



SUBJECT ON A PAGE



Intent – We aim to...

Inspire all pupils to develop their confidence to experiment and invent their own works of art.

Introduce all pupils to a range of artists, understand their cultures, study their craft and use their works of art as inspiration.

Give all pupils every opportunity to develop their ability, nurture their talent and express their ideas and thoughts.

Teach specific skills and knowledge in different areas of art and enable all pupils to make links with prior learning and build on this.

Develop all pupils' critical abilities to enable them to evaluate their own work and the work of others, including key artists



Implementation – How do we achieve our aims?

"You can't use up Creativity. The more you use, the more you have." Mary Angelou

Art elements and progression of skills at the core of projects

Key skills of Art & Design underpin the projects undertaken in each year group. Projects are grouped under the headings of:

Drawing

Painting &
Mixed
Media

Sculpture
& 3D

Craft &
Design

Within each of these, skills are grouped under the following headings:

- Generating Ideas, Sketchbooks, Making Skills, Knowledge of Artists, Evaluating & Analysing

Focused Artists

EYFS: Piet Mondrian, Giuseppe Arcimboldo, Pablo Picasso

YEAR 1: Bridget Riley, Zaria Forman, Kandinsky, Louise Bourgeois, Jasper Johns, Clarice Cliffs

YEAR 2: Susan Stockwell, Kim Soon-Im, Matthew Cusick, Rachel Whiteread,

YEAR 3: Max Ernst, Maud Purdy, Georgia O'Keefe

YEAR 4: Ed Rusha, Georges Seurat, Alberto Giacometti, Fernando Botero, Henri Matisse, Henry Moore

YEAR 5: Fernando and Humberto Campana, Yoo Hyan Mi, Cai Guo-Qiang, Chila Kumari Singh Burman, Vincent van Gogh, Njideka Akunyili Crosby

YEAR 6: Chris Plowman, Graham Holland, Edward Weston, Derrick O. Boateng, Edvard Munch, Chuck Close,



Impact – How will we know we have achieved our aims?

Pupils 'know more and remember more'. Disciplinary knowledge allows them to develop the disciplinary skills

Pupils can discuss key artists / artwork and how these have inspired / shaped the world.

Pupils understand that art is subjective. Drawing inspiration from key artists / art, they will have expressed themselves in their own way.

Discussions show that pupils have developed key skills year on year and reflect that they can think critically about art

Artwork is proudly displayed and pupils are enthusiastic to share their work with others.

At Berry Hill Primary School, we believe that all children should have opportunities to explore, create, be imaginative and express themselves through thinking, creating and being artists. We endeavour to instil a love and appreciation for all art forms, to be inquisitive, to wonder and to investigate the possibilities. We want our pupils to become confident artists, to be brave enough to 'have a go' and to understand that 'mistakes' are vital to the creative learning process. An artist at Berry Hill recognises and appreciates the beauty in everyday things and is curious about the world around them. They are given the disciplinary knowledge to develop the disciplinary skills needed to become increasingly competent and we aspire to develop the next generation of artists, sculptors, designers and craftspeople.

Formal elements of Art & Design to equip pupils with cultural capital

Within each Key Stage, Art & Design also consists of a collection of formal elements. This is the knowledge and area of study needed to be able to effectively apply the skills of Art & Design:

COLOUR



FORM



SHAPE



LINE



PATTERN



TEXTURE



TONE



How Art & Design is structured across Berry Hill

Art & Design and Design & Technology alternate each half term in every year group.

	Y1	Y2	Y3	Y4	Y5	Y6
DRAWING	X	X	X	X	X	X
SCULPTURE & 3D	X	X	X		X	X
PAINTING & MIXED MEDIA	X	X		X	X	
CRAFT & DESIGN		X	X	X		X

The national Curriculum

Key stage 1 pupils should be taught

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2 Pupils

should be taught

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

FORMAL ELEMENTS

Disciplinary Knowledge

DISCIPLINARY KNOWLEDGE OF AN ARTIST

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COLOUR	Know the names of primary and secondary colours as well black, white, brown and grey.	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple 	Know that different amounts of colour can mixed to make hues of secondary colours. Know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.	Know that using light and dark colours next to each other creates contrast. Know that colours can be mixed using natural substances, and that prehistoric peoples used these paints.	To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
FORM	Know that art can be made as a variety of forms.	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three-dimensional art is called sculpture.	Know that ‘composition’ means how things are arranged on the page. Know that pieces of clay can be joined using the ‘scratch and slip’ technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.	To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. To know that size and scale of 3D art work changes the effect of the piece.	To know that the surface textures created by different materials can help suggest form in two-dimensional artwork.
SHAPE	Know that art can be made as a variety of shapes.	Know a range of 2D shapes and confidently draw these. Know how to shape paper by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know how to use simple shapes to sketch the form of an organic object.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
LINE	To know how to correctly hold a pencil in order to have control over producing a line.	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
PATTERN	To know what a shape, colour and line is and know what the term repeat means.	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn’t expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many ways, eg in the rhythm of brushstrokes in a painting (like work of van Gogh) or in repeated shapes within a composition.
TEXTURE	To know . To know how to describe what something feels like. Know that tools (such as pens, pencils, sticks, paint brushes)can make marks.	Know that texture means ‘what something feels like’ Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques can create surface texture. Know that texture can be created by using paint Know how to use hatching, scribbling, stippling, and blending to create surface.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. Know how to make a rubbing.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
TONE	To know what light and dark means (in the context of colour)	Know that ‘tone’ in art means ‘light and dark’. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.

DRAWING

JOURNEY OF AN ARTIST

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERATING IDEAS	Observational drawings using shapes and colours that you see e.g. flowers.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
SKETCHBOOKS		Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
MAKING SKILLS	Use a range of materials to draw with. To know that observational drawings means drawing the shapes and colours of things that they can see. To know that tools can make marks. To know art can be made from a variety of forms and shapes. To know what a shape, colour and line is and know what the term repeat means. To know what light and dark means (in the context of colour)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
KNOWLEDGE OF ARTISTS	Talk about artists that draw and what they see. Talk about artists who draw as illustrators.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
EVALUATING & ANALYSING	Compare features of their own and other's art work.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

PAINTING & MIXED MEDIA

JOURNEY OF AN ARTIST

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERATING IDEAS	To know the 3 primary colours and that primary colours cannot be made. To know the 3 secondary colours and how to make them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	
SKETCHBOOKS		Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Use sketchbooks purposefully, using drawings and annotations to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	
MAKING SKILLS	To know that tools can make marks. To know art can be made from a variety of forms and shapes. To know what a shape, colour and line is and know what the term repeat means. To know that mixing all 3 primary colours makes brown. To know what light and dark means (in the context of colour) To know that you can add white paint to lighten a colour and black to darken a colour. To know how to make pink.	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.		Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.	
KNOWLEDGE OF ARTISTS	Talk about the Primary colours used in Mondrian artwork.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
EVALUATING & ANALYSING	Talk about what they have seen happen and what has been made.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.		Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	

SCULPTURE & 3D

JOURNEY OF AN ARTIST

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERATING IDEAS	To know that Art can be made from a variety of forms and shapes.	Explore their own ideas using a range of media	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		Know how to develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
SKETCHBOOKS		Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		Confidently use sketchbooks or purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
MAKING SKILLS	To know different techniques to join materials together. To know that tools can make marks. To know that art can be made as a variety of forms and shape. To be able to describe what something feels like. To know some different materials. To know how to describe some different materials.	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.	Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.		Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
KNOWLEDGE OF ARTISTS	Be aware that other people create works using a variety of images, techniques and styles.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
EVALUATING & ANALYSING	Share their creations, explaining the process that they have used.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.		Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

CRAFT & DESIGN

JOURNEY OF AN ARTIST

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GENERATING IDEAS			Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
SKETCHBOOKS			Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
MAKING SKILLS	To know that art can be made from a variety of forms and shapes. To know that tools can make marks. To know some different materials. To know how to describe some different materials.		Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.		Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
KNOWLEDGE OF ARTISTS	Be aware that other people create works using a variety of images, techniques and styles.		Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.		Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
EVALUATING & ANALYSING	Share their creations, explaining the process they have used.		Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.		Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

VOCABULARY PROGRESSION OF AN ARTIST

	TERM 1	TERM 2	TERM 3
EYFS	Line, thin, thick, wavy, straight, pattern, smooth, rough . Colour, red, blue, yellow, orange, purple, green, black, white, brown, grey, pink, silver, gold, mix, mixing	Line, thin, dark, wavy, straight, curved, zig-zag, light, dark, shade, lightness, darkness	Create, make, join, glue, stick, collage, fasten, lighten, darken, lighter, darker
YEAR 1	<u>Drawing – make your mark.</u> horizontal, vertical, media, observation, diagonal, cross-hatched, broken, texture, shape, optical art, printing, lightly, firmly, shadow	<u>Sculpture and 3D – paper play</u> Three-dimensional, structure, scrunch, cylinder, concertina, overlap, carving, mosaic, sculpture	<u>Painting and mixed media: colour splash</u> Primary colour, secondary colour, mix, blend, printing, kaleidoscope, space, texture, hue, pattern, silhouette, concentric circles
YEAR 2	<u>Craft and design: map it out</u> Imaginary, inspired, hand-made, felt, fibres, wool roving, stained-glass, mosaic, transparent, 3D art, mobile, negative print, printmaking, printing tile	<u>Painting and mixed media: life in colour</u> Collage, material, layer, arrangement, overlap, surface, lighter, darker, apply, rubbing, sketch, textured surface, compose, position <u>Drawing – tell a story.</u>	<u>Sculpture and 3D – Clay houses</u> Sculptor, score and slip, working positively and negatively, flatten, ceramic, glaze, plaster casting, negative space, in relief, surface, impressing
YEAR 3	<u>Drawing – growing artists</u> Drawing media, tone, study, composition, scale, broad, narrow, fine, form, geometric, organic, blend, shading, frottage, botanical, abstract, gestural (<i>vigorous application of paint and expressive brushwork</i>), grade	<u>Craft and design: fabric of nature (y4)</u>	<u>Sculpture and 3D – abstract shape and space</u> Free-standing,
YEAR 4	<u>Drawing – power prints</u> Symmetry, contrast, print, gradient, proportion, collage, precision, wax-resistant, mixed media, hatching, parallel, block print, engraving, figurative, monoprint	<u>Painting and mixed media: light and dark</u> Still life, tint, shade, figurative, atmosphere, brushstrokes, portrait, landscape, background, foreground, static, vivid, muted, contrasting, pointillism, stippling, dabbing, proportion, photo-realism	<u>Craft and design: Ancient Egypt Scrolls (y3)</u> Papyrus, scroll, convey, scale, imagery, zine, audience
YEAR 5	<u>Sculpture and 3D – interactive installation</u> Installation, features, analyse, special effects, performance art, atmosphere, concept, revolution, elements, interactive	<u>Drawing – I need space</u> Imagery, architecture, continuous, formal, stimulus, collagraph, retrofuturism , perspective,	<u>Painting and mixed media: portraits</u> Self-portrait, paint wash, continuous line drawing, monoprint, transfer, mixed-media, multi-media, photomontage, art medium
YEAR 6	<u>Craft and design: photo opportunity</u> Cityscape, macro photography, monochrome, monochromatic, digital, saturation, emulate, focus, frame, pose, prop, photorealistic	<u>Drawing – make my voice heard</u> Experimental, mural, aesthetic, symbolic, chiaroscuro (<i>effect of contrasted light and shadow</i>), form	<u>Sculpture and 3D – making memories</u>

KEY STAGE 1

ART & DESIGN SEQUENCING

	TERM 1	TERM 2	TERM 3
YEAR 1	<p>Drawing: Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> <p>LQs How do I create different types of lines? How do I use lines and mark making to draw water? How can different media be combined? What is mark-making? How do I draw from observation?</p>	<p>Sculpture and 3D: Paper play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p> <p>LQs How can rolled paper make 3D structures? How can shaped paper create a 3D drawing? How can paper-shaping skills create an imaginary sculpture? How can sculpture be created by working collaboratively? How can painting skills be applied to 3D art?</p>	<p>Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>LQs What are primary colours and how do we make secondary colours? How do I apply my knowledge of mixing colours when painting? How do I explore colour when printing? How do I create different shades of secondary colours? How do I create art in the style of Clarice Cliffs?</p>
YEAR 2	<p>Craft and design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p> <p>LQs How can I create a map in a chosen style? What are the steps of the felt-making process? How do I use shape and colour to develop a craft technique? How can printmaking develop craft skills? How do I present my artwork and evaluate it?</p>	<p>Painting and mixed media: Life in Colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> <p>LQs What happens when 2 secondary colours are mixed together? How can paint create texture? How can paint create texture and pattern? How can different materials create a different collage effect? How can my work be improved?</p> <p>Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings</p> <p>LQs How do I use charcoal mark-making to express a word? How can I use different marks to create texture? How can I refine mark-making techniques to add texture? Can I include texture, details and expression to create a character? How do I bring a story to life through illustration?</p>	<p>Sculpture and 3D: Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p> <p>LQs How can clay be shaped by hands? How does the 'score and slip' technique join clay? How do I work 'positively' and 'negatively' into a clay surface? How do I design a tile in the style of Rachel Whiteread? How do I combine rolling, joining and pressing to create my clay tile?</p>

LOWER KEY STAGE 2

ART & DESIGN SEQUENCING

	TERM 1	TERM 2	TERM 3
YEAR 3	<p>Drawing: Growing artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> <p>LQs</p> <p>How do artists use shape in drawing?</p> <p>How does shading create tone?</p> <p>How can texture be created in drawing?</p> <p>How do I apply observational drawings to create detailed studies?</p> <p>How can understanding of composition help create art in the style of Georgia O’Keefe?</p>	<p>Craft and design: Fabric of nature</p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p> <p>LQs</p> <p>What are the starting points in a design process?</p> <p>How can materials and tools show colour and texture?</p> <p>How can research inspire the development of a pattern?</p> <p>How is a repeated pattern created?</p> <p>How is art made for different purposes?</p>	<p>Sculpture and 3D: Abstract shape and space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms.</p> <p>Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa</p> <p>LQs.</p> <p>What techniques can turn 2D card into 3D structures?</p> <p>What different ways can materials be joined when working in 3D?</p> <p>How can drawings help develop ideas for a 3D sculpture?</p> <p>How can I turn a plan into a 3D sculpture?</p> <p>What process will help me to evaluate and improve my sculpture?</p>
YEAR 4	<p>Drawing: Power prints</p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> <p>LQs</p> <p>How do I use tone to create a 3D effect?</p> <p>How do artists show proportion?</p> <p>How can pattern, symmetry and contrast contribute to a composition?</p> <p>How can shading techniques create pattern and contrast?</p> <p>How can working collaboratively develop drawings into prints?</p>	<p>Painting and mixed media: Light and dark</p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p>LQs</p> <p>How can tints and shades be mixed and applied?</p> <p>How can tints and shades create a 3D effect?</p> <p>How can painting create very different effects?</p> <p>How can I include proportion and composition when planning my still-life painting?</p>	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p> <p>LQs</p> <p>What are the styles, patterns and characteristics of Ancient Egyptian Art?</p> <p>How do I create a design in the style of an ancient civilization?</p> <p>How were ancient techniques used to construct a new material?</p> <p>How can drawing and painting recreate the style of Ancient Egypt?</p> <p>What does contemporary mean and how do I create a contemporary version of something ancient?</p>

UPPER KEY STAGE 2

ART & DESIGN SEQUENCING

	TERM 1	TERM 2	TERM 3
YEAR 5	<p>Sculpture and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p> <p>LQs What is an art installation? How does space and scale create 3D art? How can ordinary spaces be transformed to create art? Why are space, material and arrangement important when designing an installation? How can my knowledge of installation art create a finished piece?</p>	<p>Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> <p>LQs What is the purpose of imagery within Art? What decisions need to be made during a creative process? How can printmaking develop drawn ideas? How can I use a sketchbook to test and develop an idea? How can knowledge of drawing processes improve an idea?</p>	<p>Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>LQs How can backgrounds change the finished effect? How do I develop drawings into finished prints? What is the purpose self-portraits and how do different artists compare? How do self-portraits represent important ideas about their artist? How do I combine my knowledge and ideas to create a mixed-media self-portrait?</p>
YEAR 6	<p>Craft and design: Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p> <p>LQ How do I create a photomontage in the styles of Hannah Hoch, Chris Plowman and Graham Holland? How do I use macro photography in the style of Edward Weston to create abstract photographic art? How are design choices affected by digital photography choices? How can design choices be used to recreate famous artwork? How are observation and proportion used to create photorealistic art in the style of Chuck Close?</p>	<p>Drawing: Make my voice heard Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p> <p>LQs How can comparisons be made between different artworks? How can symbolism in art convey meaning? What is the drawing technique chiaroscuro and how can I use it? What is the context and intention of street art? How can impact and effect create a powerful image?</p>	<p>Sculpture and 3D: Making memories Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p> <p>LQs How can art explore the concept of 'self'? What sculptural techniques can be used? How can my own experiences be used to develop ideas for a sculpture? How can knowledge of materials and techniques combine to work effectively in 3D? How can I problem solve, evaluate and refine artwork to achieve a chosen outcome?</p>