

Art and Design

EYFS		
<ul style="list-style-type: none"> ● Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) <ul style="list-style-type: none"> ● Create collaboratively, sharing ideas, resources and skills (EAD) ● Compose and decompose shapes so that children recognise a shape can have other shapes within it (M) 		
<u>ELG's:</u>		
<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD) <ul style="list-style-type: none"> ● Share their creations, explaining the process they have used (EAD) ● Use a range of small tools, including scissors, paintbrushes and cutlery. (PD) <ul style="list-style-type: none"> ● Begin to show accuracy and care when drawing. (PD) 		
Knowledge	Vocabulary	Skills
<p style="text-align: center;">Drawing - Marvellous Marks</p> <p>Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. Texture: Simple terms to describe what something feels like (eg. bumpy). Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with.</p> <p style="text-align: center;">Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. <ul style="list-style-type: none"> ● Investigate marks and patterns when drawing. ● Identify similarities and differences between drawing tools. ● Investigate how to make large and small movements with control when drawing. <ul style="list-style-type: none"> ● Practise looking carefully when drawing. ● Combine materials when drawing <p style="text-align: center;">Painting and mixed media - Paint my World</p> <p>Colour: The names of a wide range of colours. Colour: Colours can be mixed to make new colours. Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy). Artists choose colours to draw or paint with. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images.</p> <p style="text-align: center;">Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. <ul style="list-style-type: none"> ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. <ul style="list-style-type: none"> ● Respond to a range of stimuli when painting. 	<p>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p> <p>Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p>	<ul style="list-style-type: none"> ● Talk about their ideas and explore different ways to record them using a range of media. ● Experiment in an exploratory way. ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Cut, thread, join and manipulate materials safely, focussing on process over outcome. ● Begin to develop observational skills (for example, by using mirrors to include the main features of faces) ● Enjoy looking at and talking about art. ● Recognise that artists create varying types of art and use lots of different types of materials. ● Recognise that artists can be inspired by many things. ● Talk about their artwork, stating what they feel they did well. ● Say if they like an artwork or not and begin to form opinions by explaining why.

<ul style="list-style-type: none"> ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage <p>Sculpture and 3D - Creation station</p> <p>Form: Modelling materials can be shaped using hands or tools. Texture: Simple terms to describe what something feels like (eg. bumpy). Artists use modelling materials like clay to recreate things from real life. Some art doesn't last long- it is temporary.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. <ul style="list-style-type: none"> ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. <ul style="list-style-type: none"> ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. <ul style="list-style-type: none"> ● Develop 3D models by adding colour <p>Craft and Design - Let's get Crafty/Seasonal Crafts</p> <p>Colour: The names of a wide range of colours. Colour: Colours can be mixed to make new colours. Form: Modelling materials can be shaped using hands or tools. Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.</p> <p>Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy). Artists choose colours to draw or paint with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. <ul style="list-style-type: none"> ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. <ul style="list-style-type: none"> ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. <ul style="list-style-type: none"> ● Design something on paper ready to make in three dimensions 	<p>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> <p>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>	
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Year 1

	Knowledge	Vocabulary	Skills
Term 1	<p>Drawing - exploring line and shape</p> <p>Shape: Know a range of 2D shapes and confidently draw these Line: Know that drawing tools can be used in a variety of ways to create different lines Pattern: know lines can create patterns like zig-zags and wavy lines Texture: know different drawing tools make different marks Tone: changing pressure when drawing can create light and dark tones Artists choose materials that suit what they want to make.</p>	Artist, Control, Line, Pressure, Shape,	<ul style="list-style-type: none"> ● Explore their own ideas using a range of media. ● Use sketchbooks to explore ideas. ● Exploring drawing different lines by varying control and pressure e.g. straight, wavy, zig-zags, broken, lighter, darker, etc. (Line, Pattern)

	<p>Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates</p>		<ul style="list-style-type: none"> • Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing (shape) • Exploring drawing and combining geometric shapes (Line, Shape) • Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line) • Recognising that applying more pressure when drawing or colouring gives a darker tone (Tone) • creating an area with a single, consistent tone when colouring/shading (Tone) • demonstrate a growing spatial awareness to present the position and size of objects, e.g. grounded trees (Space) • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. • Understand how artists choose materials based on their properties in order to achieve certain effects. • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Term 2	DT		
Term 3	<p>Painting and mixed media - colour splash</p> <p>Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple <p>Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: That there are many different shades (or 'hues') of the same colour. Tone: Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. <ul style="list-style-type: none"> • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. <ul style="list-style-type: none"> • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick,	
Term 4	DT		
Term 5	<p>Sculpture and 3D - paper play</p> <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Some artists are influenced by things happening around them. Artists choose materials that suit what they want to make. Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls 	Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine	
Term 6	DT		
Year 2			

	Knowledge	Vocabulary	Skills
Term 1	<p>Drawing - understanding tone and texture</p> <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Texture: Different marks can be used to represent the texture of objects</p> <p>Texture: Texture means 'what something feels like'</p> <p>Shape: Shapes can be organic (natural) and irregular</p> <p>Shape: Patterns can be made using shapes</p> <p>Pupils know:</p> <ul style="list-style-type: none"> Using and describing more complex lines and marks that might begin to reflect texture e.g. overlapping, varying speed and varying pressure <ul style="list-style-type: none"> Recognising that shapes and marks can be refined rather than accepting the first attempt <ul style="list-style-type: none"> composing more complex drawings by combining shapes <ul style="list-style-type: none"> using shading to show light and dark areas using the same tool to colour/shade different tones by adjusting pressure <ul style="list-style-type: none"> developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people 	grip, mark making, materials, refine, shading,, sketch, texture,, tone	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Using sketchbooks to help make decisions about what to try out next Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials
Term 2	DT		
Term 3	<p>Painting and Mixed media - life in colour</p> <p>Colour: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>Shape: Patterns can be made using shapes.</p> <p>Pattern: Patterns can be used to add detail to an artwork.</p> <p>Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Painting tools can create varied textures in paint.</p> <p>Tone: Different amounts of paint and water can be used to mix hues of secondary colours</p> <p>Some artists create art to make people aware of good and bad things happening in the world around them</p> <p>Art can be figurative or abstract.</p> <p>Artists try out different combinations of collage materials to create the effect they want.</p> <p>People use art to tell stories.</p> <p>People make art about things that are important to them.</p> <p>People make art to share their feelings.</p> <p>People make art to help others understand something.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. <ul style="list-style-type: none"> Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. 	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	

	<ul style="list-style-type: none"> Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it. 		
Term 4	DT		
Term 5	<p>Sculpture and 3D - clay houses</p> <p>Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. <ul style="list-style-type: none"> Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. <ul style="list-style-type: none"> Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. <ul style="list-style-type: none"> Use clay tools to score clay. <ul style="list-style-type: none"> art can be figurative or abstract artists can use the same material (felt) to make 2D or 3D artwork <ul style="list-style-type: none"> People make art to share their feelings People make art to explore an idea in different ways 	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	
Term 6	DT		
Year 3			
	Knowledge	Vocabulary	Skills
Term 1	<p>Craft and Design - Ancient Egyptian Scrolls</p> <p>Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Art from the past can give us clues about what it was like to live at that time.</p> <p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists can work in more than one medium.</p> <p>Art can be purely decorative or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> <p>People can make art to express</p>	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 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 a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an

	<p>their views or beliefs. People use art to help explain or teach things.</p> <p>Pupils know:</p> <ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. <ul style="list-style-type: none"> ● Produce and select an effective final design. <ul style="list-style-type: none"> ● Make a scroll. ● Make a zine. ● Use a zine to present information. 		<p>understanding of shape to communicate form and proportion.</p> <ul style="list-style-type: none"> ● Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence ● Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. ● Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. ● . ● Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. ●
Term 2	DT		
Term 3	<p style="text-align: center;">Painting and mixed media - prehistoric painting</p> <p>Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints</p> <p>Shape: Negative shapes show the space around and between objects.</p> <p>Line: Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Artists experiment with different tools and materials to create texture.</p> <p style="text-align: center;">Artists make art in more than one way. One artwork can have several meanings.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use simple shapes to scale up a drawing to make it bigger. <ul style="list-style-type: none"> ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. <ul style="list-style-type: none"> ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. <ul style="list-style-type: none"> ● Use colour mixing to make natural colours 	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	

Term 4	DT		
Term 5	<p>Drawing - growing artists</p> <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Pattern: Surface rubbings can be used to add or make patterns.</p> <p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>People make art to explore big ideas, like death or nature.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use shapes identified within objects as a method to draw. <ul style="list-style-type: none"> ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively 	<p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth,</p> <p>Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>	
Term 6	DT		
Year 4			
	Knowledge	Vocabulary	Skills
Term 1	<p>Craft and design - fabric of nature</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern: Patterns can be irregular, and change in ways you wouldn't expect.</p> <p>Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Designers can make beautiful things to try and improve people's everyday lives.</p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<ul style="list-style-type: none"> ● Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. ● Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. ● Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. ● Use growing knowledge of different materials, combining media for effect. ● Apply observational skills, showing a greater

	<p>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media. Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Artists evaluate what they make and talking about art is one way to do this.</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • That a mood board is a visual collection which aims to convey a general feeling or idea. <ul style="list-style-type: none"> • That batik is a traditional fabric decoration technique that uses hot wax. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. <ul style="list-style-type: none"> • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to focus on colours and texture. <ul style="list-style-type: none"> • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. <ul style="list-style-type: none"> • Use materials, like glue, in different ways depending on the desired effect. <ul style="list-style-type: none"> • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. 		<p>awareness of composition and demonstrating the beginnings of an individual style</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. • Use sketchbooks for a wider range of purposes, for example, recording things using drawings and annotations, planning and taking the next steps in a making process • Understand how artists use art to convey messages through the choices they make. • Discuss art considering how it can affect the lives of the viewers or users of the piece. • use subject vocabulary confidently to describe and compare creative works
Term 2	DT		
Term 3	<p style="text-align: center;">Drawing - exploring tone, texture and proportion</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Form: using lighter or darker tints and shades of a colour can create a 3D effect Shape: How to use basic shapes to form more complex shapes and patterns Texture: how to use texture more purposely to achieve a specific effect or to replicate different surfaces Tone: that using lighter and darker tints and shades of a colour can create a 3D effect. Tone: tone can be used to create a contrast in an artwork</p> <p style="text-align: center;">Pupils know how to:</p>	collage, composition, form, highlight, proportion, shadow, three-dimensional	

	<ul style="list-style-type: none"> ● Use lines and marks to represent texture, pattern and light in a creative and expressive way e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass ● represent geometric 3D shapes more accurately and begin to include organic forms <ul style="list-style-type: none"> ● use a more diverse range of marks to convey a subject's form ● combine lines and marks to create light and dark areas of a drawing ● the impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light ● create a graduation effect, smoothly transitioning from light tones, to mid tones, to dark tones ● sketch to plan the placement of their composition elements for visual effect. <ul style="list-style-type: none"> ● draw more accurately in relative size/proportion ● recognise whether something is in the foreground or background of a composition and how size can show distance <p>Artists make choices about what, how and where they create art Art can be all different sizes Art can be displayed inside or outside Artworks can fit more than one genre Artists evaluate what they make, and talking about art is one way to do this</p>		
Term 4	DT		
Term 5	<p style="text-align: center;">Painting and mixed media - light and dark</p> <p>Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: That using lighter and darker tints and shades of a colour can create a 3D effect. Tone:Tone can be used to create contrast in an artwork. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p> <p style="text-align: center;">Pupils know how to:</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. <ul style="list-style-type: none"> ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. <ul style="list-style-type: none"> ● Choose suitable painting tools. ● Arrange objects to create a still life composition. <ul style="list-style-type: none"> ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	

Term 6	DT		
Year 5			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">Drawing - depth, emotion and movement</p> <p>Shape: Shapes can be used to place the key elements in a composition Line: Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Texture: How to create texture on different materials. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculpture</p> <p>Artists are influenced by what is going on around them; for example culture, politics and technology. Artists can choose their medium to create a particular effect on the viewer. How an artwork is interpreted will depend on the life experiences of the person looking at it</p> <p>People make art to express emotion People make art to portray ideas about identity</p> <p style="text-align: center;">Pupils know how to:</p> <ul style="list-style-type: none"> ● Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion <ul style="list-style-type: none"> ● Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition ● Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed <ul style="list-style-type: none"> ● Identify qualities and techniques that resonate and begin to develop personal style and preferences <ul style="list-style-type: none"> ● Refine tonal shading to show greater graduations in tone <ul style="list-style-type: none"> ● Blend to smooth transitions in tone ● Use shading techniques such as cross hatching, to create texture as well as depth <ul style="list-style-type: none"> ● Use sketching to experiment with ideas, layout and shading ● Consider balance and symmetry/asymmetry in compositions ● Start using size to develop a foreground, midground and background in compositions 	<p>background, composition, depth, focal point, foreground, main subject, middle ground, printing plate, printmaking, proportion</p>	<ul style="list-style-type: none"> ● Develop ideas more independently from their own research. ● Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. ● Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists ● Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form ● 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. ● Discuss how artists create work with the intent to create an impact on the viewer. ● Consider what choices can be made in their own work to impact their viewer ● 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 ● Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas
Term 2	DT		
Term 3	<p style="text-align: center;">Painting and mixed media - portraits</p> <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>		

	<p>Pattern: 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.</p> <p>Tone: Tone can help show the foreground and background in an artwork. Artists use self-portraits to represent important things about themselves. People make art to portray ideas about identity Comparing artworks can help people understand them better.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. <ul style="list-style-type: none"> ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. <ul style="list-style-type: none"> ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. 		
Term 4	DT		
Term 5	<p style="text-align: center;">Interactive installations</p> <p>Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</p> <p>Form: The size and scale of three-dimensional artwork changes the effect of the piece.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists create works that make us question our beliefs.</p> <p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Sometimes people disagree about whether something can be called ‘art’.</p> <p>Art doesn’t always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>Some artists become well-known or famous and people tend to talk more about their work because it is familiar</p> <p style="text-align: center;">Pupils know how to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. <ul style="list-style-type: none"> ● Try out ideas on a small scale to assess their effect. <ul style="list-style-type: none"> ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. <ul style="list-style-type: none"> ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display. 	<p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>	
Term 6	DT		

Year 6			
	Knowledge	Vocabulary	Skills
Term 1	<p>Drawing - Expressing ideas</p> <p>Explore the expressive qualities of line as part of their iterative process Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to be achieve this effect Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Find a point in the distance to draw from (one-point perspective). Scale drawings up or down while aiming to keep proportion</p> <p>Artists can use symbols in their artwork to convey meaning Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work Art can be a form of protest Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time Art sometimes creates difficult feelings when we look at it Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical Sometimes people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p>	depth, graffiti, horizon, mural, one point perspective, proportion, realism, scale,street art, vanishing point	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art • 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. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Term 2	DT		
Term 3	<p>Painting/mixed media - Artist study</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way. Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art</p>	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	

	<p>Art can be analysed and interpreted in lots of ways and can be different for everyone Everyone has a unique way of experiencing art.</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Use sketchbooks to research and present information. <ul style="list-style-type: none"> ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning. 		
Term 4	DT		
Term 5	<p style="text-align: center;">Craft and design - Photo opportunity</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. Artists can use symbols in their artwork to convey meaning Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Pupils know:</p> <ul style="list-style-type: none"> ● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. <p style="text-align: center;">Pupils</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. <ul style="list-style-type: none"> ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. <ul style="list-style-type: none"> ● Use drama and props to recreate imagery. ● Take a portrait photograph. 	<p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>	

	● Use a grid method to copy a photograph into a drawing.		
Term 6	DT		