>to explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul> <p><u>Use digital media:</u></p> <ul style="list-style-type: none"> <li>to identify and research artists, craftspeople, architects and designers.</li> </ul>	<p>Our Year 5 and 6 children:</p> <p><u>Use sketchbooks:</u></p> <ul style="list-style-type: none"> <li>as a vehicle to document their own independent, creative journey, demonstrating "sketchbook habit" and ownership.</li> <li>to practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links, discovering new ways to create, consolidate existing skills or to simply explore different art media.</li> <li>as a continuous tool to refine techniques and test out ideas while working on final pieces.</li> <li>as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</li> <li>for pleasure, making records of their ideas, thoughts, feelings, discoveries, own learning, responses through notes and annotations</li> <li>to respond and learn about different artists and artforms</li> </ul> <p><u>Look and talk:</u></p> <ul style="list-style-type: none"> <li>about artwork made by artists, craftspeople, architects and designers, discuss artist's intention and reflect upon their response.</li> <li>at a variety of types of source material and understand the differences.</li> <li>about artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</li> <li>in response to engaging with physical world (visiting, seeing, holding, hearing) including found and manmade objects.</li> <li>by taking part in small scale crits throughout so that brainstorming becomes part of the creative process.</li> <li>about their ideas demonstrating thoughtful observation about starting points and process which will be used</li> </ul> <p><u>Make:</u></p> <ul style="list-style-type: none"> <li>with use of a growing knowledge of how materials and medium act and playful exploration</li> <li>to explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</li> </ul> <p><u>Use digital media:</u></p> <ul style="list-style-type: none"> <li>to identify and research artists, craftspeople, architects and designers</li> <li>to help "see" and "collect" forming a digital sketchbook (still and video)</li> </ul>
---	---	--	---	--





<p>Our EYFS children:</p> <ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques such as mark making, drawing, painting, pastels, collage and clay.</li> <li>• experiment with colour, design, texture, form and function.</li> </ul>	<p>Our Year 1 children:</p> <ul style="list-style-type: none"> <li>• begin to develop a wide range of art and design techniques such as <b>drawing, painting, weaving, printing, colour mixing, clay, collage.</b></li> <li>• begin to explore: colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	<p>Our Year 2 children:</p> <ul style="list-style-type: none"> <li>• develop a wide range of art and design techniques such as <b>collage, textiles, clay, drawing, rubbing, pattern making, sewing, using different medias to mark make</b></li> <li>• explore colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	<p>Our Year 3 children:</p> <ul style="list-style-type: none"> <li>• further develop familiar art and design techniques, <b>such as drawing, painting, collage with materials, sculpture (e.g. pencil, charcoal, chalk, water colour, poster paint, paper, tissue)</b></li> <li>• develop colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	<p>Our Year 4 children:</p> <ul style="list-style-type: none"> <li>• work on a mastering art and design techniques, such as <b>drawing (pencil, art pencils, pen), collage (tissue paper), painting, sculpture (clay)</b> strengthen skills in demonstrating colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	<p>Our Year 5 children:</p> <ul style="list-style-type: none"> <li>• improve their mastery of art and design techniques, such as drawing, painting, 2D mixed media, sculpture, collage, printing, digital media.</li> <li>• develop their control and use of materials to explore colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	<p>Our Year 6 children:</p> <ul style="list-style-type: none"> <li>• continue to develop their mastery of art and design techniques, such as <b>sketching, painting, printing, chalks, collage, Computer Aided Design</b> and use these confidently in their own work.</li> <li>• demonstrate conscious consideration and control when using materials to explore colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>
<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Start to build mark-making vocabulary - shape and shape names</b></li> <li>• enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>• use and begin to control a range of media.</li> <li>• draw on different surfaces and coloured paper.</li> <li>• produce lines of different thickness using different tools.</li> <li>• start to produce different patterns and textures from observations, imagination and illustrations</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Start to build mark-making vocabulary - dot, line, pattern</b></li> <li>• begin to control marks and lines and use simple 2d geometric shapes when drawing</li> <li>• explore the concept of light &amp; dark, practising shading tones and how to control the pressure of their drawing materials</li> <li>• try out new ways of making lines/marks to describe a range of surfaces, textures and forms</li> <li>• use a range of drawing media including thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> <li>• draw from imagination &amp; observation to record what is seen, and also experimental drawing, to share what is felt</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Build mark-making vocabulary - texture, sketching, medium, space</b></li> <li>• use increasing skill and control of simple lines &amp; geometric shapes to create forms</li> <li>• control pressure when using drawing implements to create lighter or darker tones and marks and shade neatly</li> <li>• continue to identify and draw detail, texture and patterns.</li> <li>• draw on small and large scales</li> <li>• use a range of drawing media including thick felt tip pens/chalks/charcoal/wax crayon/pastel developing through experimentation</li> <li>• draw from imagination, observation and a variety of stimuli including close looking observation from primary &amp; secondary source material to record what is seen, and also experimental drawing, to share what is felt</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Build mark-making vocabulary - shade, blend, tone, hatching, stippling, shadow</b></li> <li>• identify and draw 2D &amp; 3D geometric shapes, developing more intricate and controlled lines</li> <li>• effectively control drawing media to create dark and light tones and experiment with different tones using graded pencils</li> <li>• develop confidence in describing a wide range of surfaces, textures &amp; forms (e.g. stippling, hatching, cross hatching)</li> <li>• draw on a range of scales</li> <li>• develop shadows</li> <li>• use tracing as a method of drawing</li> <li>• use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, chalk, pastels and natural 'ink'.</li> <li>• practice observational drawing, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Build mark-making vocabulary - scumbling, contour, form, scale</b></li> <li>• identify and draw 2D &amp; 3D geometric shapes becoming aware of proportion and scale</li> <li>• confidently use line &amp; shading with graded pencils and other media to describe shape, form, light, shade and shadow</li> <li>• continue to build confidence in describing a wide range of surfaces, textures &amp; forms (e.g. stippling, hatching, cross hatching, circular, scumbling, broken lines)</li> <li>• show consideration of scale</li> <li>• develop shadows with greater accuracy</li> <li>• use a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, chalk, pastels with increasing knowledge and skill</li> <li>• draw as a result of a range of stimuli, to explore more experimental drawing, following child's own interests/affinities</li> <li>• use sketchbooks to record drawings from observation and imagination</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Build mark-making vocabulary - composition, focal point, perspective, proportion, foreground, middle-ground</b></li> <li>• draw with an increasingly confident awareness of the 2D and 3D geometric forms becoming aware of proportion and perspective (fore/back and middle ground)</li> <li>• using different viewpoints, developing more abstract representations</li> <li>• create and blend tones from light to dark smoothly, controlling force and pressure across multiple media</li> <li>• use and be aware of various mark making techniques for different purposes &amp; intentions - loose and gestural or controlled and neat</li> <li>• independently select appropriate media for expression and purpose, taking risks and experimenting</li> <li>• draw from a variety of sources (photographs, observation, nature, digital images) and for a range of purposes (thinking, designing, creating, realising, imagining)</li> <li>• find and know artists' drawings they like, appreciate and admire</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <b>Build mark-making vocabulary - Chiaroscuro, negative space, positive space, focal point</b></li> <li>• draw with an increasingly confident awareness of the 2D and 3D geometric forms investigating proportion, focal point and perspective positive &amp; negative space</li> <li>• using different viewpoints, developing more abstract representations</li> <li>• working on drawings over a sustained period of time over a number of sessions</li> <li>• demonstrate tone using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> <li>• independently select appropriate media for expression and purpose, taking risks and experimenting to draw on a range of surfaces</li> <li>• use and be aware of various mark making techniques for different purposes &amp; intentions - loose and gestural or controlled and neat</li> <li>• draw from a variety of sources (photographs, observation, nature, digital images) and for a range of purposes (thinking,</li> </ul>





				<ul style="list-style-type: none"> <li>• use sketchbooks to record drawings from observation and imagination</li> </ul>		<p>to influence their own drawing style.</p> <ul style="list-style-type: none"> <li>• use sketchbooks to record drawings from observation and imagination</li> </ul>	<p>designing, creating, realising, imagining)</p> <ul style="list-style-type: none"> <li>• find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</li> <li>• use sketchbooks to record drawings from observation and imagination</li> </ul>
	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Start to build mark-making vocabulary - colour and colour names</b></li> <li>• explore and talk about what happens when colours are mixed</li> <li>• choose particular colours for a purpose</li> <li>• enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>• name and recognise colours being used.</li> <li>• mix and match colours to different artefacts and objects.</li> <li>• explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Start to build colour vocabulary - Primary, Secondary</b></li> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours, predicting resulting colours</li> <li>• Share colour charts to compare variations of the same colour</li> <li>• recognise warm and cold colours</li> <li>• explore the relationship between mood and colour</li> <li>• explore different kinds of paint (poster paint, watercolour)</li> <li>• paint on 3D objects and other surfaces (paper, card, textured surfaces)</li> <li>• use colours imaginatively learning that colour can be used to express their thoughts and feelings.</li> <li>• paint patterns &amp; add things to paint to make textures such as sand, grit, salt.</li> <li>• paint thick and thin lines using different brushes</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Build colour vocabulary - colour temperature</b></li> <li>• identify and sort secondary from primary colours, demonstrating how they are made</li> <li>• create and experiment with colour to compare variations of the same colour</li> <li>• develop brush control and explore different tools to create different effects</li> <li>• recognise warm and cold colours</li> <li>• explore the relationship between mood and colour</li> <li>• use different techniques (dripping, pouring, splattering, stippling)</li> <li>• understand the importance of outlines &amp; paint more sophisticated shapes.</li> <li>• paint on 3D objects a range of 2D surfaces (cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces)</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Build colour vocabulary - tint, shade, tone, wash, tertiary</b></li> <li>• mix primary and secondary colours to explore tertiary colours</li> <li>• create colours to match images</li> <li>• develop painting skills increasing control, &amp; precision when painting detail, texture, lines and edges of shapes</li> <li>• lighten and darken tones using black and white</li> <li>• begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>• experiment with watercolour, exploring intensity of colour to develop shades</li> <li>• create washes to form backgrounds</li> <li>• use a variety of brushes and experiment with ways of marking with them</li> <li>• work on different scales, selecting suitable brush size and type</li> <li>• study how other artists' paint, applying elements of this to their work</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Build colour vocabulary - depth, complementary colours, palette</b></li> <li>• mix and match colours, creating palettes to match images</li> <li>• learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting</li> <li>• use pattern &amp; texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect</li> <li>• use a variety of brushes and experiment with ways of marking with them (dotting, scratching, splashing)</li> <li>• create layers of different paints/wet/dry</li> <li>• explore complementary and opposing colours in the colour-wheel</li> <li>• use a variety of brushes and experiment with ways of marking with them</li> <li>• study how other artists' paint, applying elements of this to their work</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Build colour vocabulary - hue, gradation, highlight, harmonious colours</b></li> <li>• build on previous work with colour by exploring intensity of hues</li> <li>• know colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel)</li> <li>• explore using limited colour palettes</li> <li>• mix tertiary and secondary colours</li> <li>• learn that darker and lighter colours can be added to create tints and shades instead of black and white</li> <li>• mark make with paint (dashes, blocks of colour, strokes, points, lines or shapes) to create original compositions</li> <li>• use different types of paint (poster, watercolour, powder paint, acrylic) understanding their properties</li> <li>• develop fine brush strokes for detail</li> <li>• experiment with expressive painting techniques such as brush use, applying &amp; combining media, adding things to paint</li> <li>• explore how artists have used colour, texture and movement to express emotions e.g. in self portraits</li> </ul>	<p><u>Paint and Colour</u></p> <ul style="list-style-type: none"> <li>• <b>Build colour vocabulary - tonal contrast, chiaroscuro,</b></li> <li>• control and experiment with colour to create mood and express feelings, creating original compositions</li> <li>• control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer</li> <li>• experiment with tonal contrasts exploring the use of chiaroscuro</li> <li>• confidently create 3D form, depth and distance using colour and tone</li> <li>• explore positive and negative space with colour</li> <li>• use different brushes for specific purposes and select appropriate paints for a particular purpose</li> <li>• apply pattern and texture with confidence to decorate or embellish paintings</li> <li>• use painting techniques as part of a mixed media at project</li> <li>• describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling</li> <li>• explore a range of artists' paintings articulating which styles they prefer and why they like them</li> </ul>





<p>Other techniques:</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>to use objects, body parts, nature, to print to make patterns, make a picture - fingers, leaves, potatoes, sponge</li> <li>enjoy taking rubbings: leaf, brick, coin.</li> <li>develop simple pictures by printing from objects.</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>manipulate materials to achieve a planned effect - rolling, pinching, flattening</li> <li>using materials to build and construct their own model</li> <li>use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>experiment to create different textures - adding feathers, glue, glitter and tissue to paints</li> <li>explore materials by tearing, scrunching and rolling to make a collage picture</li> <li>enjoy playing with and using a variety of textiles and fabric.</li> <li>join different materials together.</li> </ul>	<p>Other techniques:</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>use fingers, sponges and blocks to form simple patterns</li> <li>experiment with amounts of paint applied and develop control</li> <li>explore possibilities of printing to create different lines/shapes/patterns</li> </ul> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>investigate a variety of materials and deconstruct them</li> <li>explore the technique of weaving using paper and discussing warp &amp; weft.</li> <li>weave on a large scale using a variety of equipment such as stairgates, bicycle wheels etc using various textures.</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>understand that sculpture is sometimes the name given for 3D artwork.</li> <li>playfully explore materials such as clay by flattening, rolling, pinching</li> <li>use a combination of natural materials such as twigs, leaves, rocks to create a sculpture</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>use digital painting tools</li> </ul>	<p>Other techniques:</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>explore textures through rubbing</li> <li>create a print by pressing, rolling, rubbing and stamping</li> <li>transfer drawing from sketchbook and observation to monoprint</li> <li>combine monoprint with other media to make a house collage</li> </ul> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>combine collage with other disciplines - paint, pens</li> <li>cut, organise and order paper to create a mosaic frame inspired by the Book of Kells</li> <li>planning and creating patterns derived from nature cut from fabric</li> <li>use simple sewing stitches to applique shape on to hessian</li> <li>create composition through layering</li> <li>add buttons and beads to enhance decorations</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>take photos on a digital device and begin to explore editing tools (c/c IT).</li> </ul>	<p>Other techniques:</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>blend two colours when printing</li> <li>using roller &amp; inks</li> <li>to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</li> <li>form prints to create continuous patterns</li> </ul> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>explore the difference between cutting/tearing</li> <li>develop group collages</li> <li>use a range of stimulus for collage work, trying to think of more abstract ways of showing views</li> <li>combine paint and collage to create abstract impressions</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>use paper and tape and use as the basis to explore modelling and sculpture</li> <li>sculpt objects from observation considering scale in relation to each other</li> <li>use a range of sculptural techniques such as bending, twisting, scrunching, tearing, rolling, joining</li> <li>use paint and the layering of other materials to add detail</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>create stop motion animations</li> <li>desktop publishing creating a newspaper.</li> </ul>	<p>Other techniques:</p> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>sew simple stitches using a variety of threads and wool</li> <li>create a collage using fabric as a base</li> <li>use felt to create a product</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>develop confidence working with clay adding greater detail and texture</li> <li>add colour once clay is dried</li> <li>investigate ways of joining clay - scratch and slip</li> <li>use pipe cleaners/wire to create sculptures of human forms</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>use photo editing tools (ICT)</li> </ul>	<p>Other techniques:</p> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>combine artforms such as collage, painting and printmaking in mixed media projects, e.g. paint, glue, layering, photographs, traced drawings, observations</li> </ul> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>design and create sculpture, both small and large scale</li> <li>make masks from a range of cultures and traditions, building a collage element into the sculptural process</li> <li>use objects around us to form sculptures</li> <li>use wires to create malleable forms</li> <li>build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</li> <li>create human forms showing movement</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>create a vector drawing</li> <li>use video editing tools</li> </ul>	<p>Other techniques:</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> <li>overprint with different colour making their own print</li> <li>experiment with screen printing and different layers</li> <li>investigate techniques from paper printing to work on fabrics</li> </ul> <p><u>Textile &amp; Collage</u></p> <ul style="list-style-type: none"> <li>introduce fabric printing</li> <li>create detailed designs which can be developed into batik pieces</li> </ul> <p><u>Digital</u></p> <ul style="list-style-type: none"> <li>design and make a 3D digital model (Done in Computing)</li> </ul>
---	---	---	---	--	---	--





**Art Progression Map**

Critical and Reflective

Our EYFS children:

- look and talk about what they have produced, describing simple techniques and media used
- share their creations, explaining the process they have used

About Artists:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

Our Year 1 and 2 children:

- enjoy listening to other people's views about artwork made by others
- discuss what they think/feel about a piece of work
- feel able to express and share an opinion about their artwork.
- share work to others in small groups, and listen to what they think about what you have made
- talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result
- show interest in and describe what they think about the work of others
- when looking at creative work express clear preferences and give some reasons

About Artists

- describe the work of famous, notable artists and designers
- express an opinion on the work of famous, notable artists
- use inspiration from famous, notable artists to create their own work and compare

Our Year 3 and 4 children:

- enjoy listening to other people's views about artwork made by others
- feel able to express and share an opinion about their artwork
- think about why the work was made, as well as how
- share work to others in small groups, and listen to what they think about what you have made
- take inspiration from and make suggestions about other people's work
- talk to a peer or teacher about the artwork made and share what they have enjoyed during the process, and what they like about the result.
- discuss problems which came up and how they were solved, thinking about what they might try next time
- annotate sketchbooks during and after the creative process
- understand how evaluating creative work during the process, as well as at the end, helps feed the process
- begin to take photographs and use digital media as a way to re-see work

About Artists

- use inspiration from famous artists to replicate a piece of work
- reflect upon their work inspired by a famous notable artist and the development of their art skills
- express an opinion on the work of famous, notable artists and refer to techniques and effect

Our Year 5 and 6 children:

- feel able to express and share an opinion about their artwork
- discuss why the work was made, as well as how
- ask questions about process, technique, idea or outcome
- share work to others in small groups, and listen to what they think about what you have made
- take inspiration from and make suggestions about other people's work
- provide a reasoned evaluation of both their own work and professionals work which consider starting points, intentions, contexts and enjoyment
- discuss problems which came up and how they were solved.
- annotate sketchbooks, regularly recording observations throughout the artistic process and use them to review and revisit ideas
- refer to techniques/artists/skills in context of their own individual work
- take photographs and videos and use digital media as a way to re-see work
- take part in small scale crits throughout so that evaluating becomes part of the creative process

About Artists

- share how other artists/artwork inspired you and how your work fits into larger context
- discuss the similarities and differences of the different art forms/artists explored
- give detailed observations about notable artists', artisans' and designers' work, offering facts about their lives

