

Year	Key skills progression					Evaluate	National Curriculum coverage	Key vocabulary	Key questions	Previous skills / coverage links
	Line, Shape Form & Space	Form (sculpture)	Colour	Pattern	Collage					
EYFS	<ul style="list-style-type: none"> Introduce a range of tools which can produce marks on a variety of backgrounds Use parts of a pencil to create different mark making effects. . To begin to produce simple observational drawings of objects. 	<ul style="list-style-type: none"> To develop an awareness that sculpture is viewed from all angles (3 dimensionally). To begin to develop simple 3D representations using a range of 	<ul style="list-style-type: none"> To be able to mix primary colour in order to make secondary colours. To To be able to apply the paint using different applicators. To hold the applicators correctly. 	<ul style="list-style-type: none"> To examine different textiles with a simple repeat pattern. To create simple patterns using natural objects or shapes To develop skills of cutting, tearing, fringing, fraying, twisting and shaping paper. To produce a large paper weave pattern 	<ul style="list-style-type: none"> To develop techniques for cutting and tearing. To begin to develop gluing skills, spreading, using appropriate amounts etc. 	<p>Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements.</p> <p>Provide opportunities to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Expressive arts and design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, selfexpression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</p> <p>Early Learning Goal Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories</p>	<p>Drawing</p> <p>Pencil Tone Line; wavy, straight, sharp, smooth, thick, thin, smudged</p> <p>Viewfinder Sketch Digital Shade Blending</p> <p>Painting</p> <p>Primary colours Secondary colours Warm colours Cold colours Colour mixing Strokes Print/printed / printing Tint Colour wash Lighter/darker Digital Water colour blending</p> <p>Sculpture</p> <p>Pinch Pressing Rolling Rubbing Stamping Roll Coil Form Casting Space</p> <p>Resources</p> <p>Pastel Charcoal</p>	<p>Sentence Starters</p> <p>My first impressions of this piece are... The piece of work is about... In this piece I can see... I think the artist has made this piece by... This piece reminds me of... The part that I find most interesting it... I think this piece is about... The colours the artist has used are... The areas I like/don’t like about this piece are... This piece of work makes me feel... I could use the artists ideas in my work by...</p>	
Yr1	<p>Introduce a range of tools which can produce marks on a variety of backgrounds Use parts of a pencil to create different mark</p>	<ul style="list-style-type: none"> To develop an awareness that a sculpture is viewed from all angles (3 dimensionally). To begin to develop simple 3D representations using a range of 	<ul style="list-style-type: none"> To be able to mix primary colour in order to make secondary colours. To To be able to apply the paint using different applicators. To 	<ul style="list-style-type: none"> To examine different textiles with a simple repeat pattern. To create simple patterns 	<ul style="list-style-type: none"> To develop accuracy in cutting and tearing. To further refine gluing skills, spreading, using 	<p>Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that</p>	<p>Subject content Key stage 1</p> <p>Pupils should be taught: □ to use a range of materials creatively to design and make products □ to use drawing, painting and</p>			EYFS links

<p>Year 2</p> <p>Aut 1 Great Fire of London</p> <p>Aut 2 Hodnet to London</p> <p>Spr 1 Explorers</p> <p>Spr 2 Australia</p> <p>Sum 1 Communication</p> <p>Sum 2 Our changing world</p>	<ul style="list-style-type: none"> To introduce techniques to create a range of tones using graded drawing pencils. <p>To develop an awareness of textures and tones in made and natural objects.</p>	<ul style="list-style-type: none"> To reinforce understanding that sculpture is viewed from all angles. To produce recognisable 3D representations using a range of resources. 	<ul style="list-style-type: none"> To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale). To be able to make various tints of a primary colour. <p>To improve ability to apply paint in a controlled manner</p>	<ul style="list-style-type: none"> Revise previous experiences of textiles. Revise and develop vocabulary associated with textiles. Recognise the different way various fabrics are constructed. Construct simple weaving frames To further develop joining methods; gluing, tying, pinning To print using a variety of objects and tools <p>To make own simple print block using a variety of materials.</p>	<ul style="list-style-type: none"> Further develop accuracy in cutting and tearing skills. Further develop gluing skills <p>Produce a range of effects by 'scrunching', 'curling', 'shaping' paper</p>	<p>Provide opportunities to discuss art works brought into the classroom. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. Provide opportunities to discuss 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>
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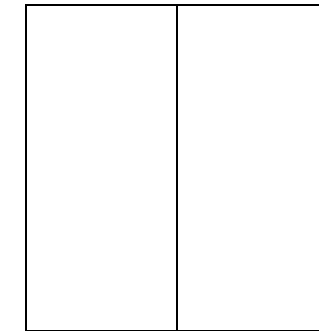
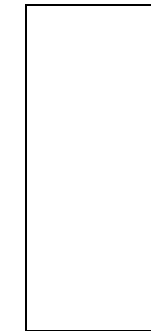
<p>Drawing</p> <p>figures form</p>			
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Key learning points									movement observational scale		
<p>Year 3</p> <p>Aut 1 Stone Age to Iron Age</p> <p>Aut 2 Food and Farming</p> <p>Spr 1 Made in Shropshire</p> <p>Spr 2 Where are we</p> <p>Sum 1 Ancient Egypt</p> <p>Sum 2 Uk Mountains</p>	<ul style="list-style-type: none"> To look closely during observational drawing. To appreciate that 'tones' can provide depth in drawings. To draw using a range of media. To look closely during observational drawing. Use viewing frames to focus on detail. Know that things further away in a composition are smaller. 	<ul style="list-style-type: none"> To be able to curl, scrunch, shape, tear and cut. To understand that a sculpture can be created by the removal of material as well as adding material. 	<ul style="list-style-type: none"> Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown). Learn to apply paints with control and using correct equipment. Think about the composition of their work. 	<ul style="list-style-type: none"> To be able to use simple cross stitch on binca to create a pattern. To weave a simple loom with wool. To know what warp and weft are. To further develop joining methods; gluing, tying, pinning. To produce a simple print block using card, string and other materials. 	<ul style="list-style-type: none"> Further develop accuracy in cutting and tearing skills. Further develop gluing skills. Produce a range of effects by 'scrunching', 'curling', 'shaping' paper. To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form. 	<p>Provide opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected.</p> <ul style="list-style-type: none"> To make simple evaluations of their own work and that of others using appropriate vocabulary. <p>Provide opportunities to discuss the work of a range of great artists, architects and designers in history.</p>	<p>Subject content Key stage 2</p>		<p>Composition</p> <p>Foreground Background contrast middle ground perspective symmetry complex simple centred asymmetric contemporary</p> <p>Sculpture</p> <p>sculpt ceramicist ceramics assembling constructing slip- clay based glue modelling reduction subtraction carving</p> <p>Design</p> <p>Architecture design artist composition textile artist typographer researching</p>		

Key learning points							<p>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. Pupils should be taught: □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of</p>		<p>Colour</p> <p>warm neutral contrasting Colour Schemes: earth, fire, cool harmony/harmonious</p> <p>Vocabulary to use when</p>		
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Year	Topic/Term	Key skills progression					Evaluate	National Curriculum coverage	Focus study	discussing artwork	Previous skills / coverage links	
		Line, Shape Form & Space	Form (sculpture)	Colour	Pattern	Collage						
LKS2	Year 4 Aut 1 Rivers Aut 2 Roman Britain Spr 1 Victorian Shropshire Spr 2 Europe Sum 1 Mayans Sum 2 Climate Zones	<ul style="list-style-type: none"> To create a wide range of tones using graded drawing pencils. To know that things are further away are lighter and greyer. To Explore light and dark through use of charcoal, chalk and pastel. 	To create wire sculptures and embellish create different effects. To use different materials to create different effects ,	<ul style="list-style-type: none"> To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellow greens by adding yellow. To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects.	<ul style="list-style-type: none"> To sew a simple product using blanket stitch. Practise weaving techniques. Use a simple colour palette to create different effects. To produce complementary print blocks to create repeating or layers designs. Use colour to enhance final designs. To produce a simple print block using card, string and other materials.	Further develop accuracy in cutting and tearing skills. Further develop gluing skills. Produce a range of effects by 'scrunching', 'curling', 'shaping' paper To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.	Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. Encourage written evaluations of their work and others. Provide opportunities to discuss the work of a range of great artists, architects and designers in history.			art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.	discussing artwork Mood Techniques Composition Compare Like/dislike Effects discussing opinions discussing which period of time the piece may be from	

	Year 5	<ul style="list-style-type: none"> • To be able to demonstrate the illusion of depth using different tones, white and black with charcoal , 	<ul style="list-style-type: none"> • To create wire sculptures and embellish to create different effects. To use different materials to create different effects , 	<ul style="list-style-type: none"> • To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects. • To use black and white to make different tones of 	<ul style="list-style-type: none"> • To use binca to create a piece of sewing with more complicated stitches and create a design • To practise 	<p>Further develop accuracy in cutting and tearing skills. Further</p>	<p>Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide</p>
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	<p>Aut 1 Civilisations Aut 2 Amazon</p> <p>Spr 1 Industrial Revolution Spr 2 Local Area Study</p> <p>Sum 1 Anglo Saxon Scots Sum 2 The UK</p>	<p>pastel.</p> <ul style="list-style-type: none"> The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching To use viewing frames to focus on detail and to have a basic understanding of perspective e.g the relative size of objects in pictures 	<p>including the use of fabric. To have increasing control of cutting technique.</p>	<p>one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones</p>	<p>weaving techniques and use a simple colour palette to create different effects. To use a variety of looms. To use gouging to create a print block in lino.</p>	<p>develop gluing skills. Produce a range of effects by ‘scrunching’, ‘curling’, ‘shaping’ paper To use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.</p>	<p>opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. See QCA units for vocabulary expected. Encourage written evaluations of their work and others.</p> <p>Provide opportunities to discuss the work of a range of great artists, architects and designers in history.</p>					
	<p>Year 6</p> <p>Aut 1 Greeks Aut 2 Volcanoes & Earthquakes Spr 1 Hodnet in War Time Spr 2 Climate Change & Biomes</p> <p>Summer 1 Vikings & Monarchy Egypt Sum 2 World Trade</p>	<ul style="list-style-type: none"> To be able to demonstrate the illusion of depth using line, tone and hatching , To draw using a range of media To look closely during observational drawing To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with 	<p>To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials .</p>	<ul style="list-style-type: none"> To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. 	<ul style="list-style-type: none"> Combine stitches and sewing techniques to create a product. Embellish using different stitches or with design on binca .Weave a background and embellish with collage and or stitching. 	<p>Further develop accuracy in cutting and tearing skills. Further develop gluing skills. Produce a range of effects by ‘scrunching’, ‘curling’, ‘shaping’ paper To use layering technique</p>	<p>Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements.</p>	<p>Subject content Key stage 2</p> <p>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. Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Drawing</p> <p>figures form movement observational scale</p> <p>Composition</p> <p>Foreground Background contrast middle ground perspective symmetry complex simple centred asymmetric contemporary</p> <p>Sculpture sculpt ceramicist</p>			

		increasing skill.					Encourage correct use of vocabulary. See QCA units for		ceramics assembling constructing slip- clay based glue modelling reduction subtraction carving Design Architecture design artist composition textile artist typographer researching Colour warm neutral contrasting Colour Schemes: earth, fire, cool harmony/harmonious Vocabulary to use when discussing artwork Mood Techniques Composition Compare Like/dislike Effects discussing opinions discussing which period of time the piece may be from		
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	Mountains	<ul style="list-style-type: none"> • To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. • To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. 				<p>s, and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.</p>	<p>vocabulary expected. Encourage written evaluations of their work and others. Provide opportunities to discuss the work of a range of great artists, architects and designers in history.</p>					
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