

Art skills progression document

EYFS Artistic skills	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>An EYFS Artist needs to understand:</p> <ul style="list-style-type: none"> • Use various materials to create and express ideas. • Explore colour and experiment with colour mixing. • Develop their own creative ideas and refine them. • Create drawings with increasing complexity and detail. • Join materials together in different ways to build models and structures. • Explore textures and patterns in their artwork. • Use different artistic techniques such as printing, collage, and sculpture. • Work collaboratively on creative projects, sharing ideas and skills. • Talk about their creative process and choices. • Represent ideas and emotions in their work. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. • Learn 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials (e.g., pencil, charcoal, paint, clay). • Learn about great artists, architects, and designers in history.

Year	Unit title	Skills	Objectives / knowledge	Questions that children will answer	Vocabulary	
					Tier 2	Tier 3
N	AUTUMN 1 We are all different	This term, the children should know how to... <ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Beginning to use representation to communicate • Identifying key facial features (eyes, nose, mouth, hair) and their shapes. 	This term, the children should learn... <ul style="list-style-type: none"> • How to explore art and different media types • Creating self-portraits • Exploring colors, textures, and shapes through creative activities. 	What colors do you see in the paints/crayons/materials How does this (fabric, paper, clay) feel? Is it rough, smooth, bumpy What do you think we could make with these materials? What happens when you mix these two colors? How does this brush/crayon feel when you use it on the paper? What shapes can you make with your paintbrush/crayon? Can you tell me about what you're making? What do you like best about your artwork? How did you choose which colors to use? How does your artwork make you feel?	Materials & Tools <ul style="list-style-type: none"> • Paint, crayon, pencil, brush, glue, scissors, paper, collage, sponge, roller • Clay, fabric, tissue paper, cardboard, chalk, playdough Describing Colors & Mixing <ul style="list-style-type: none"> • Primary colors: Red, blue, yellow • Secondary colors: Green, orange, purple • Light, dark, bright, dull, shade, mix, blend Textures & Shapes <ul style="list-style-type: none"> • Smooth, rough, bumpy, soft, hard, shiny, sticky 	

				<p>What do you see when you look in the mirror? What color are your eyes/hair/skin Can you make a happy/sad/silly face in the mirror? How do you look? What shape is your face? Is it round, oval, or another shape? How will you draw your eyes/mouth/hair? What color will you use for your hair/eyes/skin? Can you show me where your nose goes on your picture? Can you tell me about your self-portrait? What do you like most about your picture? Is there anything you would add or change next time?</p>	<ul style="list-style-type: none"> Circle, square, triangle, rectangle, wavy, zigzag, straight, curved <p>Processes & Actions</p> <ul style="list-style-type: none"> Draw, paint, color, cut, stick, press, stamp, roll, mix, create Dab, brush, rub, smudge, blend, spread <hr/> <p>Creating Self-Portraits</p> <p>Facial Features & Body Parts</p> <ul style="list-style-type: none"> Face, head, eyes, nose, mouth, ears, eyebrows, hair, cheeks, chin Hands, fingers, arms, neck <p>Describing Features</p> <ul style="list-style-type: none"> Big, small, round, oval, long, short, curly, straight Dark, light, smooth, soft <p>Emotions & Expressions</p> <ul style="list-style-type: none"> Happy, sad, surprised, excited, tired, angry, silly Smiling, frowning, laughing, thinking <p>Art Techniques</p> <ul style="list-style-type: none"> Outline, sketch, fill, shade, color in, smudge Light, dark, thick, thin
<p>AUTUMN 2</p> <p>Christmas</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Exploring art and different media types Using brushes, glue sticks, and cutting tools with control. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> Learning how different tools (brushes, sponges, stamps) create effects. How to experiment with different materials like paint, collage, and textures. Communication – Describing their artwork and making choices in creative play. 	<p>What materials do you want to use today How does this paper, paint, or glue feel What happens if we mix these colors together What do you think will happen if we add more water to the paint Can you describe the colors you are using What shapes can you see in your artwork How does it feel when you paint or draw with this tool Can you show me how you are using the brush, sponge, or crayon What happens if you press harder or softer with your crayon or paint brush Can you tell me about your artwork What was your favorite part of making this How did you decide which colors and shapes to use What would you like to add to your picture</p>	<ul style="list-style-type: none"> Smooth Rough Bumpy Soft Hard Shiny Sticky Fluffy Scratchy Slippery Draw Paint Color Cut Stick Press Stamp Roll Dab Brush Rub Smudge Blend Spread 	

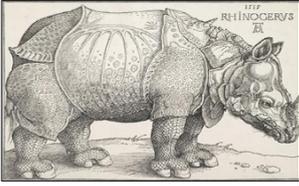
			How does your artwork make you feel	
SPRING 1 Minibeasts	This term, the children should know how to... <ul style="list-style-type: none"> • Creating costumes for role play • Glue and stick • Making minibeast collages using different materials like tissue paper, foil, and natural textures. • Creating butterfly symmetry art, folding paper in half to create matching wings. • Sticking on googly eyes, pipe cleaners, and pom-poms to craft 3D minibeasts like ladybugs and bees. 	This term, the children should learn... <ul style="list-style-type: none"> • Understanding the natural world through creative exploration. • Developing fine motor skills through collage-making and crafting. • Enhancing storytelling and imaginative play by acting out minibeast adventures. • Exploring sound and movement in relation to nature. 	Can you draw or paint your favourite minibeast? What colours will you use? What shapes can you see in a butterfly's wings? Can you make them the same on both sides? How does a spider's web look? Can you create one using glue and string? Can you use different materials to create a textured collage of a minibeast? What patterns do you notice on a ladybird or a bee? How can you show this in your artwork? Can you use different materials to make a 3D minibeast? What will you use for the wings or legs? How can we make a caterpillar look bumpy or fluffy? What happens when you mix different colours to paint a minibeast? Can you create a bug hotel collage using natural materials like leaves and twigs? How can we make our minibeast art look more realistic? What details could we add?	<ul style="list-style-type: none"> • Butterfly • Caterpillar • Ladybird • Bee • Spider • Worm • Snail • Ant • Dragonfly • Grasshopper • Symmetrical • Spots • Stripes • Wavy • Curved • Dotted • Swirly • Zigzag • Shiny • Fuzzy • Soft • Rough • Smooth • Bumpy • Sticky • Crinkly • Feathery • Glossy • Transparent • Furry
SPRING 2 On the farm	This term, the children should know how to... <ul style="list-style-type: none"> • Exploring colour mixing • Make farm Animal models • Draw a still life drawing • create farmyard collages 	This term, the children should learn... <ul style="list-style-type: none"> • Develop creativity by exploring different art techniques inspired by farm life. • Explore colour mixing to create different shades for painting farm scenes and animals. • Use a range of materials (e.g., paper, fabric, natural items) to create textured farmyard collages. • Experiment with sculpting and modelling using playdough or clay to create farm animals. • Improve fine motor skills through cutting, sticking, drawing, and painting activities. • Observe and draw fruits, vegetables, and farm animals, focusing on shapes, textures, and details. 	<ul style="list-style-type: none"> • What colours do you see on a farm? • How can we mix colours to make them? • Can you paint a farm animal? • What shapes do you need to draw first? • What patterns can you see on a cow, pig, or chicken? • How can you show them in your artwork? • How does a muddy field look? • What colours and textures can we use to show this? • Can you paint the sky at different times of the day? • How does it change? • What materials can we use to make a farmyard collage? • How does straw feel? • How can we use it in our artwork? • What could we use to show the wool on a sheep or the feathers on a chicken? • How can we arrange our collage pieces to 	<ul style="list-style-type: none"> • Cow • Sheep • Pig • Horse • Chicken • Duck • Goat • Dog • Cat • Drawing • Painting • Colour mixing • Gluing • Sticking • Cutting • Sculpting • Moulding • Pressing • Rolling • Rough • Smooth • Bumpy • Furry • Soft • Hard • Sticky • Thick • Thin • Field • Barn • Fence • Hay • Mud • Sky

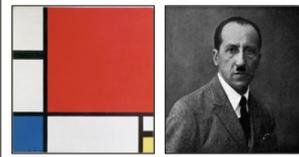
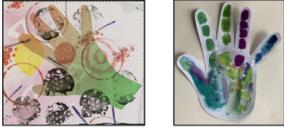
				<p>make it look like a real farm?</p> <ul style="list-style-type: none"> • Can we make a bumpy or rough texture in our farm artwork? • What shapes do we need to make a clay model of a farm animal? • How can we make the legs of our animal strong so it can stand up? • What details can we add to make our animals look real? • How does clay feel when we press, roll, or pinch it? • Can you make a tractor using different materials? • What shapes do you need? 	<ul style="list-style-type: none"> • Trees • Crops
<p>SUMMER 1</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Exploring Colour and Shape to Represent Uniforms • Creating Emergency Vehicles and Equipment Using 3D Art • Drawing and Painting Community Helpers • Collage and Mixed Media Art to Represent Different Professions 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • To use different materials to create a textured collage of a community helper. • To mix colours to paint uniforms and vehicles used by people who help us. • To make a simple 3D model of an emergency vehicle or tool. • To draw a person who helps us and add details like their uniform and equipment. 	<ul style="list-style-type: none"> • What colours do we see on emergency vehicles? • How can we mix paint to make them? • What shapes can we use to draw a police badge, a firefighter's helmet, or a doctor's bag? • Can you paint or draw a picture of someone who helps us? • What details can you add? • How can we use different materials to make a shiny firefighter's jacket or a soft nurse's uniform? • What tools do people who help us use? • How can we show them in our artwork? • What materials can we use to make a textured picture of a firefighter, doctor, or paramedic? • How can we use different fabrics or paper to show the different textures in uniforms? • Can we make a collage of a busy hospital or a fire station? • What details should we add? • What happens when we layer materials? How does it change the way our artwork looks? • How can we show movement in our collage? • How can we make a fire engine, police car, or ambulance using recycled materials? 	<ul style="list-style-type: none"> • Firefighter • Police officer • Paramedic • Doctor • Nurse • Dentist • Postal worker • Teacher • Mechanic • Construction worker • Drawing • Painting • Colour mixing • Gluing • Sticking • Cutting • Sculpting • Moulding • Pressing • Rolling • Smooth • Bumpy • Soft • Hard • Shiny • Rough • Sticky • Thick • Thin 	

				<ul style="list-style-type: none"> • What shapes do we need to build an emergency vehicle? • How can we make the wheels on our vehicle strong? • What details can we add to our 3D models to make them look real? • How does clay or playdough feel when we press, roll, or pinch it? 	
<p>SUMMER 2</p> <p>We are all different</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Self-Portraits – Exploring Identity Through Art • Creating Family and Friend Portraits • Collage and Mixed Media Art – Celebrating Differences • Exploring Patterns and Prints from Different Cultures • Handprints and Footprints – Mark-Making and Identity 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • To develop self-awareness by creating art that represents themselves and others. • To use colour mixing to match skin, eye, and hair tones. • To create self-portraits and family portraits, exploring different artistic techniques. • To use collage and mixed media to represent diversity in clothing, traditions, and features. • To explore patterns and prints from different cultures through printing and painting. • To experiment with mark-making techniques using handprints and footprints. 	<ul style="list-style-type: none"> • What do you see when you look in the mirror? • What colours do you need for your skin, eyes, and hair? • How are your features different from your friends'? How are they the same? • Can you draw yourself? What makes your picture special? • How do you feel when you look at your self-portrait? • Can you draw a picture of your family or friends? • Who will you include? • How do families look different from each other? • What makes yours special? • What colours can you use to show different hair, skin, and clothes? • Can you use shapes to draw people? • What shape is a face? • What shape are eyes? • What materials can we use to make a picture of ourselves? • How can we show different textures like curly hair, straight hair, or headscarves? • How can we use fabric or paper to make different types of clothes? • What makes our collages unique? • What patterns do you see on different clothes from around the world? • How can we use stamps and paint to make patterns? • What shapes can we see in traditional designs? • How do different cultures express their identity through art? • What happens when we press our hands into paint and onto paper? 		<ul style="list-style-type: none"> • Self-portrait • Features • Skin tone • Eye colour • Hair texture • Expression • Smiling • Looking • Individual • Unique • Special • Different • Same • Compare • Identity • Culture • Family • Friend • Drawing • Painting • Colour mixing • Gluing • Sticking • Cutting • Collage • Printing • Patterns • Texture • Print • Stamp • Shapes • Symbols • Traditional • Fabric • Textile • Decoration

				<ul style="list-style-type: none"> How are your handprints different from your friends'? Can we make a pattern with our prints? How can we use different colours to show different emotions? 	
R	AUTUMN 1	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Look in a mirror to observe their own features. Draw an outline of their face using simple shapes. Add facial features in the correct position. Use different pencil strokes to create detail and texture (e.g., for hair). Mix colours to match their skin, hair, and eye colour. Use a range of tools and techniques to create different effects (e.g., blending, shading, outlining). 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> A self-portrait is a picture of themselves. Faces have key features such as eyes, nose, mouth, and ears. Shapes can be used to represent facial features (e.g., eyes are oval, noses can be triangles). Different lines and shading can add detail to a drawing. Skin, hair, and eye colours can be mixed using paint. 	<ul style="list-style-type: none"> How can we mix colours to match your skin tone? Can you show me where your nose goes on your picture? How does your hair look? Is it straight, curly, or wavy? 	<ul style="list-style-type: none"> Facial Features & Body Parts: Face, head, eyes, nose, mouth, ears, eyebrows, hair, cheeks, chin, neck. Shapes & Proportion: Round, oval, triangle, rectangle, straight, curved, big, small, long, short, wide, narrow. Describing Features: Light, dark, smooth, soft, rough, straight, curly, wavy, spiky, thick, thin. Colours & Mixing: Skin tone, shade, tint, blend, mix, primary colours (red, blue, yellow), secondary colours (orange, green, purple). Art Techniques & Tools: Outline, sketch, shade, blend, smudge, thick, thin, detail, texture, pencil, crayon, paint, brush, mirror, portrait.
	AUTUMN 2	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Select and arrange materials to create a composition. Cut, tear, and shape materials to fit their artwork. Stick and layer materials using appropriate adhesives. Combine different media (e.g., paint with paper, fabric with crayon). Experiment with textures and overlapping to create depth. Use different tools (scissors, glue spreaders, brushes) effectively. Explore colour, shape, and pattern through collage techniques. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> Collage is an art technique where different materials are stuck together to create an image. Different textures and materials can be layered to add interest. Glue, tape, and other adhesives are used to join materials together. Overlapping and layering create depth and effects in a collage. Different media (e.g., paper, fabric, paint, natural materials) can be combined for effect. 	<ul style="list-style-type: none"> What happens when you layer these materials together? How can we attach this material securely? Which tool should we use? What story or feeling does your collage show? 	<ul style="list-style-type: none"> Materials & Tools: Paper, card, fabric, foil, tissue paper, newspaper, felt, natural materials, glue, scissors, tape, paint, brush, sponge. Textures & Effects: Smooth, rough, bumpy, soft, hard, shiny, matte, thick, thin, layered, crinkled, torn, folded, wrinkled. Art Techniques & Composition: Cut, tear, overlap, layer, stick, arrange, mix, combine, press, glue, attach, collage, background, foreground. Colour & Patterns: Bright, dull, mix, blend, contrast, shades, tones, shapes, pattern, symmetrical, random, design.
	SPRING 1	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Hold and control a pencil, crayon, or paintbrush using a comfortable grip. Draw simple shapes by following an outline or copying an example. Close a shape by joining the ends of a line. Use different movements (up, down, across, round) to form shapes. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> Shapes can be drawn using different types of lines (straight, curved, wavy). A shape is closed when its lines join together with no gaps. Shapes have different names (circle, square, triangle, rectangle, oval). Colour can be added inside a shape using different 	<ul style="list-style-type: none"> What shapes can you see in your picture? How do you know if your shape is closed? Can you show me how to colour inside the lines? What happens if we press hard with a crayon? What happens if we press lightly? What colours do you want to use inside your shape? 	<ul style="list-style-type: none"> Shapes & Lines: Shape, round, straight, curved, wavy, zigzag, edges, corners, outline, closed, open. Drawing & Colouring: Draw, colour, fill, inside, outside, neat, edges, light, dark, soft, hard, smooth, rough. Colours & Tools: Red, blue, yellow, green, orange, purple, black, white, bright, dark, Pencil, crayon, paint, brush, felt-tip, chalk, pastels, sponge.

	<ul style="list-style-type: none"> ● Colour inside a shape, staying within the lines as best as they can. ● Use different strokes to fill a shape (e.g., short strokes, circular motions, pressing lightly or firmly). 	<p>tools like crayons, pencils, or paint.</p> <ul style="list-style-type: none"> ● Staying inside the lines helps to keep the shape clear. 	<ul style="list-style-type: none"> ● Can you make your colouring smooth and even? 	
SPRING 2	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Explore patterns using dots, lines, and shapes. ● Draw and decorate a crescent moon and star using paint, crayons, or collage materials. ● Create henna-inspired patterns using fine motor skills (e.g., using a cotton bud, finger painting, or sponge dabbing). ● Experiment with printing techniques (e.g., stamping shapes to create a symmetrical pattern). ● Use cutting and sticking skills to make paper lanterns or star decorations. ● Work with different textures (e.g., sand, glitter, fabric, foil). ● Recognise and describe shapes and patterns in their artwork. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> ● Ramadan is a special time for many people around the world. ● The crescent moon and star are important symbols in Ramadan. ● Henna (mehndi) patterns are often used for special celebrations. ● Geometric patterns and repeating shapes are common in Islamic art. ● Different materials (paint, paper, beads, natural dyes) can be used to create patterns and decorations. ● Colours and patterns can have special meanings. 	<ul style="list-style-type: none"> ● What shapes can you see in a crescent moon and star? ● How can we make a repeating pattern for henna designs? ● What colours do you want to use for your Ramadan craft? ● What happens when we press or dab with a sponge? ● How can we decorate our moon and star to make it special? ● Can you create a symmetrical pattern using shapes? ● How do different materials feel when we touch them? 	<ul style="list-style-type: none"> ● Ramadan & Cultural Terms: Ramadan, Eid, fasting, crescent moon, star, lantern, celebration, henna, pattern, decorate, special, tradition. ● Shapes & Patterns: Circle, crescent, star, triangle, wavy, curved, straight, dots, swirls, lines, symmetrical, repeat, border. ● Art & Craft Techniques: Draw, colour, paint, print, stamp, decorate, press, dab, sponge, outline, texture, smooth, rough. ● Materials & Tools: Paper, card, paint, crayons, glue, glitter, sequins, beads, fabric, foil, tissue paper, cotton buds, stencils. ●
SUMMER 1	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Look closely at a plant or tree and describe what they see. ● Use different lines and shapes to draw what they observe. ● Hold and control a pencil, crayon, or paint brush correctly. ● Draw simple outlines of trees, leaves, and flowers. ● Experiment with different strokes to add detail (e.g., short lines for grass, wavy lines for bark). ● Use a variety of colours to make their drawings look real. ● Mix different shades of green, brown, or other natural colours. ● Use different pressures to create 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> ● Still life is when we draw or paint real things we can see in front of us. ● Trees and plants have different parts (e.g., trunk, branches, leaves, flowers). ● Leaves and flowers come in different shapes, sizes, and colours. ● Colours can be mixed to create different shades of green, brown, and other natural colours. ● Pressing lightly or hard with a pencil or crayon can change the effect of the drawing. ● Lines and shapes can be used to show details like veins in leaves or texture on tree bark. 	<ul style="list-style-type: none"> ● What shapes can you see in the tree/plant? ● How can we draw the leaves and branches? ● What colours do you see in the leaves and trunk? Are they all the same? ● How can we make a lighter or darker shade of green? ● What happens if we press hard with our crayon? What happens if we press lightly? ● Can you show me how to draw the details on the leaves? ● What happens when we mix green and yellow? ● How can we make our tree look more real? 	<ul style="list-style-type: none"> ● Nature & Shapes: Tree, plant, flower, leaf, stem, trunk, branch, petals, roots, round, oval, long, thin, wavy, jagged, smooth, rough. ● Colours & Mixing: Green, light green, dark green, brown, yellow, orange, red, blue, mix, blend, shade, bright, dark. ● Drawing & Art Techniques: Still life, look, observe, outline, sketch, shade, detail, press, light, dark, soft, hard, texture, lines. ● Tools & Materials: Pencil, crayon, chalk, paint, brush, pastel, sponge, rub, blend.

		lighter or darker areas in their drawing.	•			
	SUMMER 2	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Look closely at an ocean animal and describe what they see. • Draw simple outlines of fish, starfish, octopuses, or other sea creatures. • Use different lines and shapes to add details like fins, scales, and tentacles. • Use a variety of colours to match real-life ocean animals. • Mix different shades of blue, green, and other colours for the water and animals. • Press harder or softer to create different effects in their drawing. • Experiment with different strokes (e.g., short dashes for fish scales, wavy lines for water). 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • Still life means drawing something real that we can see. • Ocean animals come in different shapes and sizes (e.g., fish have fins, octopuses have tentacles). • Some ocean animals have patterns, spots, or stripes on their bodies. • The ocean has different shades of blue and green, and animals can be bright or camouflaged. • Pressing harder or softer with a crayon or pencil can make colours darker or lighter. • Different lines and shapes can be used to show movement (e.g., wavy lines for water, curved lines for fins). 	<ul style="list-style-type: none"> • What shapes can you see in the ocean animal? • How can we draw the fins/tentacles/scales? • What colours do you see on the fish/turtle/octopus? • How can we make the water look wavy? • What happens when we mix blue and green? • Can you press harder to make the colour darker? • How can we make our drawing look more like a real ocean animal? • 	<ul style="list-style-type: none"> • Ocean Animals & Features: Fish, shark, whale, octopus, jellyfish, starfish, dolphin, turtle, seahorse, crab, fins, tail, tentacles, scales, spots, stripes, shell, flippers, waves, ocean, sea. • Colours & Mixing: Blue, light blue, dark blue, green, turquoise, white, grey, orange, yellow, mix, blend, shade, bright, dark. • Drawing & Art Techniques: Still life, observe, outline, sketch, shape, shade, detail, press, light, dark, soft, hard, smooth, texture, wavy, curved, pattern. • Tools & Materials: Pencil, crayon, chalk, paint, brush, pastel, sponge, rub, blend. 	
1	<p>AUTUMN 1</p> <p>Drawing – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Make marks using a variety of drawing tools • Select appropriate tools • Make a range of marks • Communicate something about themselves in their drawing • Draw using pencil or crayon • Communicate mood in their drawing. • Draw lines of different shades and thickness by using different grades of pencil • Identify shades of primary colours <p>Significant Artist: Albrecht Dürer</p>  <p><i>The Rhinoceros (1515) by Albrecht Dürer</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Explicit teaching of techniques • Application of knowledge and techniques 	<p>What happens if you mix media? What happens if you change the size of the mark? What is the effect of pressure? What happens if you use the side rather than the tip? Does it smudge? What marks can you identify? Can you see where cross-hatching has been used? What did you enjoy / dislike about this activity? What would you do differently or change and why?</p>	<p>Drawing</p> <p>Pressure</p> <p>Orientation</p>	<p>Cross-hatching</p> <p>Texture</p> <p>Monochrome</p>
	<p>AUTUMN 2</p> <p>Painting – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • The names of the primary colours • Make thick and thin marks • Identify shades of primary colours • Use a range of brushes to explore shape • Mix colours using primary 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Explicit teaching of skills • Application of knowledge and techniques 	<p>Can you name the different parts of a brush? What is meant by dip, dip dab and can you explain this method to a partner? What would you do differently next time? How would you change or improve your work? What did you like / dislike about the activity?</p>	<p>Palette</p> <p>Brushstroke</p> <p>Primary colours</p>	<p>Bristles</p> <p>Ferrule</p> <p>Handle</p>

	<p>colours</p> <ul style="list-style-type: none"> ● Say the names of the primary colours ● Say the names of the secondary colours ● Use paint effectively to create a background ● Choose appropriate thick or thin paint brushes to create line. ● Draw a picture of something they see <p>Significant Artist: Piet Mondrian</p>  <p><i>Composition II in Red, Blue and Yellow (1930) by Piet Mondrian</i></p>		<p>Why do you feel that way?</p>		
<p>SPRING 1</p> <p>Printmaking—Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● How to make and use a stencil and relief block ● Apply paint using controlled brushstrokes and stippling ● Combine printing techniques such as stencilling and relief printing ● Print with clear intent ● Print onto paper ● Print onto textile ● Design a printing block ● Create a repeating pattern <p>Significant Artist: Karen Lederer</p>  <p>Handprints</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> ● Exploration of materials and artform ● Explicit teaching of techniques ● Applying knowledge, skills and techniques 	<p>What happens if you pull, push or drag an object over the surface of the paper? Which marks do you prefer and why? What effects can you create by overprinting? Why is it important to print with the lightest colour first? Which objects work best for reverse stencilling? What happens if you press your relief block gently / firmly? How does your partner's printing compare to yours? What did you find easy / difficult about the stencilling process? What would you do differently next time?</p>	<p>Printmaking</p> <p>Stencil</p> <p>Relief printing</p>	<p>Stippling</p> <p>Stroking</p> <p>Overprint</p>
<p>SPRING 2</p> <p>Textiles – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Combine a range of materials to produce textile art ● Make different kinds of shape using clay ● Roll, cut and coil clay to create different effects ● Add texture by using different tools <p>Significant Artist: Anne Kelly</p>  <p><i>Dream Portraits (2020) by Anne Kelly.</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> ● Exploration of materials and techniques ● Explicit teaching of techniques ● Applying knowledge, skills and techniques ● Combining materials 	<p>How have you created a textured surface? Which techniques have you used in your portrait? What would have happened if you had used thicker fabric? How have you created texture in your work? What would change if you used different colour combinations? Why does it feel different drawing on fabric instead of paper? How are the marks made by wet chalk different to the marks made by dry chalk? What do you like about your portrait? Which techniques did you prefer? What would you like to improve?</p>	<p>Fabric</p> <p>Yarn</p> <p>Portrait</p>	<p>Thread</p> <p>Assemble</p> <p>Fibres</p>
<p>SUMMER 1</p> <p>3D - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Sculptures can be made out 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> ● Exploration of materials 	<p>What happens if you pinch the clay? How did you decide which</p>	<p>inuksuk</p> <p>smooth</p>	<p>balance</p> <p>construct</p>

		<p>of many different materials</p> <ul style="list-style-type: none"> • Artists take inspiration from the work of others • Select materials based on their properties • Take inspiration from the work of an artist <p>Significant Artist: Kenojuak Ashevak</p>  <p>Window in the John Bell Chapel at Appleby College designed by Kenojuak Ashevak (2004)</p>	<p>and techniques</p> <ul style="list-style-type: none"> • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>materials to use?</p> <p>How do you change the surface from rough to smooth?</p> <p>What is easier? Building with boxes or stones?</p> <p>Why is it important to push the decorations into the surface?</p> <p>Which junk materials were most difficult to join?</p> <p>Why is it easier to make big pebbles?</p> <p>What are you most pleased with?</p> <p>What happens if you build your inuksuk, starting with the smallest pebbles or blocks?</p> <p>What would you do to make improvements?</p>	pebble	model
SUMMER 2	Collage - Block F	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Use collage as a background • Use paper and that it can be torn or cut for effect • Build up layers, using collage to create a background • Tear paper and use scissors to cut for precision <p>Significant Artist: Paul Klee</p>  <p>Castle and Sun (1928) by Paul Klee</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>What is easier, cutting along curved or straight lines?</p> <p>Which method do you prefer and why?</p> <p>Why did you select those colours for your background?</p> <p>What happens to the images when you paint over them with white paint?</p> <p>How would the effect have been different if you had arranged the squares differently or used different colours?</p> <p>What has happened to the bright colours?</p> <p>How is your picture similar / different to the work of Paul Klee? Why does brushing water over the picture soften the colours?</p> <p>What is the difference between cutting and tearing paper?</p> <p>What do you like about your finished picture?</p> <p>What would you change?</p>	contrast line muted	tear snip paste
2	AUTUMN 1 Drawing – Block A	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed • Layer different pressure to create effect • Create different tone using light and dark. • Show pattern and texture in their drawing. • Drawing a picture from observation <p>Significant Artist: Beth Krommes</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Explicit teaching of techniques • Application of knowledge and techniques 	<p>What happens if you use the mark making tools in a different way?</p> <p>What happens if you change the size, shape or direction of marks you make?</p> <p>What happens if you use different media in the same piece?</p> <p>Why did you choose to use that media?</p> <p>How would you change or improve your work?</p> <p>What would you do differently next time?</p> <p>What did you like / dislike about the activity?</p> <p>Why do you feel that way?</p> <p>What did you find challenging / easy?</p> <p>What do you like / dislike about your artwork?</p>	Response Stroke Linework	Contrast Medium/ media Stippling



Waves

Waves (2021) by Beth Krommes

AUTUMN 2

Painting – Block B

This term, the children should know how to...

- Select colours and painting tools
- Make painted marks to express feelings
- Mix and match colours and predict the outcome
- Mix colour to create a brown
- Make tints by adding white
- Make tones by adding black
- Use a range of brushes to create different effects within their work
- Create a background within their painting
- represent ideas through images and form

Significant Artist: Wassily Kandinsky



Composition VII (1913) by Wassily Kandinsky

This term, the children should know:

- Exploration of materials
- Explicit teaching of techniques
- Application of knowledge and techniques

What happens if you change the size, shape or direction of marks you make?
 What happens if you use different media in the same piece?
 How effective was the drawing tool you made?
 Why was / wasn't your drawing tool effective?
 What would you do differently next time?
 How would you change or improve your work?

Secondary colours
 Imagination
 Control

Concentric shapes
 Contrast
 Motif

SPRING 1

Printmaking – Block C

This term, the children should know how to...

- How to make a collagraph printing block
- Create repeated pattern
- Combine printing techniques
- Control lines and tone through pressure
- Create a print using pressing, rubbing, rolling and stamping
- Create a print like a designer

Significant Artist: William Morris



Strawberry Thief (1883) by William Morris

This term, the children should know:

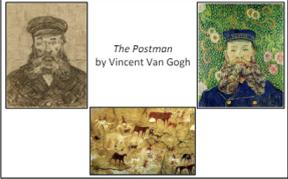
- Exploration of materials and artform
- Explicit teaching of techniques
- Applying knowledge, skills and techniques

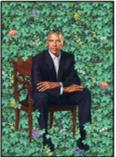
Why might a print be incomplete?
 What did you find easy / difficult about the printing you have done?
 What happens if the surface of a printing block is not level?
 How does your print compare to your partner's?
 How can you make a print darker or lighter?
 What would you do differently next time?
 How did you create a symmetrical pattern?
 Which do you prefer – printing with a block or natural objects?
 How would you describe the work of William Morris?
 What advice would you give about how to make prints clear?

Natural objects
 Repeated
 Organic

Collagraph
 Design
 Pattern

<p>SPRING 2</p> <p>Textiles and Collage – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Select appropriate pre-used images, colours and textures to create a new picture • Make a clay pot using their fingers • Mould and shape clay carefully to achieve desired effect • Join two finger pots together • Add line and shape to their work. <p>Significant Artist: Katie Vernon</p>  <p><i>Odd Pin Flower 3 (2020) by Katie Vernon.</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Applying skills and techniques • Explicit teaching of techniques and exploring materials • Explicit teaching of techniques and artform 	<p>What happens if you dribble paint onto a surface and use your fingers instead of a paintbrush? Why did you select those images for your collage? How does drawing with wet chalk compare with drawing with dry chalk? What effects could you create if you added stitching or paint to your collage? Why did you select those particular objects and materials? Do you like the work of Katie Vernon and Matisse? Give reasons. What different effects would you have achieved if you had used fewer colours? How would your picture have been different if you had used a printed or patterned background? What textures can you see and what textures can you feel? How would you like to change your work?</p>	<p>Image</p> <p>Adhesive</p> <p>Non-realistic</p>	<p>Reconstruct</p> <p>Montage</p> <p>Manipulate</p>
<p>SUMMER 1</p> <p>3D - Block E</p>	<p>This term, the children should know how...</p> <ul style="list-style-type: none"> • Backgrounds can be painted for effect • negative space is the area behind and around the main focus of the painting • Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space <p>Significant Artist: Kehinde Wiley</p>  <p><i>Barack Obama (2018) by Kehinde Wiley (born 1977)</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>What happens if you add drops of darker paint to a watery wash? How does overlapping shapes or the arrangement of cut-out shapes affect the negative space? What does gradient mean? What does contrast mean? What is positive and negative space? What happens if the object in the foreground is as colourful as the background? How can you create a gradient of colour, going from light to dark? What effect can you achieve by using the same groups of colours in the foreground and the background? Which technique of applying paint did you think was most effective? How would you adapt, develop or improve your work?</p>	<p>background traditional wash</p>	<p>negative space gradient effect</p>
<p>SUMMER 2</p> <p>Creative Response - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Series of steps in the creative process • Use knowledge of techniques and skills to make creative choices using painting and printmaking 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Explanation of stimulus and reflection on the skills learnt • Response to stimulus and revisiting of skills • Applying knowledge, skills and techniques 	<p>Which painting techniques did you choose and why? How clear are your prints? What is a hue? What could you do to make your prints clearer? What is a secondary colour? Give an example. How did you create a textured surface for the tree bark? Which painting technique is most effective at creating a textured effect? How do you make shades of brown?</p>	<p>response reflect collaboration</p>	<p>preparation process incubation</p>

<p>AUTUMN 1</p> <p>Drawing and Painting – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Use charcoal, chalk, pencil, pastel, pens etc. to create lines and form • Draw with detail to represent form and shape • Show facial expression in their drawing • Use sketches to help produce a final piece of work • Use different grades of pencil shades to show different tones and texture. <p>Significant Artist: Vincent Van Gogh</p> 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Invent marks and repeat for effect • Combine drawing and resist • Respond imaginatively to a story or poem about an invented creature 	<p>What happens if you use the mark making tools in a different way? What happens if you change the size, shape or direction of marks you make? What did you do to create a different tint? Explain to someone else how to change the tint of a colour. What happens if you use different media in the same piece? What did you find challenging / easy? What would you do differently next time? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Hue</p> <p>Repetition</p> <p>Resist</p>	<p>Tonking</p> <p>Sgraffito</p> <p>Impasto</p>
<p>AUTUMN 2</p> <p>Printmaking – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • printing block • Create a 2 colour print • Explore monoprinting on a range of different papers • Create a stencil to produce a print <p>Significant Artist: Neil Bousfield</p>  <p>Land and Sea, Past and Present (2019) by Neil Bousfield.</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of printing tools and materials • Explicit teaching of techniques • Application of knowledge and techniques 	<p>What happens if you use the mark making tools in a different way? Does the surface of the paper make a difference to how the print appears? What happens if you print on top of a previous mark? What happens if you rotate the printing block? Which method of printing do you prefer and why? How would you describe the work of Neil Bousfield? What did you find challenging / easy? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Textured</p> <p>In slab</p> <p>Thumbnail sketch</p>	<p>Repeated</p> <p>Impressed stamp</p> <p>Monoprint</p>
<p>SPRING 1</p> <p>Textiles and Collage – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Add texture to a piece of work • Use clay to create simple form <p>Significant Artist: Faith Ringgold</p> 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Apply knowledge, skills and techniques • Create collaged patterns within concentric circles • Tell a story using textiles and collage 	<p>What happens when water is added to water-based pens? What would happen if you added paint to your mandala design? What pigments are revealed from green or orange marks when water is added? What effect would overlapping the paper have made to your design? Why are different colours created when primary colours 'bleed' into each other? How would you improve your work? Which secondary colours were created when primary colours merged together? How is your work similar or different to your partner's?</p>	<p>Mandala</p> <p>Dye</p> <p>Quilt</p>	<p>Radial</p> <p>Pigment</p> <p>Symbol</p>

			How have you created a mosaic effect in your mandala design? What would you do differently next time?		
SPRING 2 3D – Block D	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> To know that relief work is a sculptural technique where parts of a sculpture remain attached to a surface. To know that sculptures can be any size and created with a wide range of materials. To know that when they are displayed they are called an installation. To be able to produce relief work, placing objects into a gesso. To make using wire and create structure and form. <p>Significant Artist: Louise Bourgeois</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Specific teaching of techniques and artform Exploring materials Specific teaching of sculptural techniques Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form 	<p>What happens if you group objects closely together? Why is it important to use thicker wire for the legs of the insect? How can you create a regular pattern rather than a random design? What techniques have you used to assemble and attach the body parts of the insect? Why is it important to work quickly? Which part of your work are you particularly proud of? What happens if you only wipe a small amount of metallic paint off the surface? Which parts of the insect were most tricky to construct?</p>	<p>Pliers Pargeting Gauge</p>	<p>Gesso (jesso) Relief Installation</p>
SUMMER 1 Painting - Block E	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space <div style="display: flex; justify-content: space-around;">   </div> <p><small>Barack Obama (2018) by Kehinde Wiley (born 1977)</small></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques 	<p>What happens if you add drops of darker paint to a watery wash? How does overlapping shapes or the arrangement of cut-out shapes affect the negative space? What does gradient mean? What does contrast mean? What is positive and negative space? What happens if the object in the foreground is as colourful as the background? How can you create a gradient of colour, going from light to dark? What effect can you achieve by using the same groups of colours in the foreground and the background? Which technique of applying paint did you think was most effective? How would you adapt, develop or improve your work?</p>	<p>background traditional wash</p>	<p>negative space gradient effect</p>
SUMMER 2 Creative Response - Block F	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Revisit skills that is related to the artist Create a piece using this skill the artist is known 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> To create a piece of work using the skills based around the artist To explore previous techniques Applying knowledge, skills and techniques 	<p>What happens if you add drops of darker paint to a watery wash? How does overlapping shapes or the arrangement of cut-out shapes affect the negative space? What does gradient mean? What does contrast mean? What is positive and negative space? What happens if the object in the foreground is as colourful as the background? How can you create a gradient of colour, going from light to dark? What effect can you achieve</p>	<p>All the above vocabulary</p>	<p>All the above vocabulary</p>

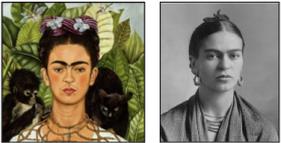
				<p>by using the same groups of colours in the foreground and the background? Which technique of applying paint did you think was most effective? How would you adapt, develop or improve your work?</p>		
4	<p>AUTUMN 1</p> <p>Drawing – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Begin to show facial features and body language in their sketches • Identify and draw simple objects • Use marks and lines to produce texture • Sketch ideas to inform final piece of art • Show reflections • Explain why they have chosen specific materials to draw with <p>Significant Artist: Giorgio Morandi</p>  <p><i>Natura Morta (1956) by Giorgio Morandi</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Explore materials and the effect of combining one medium with another • Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects • Applying knowledge, skills and techniques 	<p>What happens if you use the mark making tools in a different way? What happens if you change the size, shape or direction of marks you make? What happens if you use different media in the same piece? What did you find challenging / easy? What would you do differently next time? How would you change or improve your work? What did you like / dislike about the activity? Why do you feel that way? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Composition</p> <p>Focal point</p> <p>Form</p>	<p>Viewfinder</p> <p>Contour line</p> <p>Negative spaces</p>
	<p>AUTUMN 2</p> <p>Painting – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Mix colours independently • Create mood in their painting • Successfully use shading to create mood and feeling <p>Significant Artist: Georgia O'Keeffe and Helen Frankenthaler</p>  <p><i>The White Flower (1932) by Georgia O'Keeffe</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Explicit teaching of techniques • Application of knowledge and techniques • Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction 	<p>Are there similarities between your finished painting and the works of O'Keeffe or Fisher? Can you explain what overworking is? What happened where you used overworking? What happens if you change the size, shape or direction of marks you make? Can you give instructions on how to create secondary and tertiary colours? What did you find challenging / easy? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Wash</p> <p>Background</p> <p>Watercolour</p>	<p>Overpainting</p> <p>Tertiary colour</p> <p>Wet-on-wet</p>
	<p>SPRING 1</p> <p>Printmaking and Textiles – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Print using a range of colours • Create an accurate print design • Print onto different materials • Compare own designs with that of other artists • Experiment with and combine materials and processes to 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>What happens if fabric is not tied securely before dye is applied? What adjustments can be made to get a clearer print? How would the colours react if dye was applied to wet fabric? What patterns can be made by rotating the printing block? Why do some areas of fabric remain white?</p>	<p>Kente cloth</p> <p>Geometric designs</p> <p>Symbolise</p>	<p>Tie dye</p> <p>Weft</p> <p>Warp</p>

	<p>design and make a 3D form</p> <ul style="list-style-type: none"> • Begin to sculpt clay • Scale a design up to create large scale piece of art work <p>Significant Artist: Gilbert Ahiagbe (Bobbo)</p>  <p>Traditional kente cloth</p> <p>Gilbert (Bobbo) Ahiagbe.</p>		<p>Why might a print be unclear? What effects are created if you weave using different materials? Which techniques do you enjoy? What would you do differently next time?</p>			
<p>SPRING 2</p> <p>3D and Collage – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • To know that an illusion can suggest movement • To know the proportion will make a figure seem realistic. • To assemble pieces of paper to create the illusion of movement • <p>To create figures that are in proportion and out of proportion.</p> <p>Significant Artist: Alberto Giacometti</p>  <p><i>Three Men Walking (1948) by Alberto Giacometti</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of techniques and exploration of materials • Applying knowledge, skills and techniques 	<p>Which complementary colours produce the most effective illusion of movement? How do Giacometti's figures compare with those you created in Lesson 1? What would happen if you used wider borders of colour around your figure? How is your 3D figure similar to those made by Giacometti? Why is it important to use correct proportions when you are drawing figures? How did you depict a particular movement or action in your sculpture? What happens if you don't use correct proportions? What would you improve or do differently next time? What happens if you use thick strips of coloured paper on your 3D wire form?</p>	<p>Elongated</p> <p>Motion</p> <p>Figure</p>	<p>Form</p> <p>Proportion</p> <p>Découpage</p>	
<p>SUMMER 1</p> <p>Painting - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Position images on a plane to create space • Add grey to a colour to create a tonal change • Add white to a colour to create tints 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploring materials and methods • Experimenting with techniques • Applying knowledge, skills and techniques 	<p>What is the difference between watercolour paint and poster paint? Would you get the same results if you added salt to watercolour paint that has dried? What happens when you add salt to a surface of wet watercolour? Which colours produce the most noticeable effects? Why are salt crystals used ? What adjectives would you use to describe the impressions left by the salt crystals? What does absorb mean? Which substance has the most dramatic effect on the paint? How many different materials can you use to remove areas of paint? Which material gives the most interesting results? How many different ways can</p>	<p>opaque</p> <p>translucent</p> <p>stain</p>	<p>ombre</p> <p>plane</p> <p>shade</p>	

				<p>you apply paint to a surface? Does adding salty water to wet paint achieve the same results as adding dry salt to wet paint? Do you achieve the same effects by adding substances to wet and dry paint? Which techniques do you prefer and why? Why does scoring the paper result in such noticeable effects? What effects has the artist achieved through his use of line and tone? Would you label Jim's art as abstract or realistic? What does monochrome mean? How could you create a painting to reflect Jim's style? Why do you think the artist has chosen to create a monochrome painting? What do you like about your finished painting? What would you change?</p>		
<p>SUMMER 2 Creative Response - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Exploration of materials and techniques • Explicit teaching of techniques • Evaluating outcomes 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • To create a piece of work using the skills based around the artist • To explore previous techniques • Applying knowledge, skills and techniques 	<p>What is the difference between watercolour paint and poster paint? Would you get the same results if you added salt to watercolour paint that has dried? What happens when you add salt to a surface of wet watercolour? Which colours produce the most noticeable effects? Why are salt crystals used ? What adjectives would you use to describe the impressions left by the salt crystals? What does absorb mean? Which substance has the most dramatic effect on the paint? How many different materials can you use to remove areas of paint? Which material gives the most interesting results? Does adding salty water to wet paint achieve the same results as adding dry salt to wet paint? Do you achieve the same effects by adding substances to wet and dry paint? Which techniques do you prefer and why? Why does scoring the paper result in such noticeable effects? What effects has the artist achieved through his use of line and tone? Would you label Jim's art as abstract or realistic? What does monochrome mean? How could you create a painting to reflect Jim's style? Why do you think the artist</p>	<p>All the above vocabulary</p>	<p>All the above vocabulary</p>	

				<p>has chosen to create a monochrome painting? What do you like about your finished painting? What would you change?</p>		
5	<p>AUTUMN 1</p> <p>Drawing and Painting – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Identify and draw simple objects and use marks and lines to produce texture Use shading to create mood and feeling Develop observational focusing on line, shade and texture Show reflections and shadows within their artwork Represent foreground and background within their artwork Explain why they have chosen specific materials to draw with <p>Significant Artist: Friedensreich Hundertwasser</p>  <p><small>Blubs Grow In Beloved Gardens (1975) and Atlantis Submersion (1996 – 1998) by Friedensreich Hundertwasser</small></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Explore materials Explicit teaching of techniques Applying knowledge, skills and techniques 	<p>Can you explain the term subtractive drawing to a friend? What do you like or dislike about this method of mark making? What is chroma? How would you describe the artwork of Hundertwasser? What do you like / dislike about your artwork? Why do you feel that way? What did you find challenging / easy? How would you change or improve your work next time?</p>	<p>subtractive drawing (working in the negative)</p> <p>organic</p> <p>harmony</p>	<p>Overlay</p> <p>Abstract</p> <p>Chroma</p>
	<p>AUTUMN 2</p> <p>Printmaking – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Print using a range of colours Create accurate print design based on criteria provided Make connections with their work and that of others Create images through overprinting <p>Significant Artist: Andy Warhol</p>  <p><i>Campbell's Soup Can</i> by Andy Warhol</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of Materials Explicit teaching of techniques of reduction printing Application of knowledge and techniques previously learned 	<p>What materials are needed for making a reduction print? Why is the lightest colour applied first? Why should the incision not go all the way through the foam block? What would happen if a block wasn't cleaned after use? What would happen if new incisions weren't made but a new ink colour applied? What would a printmaker have to do if they wanted to use a fourth colour? What did you like / dislike about the activity? Why do you feel this way? What did you find challenging / easy? What would you do differently next time?</p>	<p>Edition</p> <p>Overlaid</p> <p>Reduction painting</p>	<p>Transpose</p> <p>Incision</p> <p>Inverted</p>
	<p>SPRING 1</p> <p>Textiles and Collage – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Explore how some stimuli can be used to inspire 3D form 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials, texture and natural objects Explicit teaching of techniques such as loom making and raffia work Applying knowledge, skills and techniques 	<p>How did you recreate the texture and lines found in bark? What did you find easy or difficult when weaving with raffia? What different effects can you create by tearing and overlapping strips of paper? How have you used fabric to represent the texture of</p>	<p>Textere</p> <p>Tactile</p> <p>Assemble</p>	<p>Appliqué</p> <p>Natural</p> <p>Fibre</p>

	<p>• Produce 3D artwork with a focus on form, texture and colour</p> <p>Significant Artist: Lesley Richmond</p>  <p>Sewing materials</p>  <p>Leaf Cloth Dance 1 and Woodland by Lesley Richmond.</p>		<p>natural objects? How is the effect different when you cut strips and leave gaps between them? Have you used the appliqué successfully to create a tactile surface? How do you make beads from paper? How would you improve your work further? Why is it important to start with the wide end of the paper when winding paper to make beads? Which techniques do you feel less confident about?</p>		
<p>SPRING 2</p> <p>3D – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • To know that an armature can be used to create a piece of 3D Art. • To know that clay can be joined by a score and slip method. • To use armatures to produce 3D forms. • Join two or more pieces of clay. <p>Significant Artist: Barbara Hepworth</p>  <p><i>Family of Man (1970)</i> by Barbara Hepworth</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and techniques • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>Why is it important not to allow the paper to wrinkle when you apply it to the armature? What did you find difficult about adding your decoration to the clay slab? What is different about the finished bowls? What happens if you roll out the clay too thinly? How does light affect the colours used in the tissue bowl? How do you make braids or twists from clay? What would happen if you used complementary colours? What effects did you create by using two colours of clay? Why is it important to score the surface of the clay when joining pieces? What would you do differently next time?</p>	<p>Amateur Papier-mâché Slip</p>	<p>Analogous colours Contour Score</p>
<p>SUMMER 1</p> <p>Painting - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Exploration of materials and techniques • Explicit teaching of techniques • Evaluating outcomes 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Select materials to create specific marks using watercolour paint 	<p>What is the difference between watercolour paint and poster paint? Would you get the same results if you added salt to watercolour paint that has dried? What happens when you add salt to a surface of wet watercolour? Which colours produce the most noticeable effects? Why are salt crystals used? What adjectives would you use to describe the impressions left by the salt crystals? What does absorb mean? Which substance has the most dramatic effect on the paint? How many different materials can you use to remove areas of paint? Which material gives the most interesting results? How many</p>	<p>coarseness dissolve adhere</p>	<p>warping spritz absorb</p>

				different ways can you apply paint to a surface? Does adding salty water to wet paint achieve the same results as adding dry salt to wet paint? Do you achieve the same effects by adding substances to wet and dry paint? Which techniques do you prefer and why? Why does scoring the paper result in such noticeable effects?		
	SUMMER 2 Creative Response - Block F	This term, the children should know how to... <ul style="list-style-type: none"> • Revisit skills that is related to the artist • Create a piece using this skill the artist is known 	This term, the children should learn: <ul style="list-style-type: none"> • To create a piece of work using the skills based around the artist • To explore previous techniques • Applying knowledge, skills and techniques 	What effects has the artist achieved through his use of line and tone? Would you label Jim's art as abstract or realistic? What does monochrome mean? How could you create a painting to reflect Jim's style? Why do you think the artist has chosen to create a monochrome painting? What do you like about your finished painting? What would you change?	All the above vocabulary	All the above vocabulary
6	AUTUMN 1 Drawing – Block A	This term, the children should know how to... <ul style="list-style-type: none"> • Make accurate sketches that use imagination and communicate emotion and a sense of self, • Develop drawing techniques that include shading, hatching and blending • Use a range of media to represent ideas including pen and ink • Develop and awareness of composition, scale and proportion • Make sketches with increasing accuracy and imagination • Combine media to create different effects within research their artwork • Explain why they have chosen specific drawing techniques <p>Significant Artist: Frida Kahlo</p>  <p style="text-align: center; font-size: small;">Frida Kahlo</p>	This term, the children should learn: <ul style="list-style-type: none"> • Exploration of materials <p>Make reference to previous mark making</p> <ul style="list-style-type: none"> • Explicit teaching of techniques • Application of knowledge and techniques 	Explain how you have used shape and form in your portrait work. Describe how you have used colour. Identify where you have used texture. Indicate where you have used line and intentionally changed marks. What happens if you use the mark making tools in a different way? What happens if you change the size, shape or directions of the marks you make? What happens if you use different media in the same piece? What do you like / dislike about your artwork? What did you like / dislike about the activity? Why do you feel that way? What did you find challenging / easy? How would you change or improve your work?	Surreal Portraiture Symbolism	Scale Proportion Figurative
	AUTUMN 2 Y6 Painting and Collage – Block B	This term, the children should know how to... <ul style="list-style-type: none"> • Explain what their own style is <p>Plan and produce observational and imaginative compositions</p> <ul style="list-style-type: none"> • Use a wide range of techniques in their artwork • Explain why they have chosen specific painting techniques 	This term, the children should learn: <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	What happens if you use different media in the same piece? Why is the weight or thickness of a material used in collage important to consider? How can the texture of a material be used to enhance an image? What effect do the black lines	Cubism Superimpose Still Life	Balance observational drawing Angles

	<ul style="list-style-type: none"> • Select the right tools for different effects • Use a range of paint, oil and acrylic • Mix colours to show mood and emotions with a painting. • Embellish and add layers to create complexity in their work • Use software to create digital artwork • Create a digital piece of art that can be used as part of a wider presentation. Produce images with a clear purpose • Select materials to represent images, moods and emotions • Justify the materials they have chosen • Combine pattern, tone and shape <p>Significant Artist: Patrick Caulfield Terry Gileck</p>  <p><i>Three Sausages (1978) by Patrick Caulfield</i></p>		<p>make in cubism? Why is tissue paper used to show colour change? 'The images in the picture weren't balanced' – what does this mean? Where has the artist superimposed something? What do you like or dislike about cubism and why? What did you like / dislike about the activity and why? How would you change or improve your work? What did you find challenging / easy? What would you do differently next time?</p>		
<p>SPRING 1</p> <p>Printmaking and Textiles – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Produce prints using different colours • Use rollers, stencils and poly blocks • Look carefully at skills and techniques used make decisions about the effectiveness of their printing methods <p>Significant Artist: Patrick Hughes</p>  <p><i>Paradoxymoron (1996)</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Explicit teaching of skills • Application of skills and processes • Explicit teaching techniques <p>Combining techniques</p>	<p>What does perspective mean? What would happen if you used a very sharp pencil to draw your image onto the polystyrene block? How do you draw objects in perspective? How have negative shapes been created in your repeated print? What do the words horizontal, vertical and diagonal mean? What improvements could be made? Why might a print appear smudgy or blurred? What did you find easy / difficult about the batik method? What happens if you print with the darkest colour first? What advice would you give someone who has not tried this method before?</p>	<p>Vanishing point Illusion Perspective</p>	<p>Batik tjanting tool (tj-ant-ing) Resist Art</p>
<p>SPRING 2</p> <p>3D – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • To create 3D forms using a variety of techniques. • To consider the use of colour, pattern and texture as they combine their pieces. • To know that a 2D object can change its form and shape to 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Applying and developing specific techniques • Specific teaching of techniques • Applying and combining techniques and artforms 	<p>How have you applied the tissue paper to create a specific design or pattern? Which tissue bowls do you prefer and why? What do you hope your bowl will look like once the armature is removed? How was the acetate sheet transformed when it was heated?</p>	<p>Translucent Glassblowing Starch</p>	<p>Asymmetrical balance Amorphous Biomorphic</p>

	<p>become 3D.</p> <ul style="list-style-type: none"> • To use different media to create shapes and forms. • To match visual and tactile elements to their intentions to create visual balance. <p>Significant Artist: Dale Chihuly</p>  <p><i>Cattails and Copper Birch Reeds (2015) and Maccia at Kew Gardens (2019) by Dale Chihuly</i></p>		<p>What happens if you apply lots of the starch mixture to the filter paper? What happens when more heat is added to certain areas of the sheet? What happens when less heat is added? How will using different armatures affect the forms created? What decisions did you make about the positioning of your different forms? Why do the designs and colours 'bleed' into each other? What improvements would you make?</p>		
<p>SUMMER 1 Painting - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Exploration of materials and art form • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Select and combine appropriate techniques to create the illusion of water and depth 	<p>What does depth mean? When painting water, why should you use horizontal brushstrokes? How does oil react with watercolour? How can you create the impression that a fish is nearer to the surface of the water than another? What does resist mean? How can you recreate the reflective and translucent qualities of water, using paint? How can you use brushstrokes and colour to give the impression of movement in water? What changes would you make to your work and why?</p>	<p>reflective oil translucent</p>	<p>resist absorb depth</p>
<p>SUMMER 2 Painting - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Revisit skills that is related to the artist • Create a piece using this skill the artist is known 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • To create a piece of work using the skills based around the artist • To explore previous techniques • Applying knowledge, skills and techniques 	<p>What does depth mean? When painting water, why should you use horizontal brushstrokes? How does oil react with watercolour? How can you create the impression that a fish is nearer to the surface of the water than another? What does resist mean? How can you recreate the reflective and translucent qualities of water, using paint? How can you use brushstrokes and colour to give the impression of movement in water? What changes would you make to your work and why?</p>	<p>All the above vocabulary</p>	<p>All the above vocabulary</p>