

		Autumn	Spring	Summer
Early Years	Unit	Picasso (Self-portrait) Seurat (pointillism- Linked to fine motor skills) Arcimboldo, Pollock, Dyer (Fireworks) Mondrian (primary colours, shapes) Kandinsky (circle paintings)	Hilma af Klint (colour mixing), Paul Klee (Shape collages) Kandinsky (Shape patterns) Klimt (exploring patterns) Van Gogh (Daffodils) Kahlo (Flower crowns)	Goldsworthy (natural art), Emily Stackhouse (observational drawing) Georgia O'Keeffe (flower paintings) Barbara Hepworth (sculpture, seashells) Henri Rousseau (jungle paintings) Antoni Gaudi (mosaic animals)
Year 1	Unit	Drawing (Portraiture) Paul Klee	Painting (Pop Art) Lichtenstein	Collage (Abstract) Matisse
	Prior	EYFS	EYFS	EYFS
	Future	Y2, 6 portraits	Y2 colour mixing	Y2 mixed media collage
Year 2	Unit	Drawing (Buildings) Steven Wiltshire	Mixed Media Collage (Portraiture) Picasso	Painting (Landscapes) Monet
	Prior	Y1 drawing	Y1 collage, Y1 portraiture	Y1 painting
	Future	Y3 drawing	Y4 illustration, Y6 Portraiture	Y3 painting (watercolour)
Year 3	Unit	Painting (Landscape) Turner	Drawing (Illustration) Riddell	Sculpture (Abstract) Goldsworthy
	Prior	Y1,2 colour mixing	Y2	EYFS exposure
	Future	Y4 painting	Y4 illustration Blake	KS3
Year 4	Unit	Painting (Watercolour) Jackie Morris	Drawing (Illustration) Quentin Blake	Printing (Repeated Patterns) William Morris
	Prior	Y3 watercolour	Y3 illustration Riddell	Y3 nature art
	Future	Y5 painting	Y6 drawing	Y6 stencil art
Year 5	Unit	Textiles (Fabric design) Vivien Westwood	Painting (Abstract) Lee Krasner	Sculpture (Clay Relief) Rousseau
	Prior	Y3, 4 drawing	Y4 painting	Y2,3 clay work
	Future	KS3 Textiles	KS3 painting	Y6 Modroc figures
Year 6	Unit	Drawing (Portraiture) Lowry	Printing (Stencil) Banksy	Sculpture (Modroc figures) Giacometti
	Prior	Y1 Klee portraits, Y2 Picasso portraits	Y3 silhouette	Y5 clay relief
	Future	KS3 Portraiture	KS3 Printmaking (lino cut/Screen printing)	KS3 Sculpture (Firing)

Knowledge and Skills Progression 2022-23

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and understanding Acquiring and applying knowledge to inform progress	<ul style="list-style-type: none"> • Create and explain the processes they have used. 	<ul style="list-style-type: none"> • How to recognise & describe some simple characteristics of different kinds of art, craft & design • The names of some of the tools, techniques & the formal elements (colours, shapes, etc.) that they use 	<ul style="list-style-type: none"> • Know that different forms of creative works are made by artists, craftspeople & designers, from all cultures & times. • Know about the materials, techniques & processes they have used, using an appropriate vocabulary 	<ul style="list-style-type: none"> • Know about & describe the work of some artists, craftspeople, architects & designers • Know about, & be able to demonstrate, how tools they have chosen to work with should be used effectively & with safety 	<ul style="list-style-type: none"> • Know about & describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects & designers that they have studied • Know about, & be able to demonstrate, how tools they have chosen to work with should be used effectively & with safety 	<ul style="list-style-type: none"> • Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context & intentions • How to describe the processes they are using & how they hope to achieve high quality outcomes 	<ul style="list-style-type: none"> • Describe, interpret and explain the work, ideas & working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural & social contexts • Describe the processes they are using & how they hope to achieve high quality outcomes
Drawing	<ul style="list-style-type: none"> • Begin to understand how to add detail to a drawing • Know how to use drawing to represent ideas like movement or feeling. 	<ul style="list-style-type: none"> • Know the work of Paul Klee • Know how to show different emotions in their portrait drawings – happiness, sadness, fear etc. • Understand the concept of a self-portrait. • Know the key features of a self-portrait. 	<ul style="list-style-type: none"> • Know about the work of Stephen Wiltshire. • Know the effects created by the different materials including weight of line. • Understand horizontal, vertical and diagonal lines to represent shapes. 	<ul style="list-style-type: none"> • Know the illustrations of Chris Riddell. • Explain what shades, tints and tones are. • Understand the need for proportion when drawing. • Know how to use shading to create a 3D form 	<ul style="list-style-type: none"> • Compare the illustrations of Quentin Blake with Chris Riddell. • Know that illustration is a decoration, interpretation or visual explanation of a text, concept, or process. • Explain how mark making can give the impression of movement. 		<ul style="list-style-type: none"> • Understand the style of LS Lowry. • Make connections with prior knowledge of naïve art (Rousseau Y5). • Understand why light and dark areas are used in portraits. • Know how to outline the proportions of a face.
Painting	<ul style="list-style-type: none"> • Know that colours can be mixed with each other to create different colours. 	<ul style="list-style-type: none"> • Understand the term Pop Art. • Know about the work of Roy Liechtenstein. • Know how to mix colours to create secondary colours and the different effect of adding more/less of a colour. • Explain the effects of using different size brushes. 	<ul style="list-style-type: none"> • Know about the work of Claude Monet. • Know the techniques used by Monet in his artwork. Understand and use contrasts to show depth in a painting. Explain the characteristics of impressionism. • Name impressionist artists and describe their style. 	<ul style="list-style-type: none"> • Know about the work of JMW Turner • Compare the work of Turner to Monet • Understand the concept of silhouettes and how strong contrasts are used in painting to show them • Understand how to blend colours. 	<ul style="list-style-type: none"> • Understand the difference between acrylic and watercolour paint • Know about the work of Jackie Morris • Understand the different effects of working on wet and dry paper. • Know about wax resist on watercolour painting. • Know that colours can blend and bleed into one another. 	<ul style="list-style-type: none"> • Know about the work of Lee Krasner and Jackson Pollock. • Explain abstract expressionist movement. • Know that different mark making can elicit variety of emotions. • Explain how to effectively use variety of marks, style, and colour. 	
Sculpture	<ul style="list-style-type: none"> • Know a variety of different sculptural materials (plasticine, card, wood etc.) 			<ul style="list-style-type: none"> • Know the different forms of sculpture. • Know about the work of Andy Goldsworthy. • Know how to join different materials • Know about contrasting materials to create an image. 		<ul style="list-style-type: none"> • Know different types of clay and their uses. • Know the different types of clay relief. • Know uses of clay relief and the effect of different types. 	<ul style="list-style-type: none"> • Know about the work of Alberto Giacometti. • Know how sculptures can be created and their purpose. • Know how wire can be manipulated to create sculptures. • Know how to use Modroc to add to a wire sculpture.

						<ul style="list-style-type: none"> • Know the different modelling techniques that can be used to sculpt clay. • Study the work of Henri Rousseau 	
Printing	<ul style="list-style-type: none"> • Know and identify the differences between printed items and hand painted. 				<ul style="list-style-type: none"> • Know how to create repeating patterns. • Know that block printing is a technique for printing text, images, or patterns. • Know that block printing is used for 'runs' of prints e.g., wallpaper. • Know that block printing is good for making repeated patterns. • Know key facts about the Arts & Crafts movement and the key artist, William Morris. 		<ul style="list-style-type: none"> • Understand printed designs and the process of stencil art. • Know about the artist Banksy. • Know about the technique of using stencils and stencil art printing. • Understand how location of artworks is important to the meaning of the work.
Collage	<ul style="list-style-type: none"> • Identify and name different materials which can be joined to create a picture. 	<ul style="list-style-type: none"> • Know about the artist Henri Matisse. • Begin to understand how to use different materials to develop their ideas. • Know that Collage is the form of artwork that is made by assembling different pieces to create a new, finished work of art. • Know which materials to use to express ideas. • Know how to join different materials. 	<ul style="list-style-type: none"> • Understand why portraits have been used throughout history. • Know how the work of Picasso links to collage. • Know where Picasso's inspiration came from. • Know how different artists create collages. • Know that cubism is art made of simple geometric shapes. • Know how to arrange different materials to create different effects. • Know which adhesives work best for different materials. 				
Textiles	<ul style="list-style-type: none"> • Know and identify design on clothing, and different materials used. 					<ul style="list-style-type: none"> • Explain the work of Vivian Westwood, focusing on the different media she used and the styles she is associated with. • Explain what embroidery means. • Know how clothes can be customised. 	
Generating Ideas Skills of	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use 	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in artwork • Experiment with an open mind 	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next Use 	<ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions 	<ul style="list-style-type: none"> • Select and use relevant resources and references to develop their ideas 	<ul style="list-style-type: none"> • Engage in open-ended research and exploration in the process of initiating 	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination, and originality

Designing & Developing Ideas	shapes to represent objects. (3 – 4) • Explore, use and refine a variety of artistic effects to express their ideas and feelings.		drawing to record ideas and experiences	Use a sketchbook for different purposes, including recording observations, planning, and shaping ideas	• Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome	and developing their own personal ideas • Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information	• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
Making Skills of Making Art, Craft and Design	• Use large – muscle movements to paint and make marks. • Use comfortable grip with good control when holding pens and pencils • Use large – muscle movements to paint and make marks. • Show resilience and perseverance in the face of challenge • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g., pencils and paintbrushes.	• Try out a range of materials and processes Show interest in the work of others	• Deliberately choose to use techniques • Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve.) When looking at creative work, express clear preferences and give some reasons for these	• Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. • Select, and use appropriately, a variety of materials and techniques to create their own work.	• Investigate the nature and qualities of different materials and processes systematically • Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) Investigate the nature and qualities of different materials and processes systematically	• Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	• Independently take action to refine their technical and craft skills to improve their mastery of materials and techniques • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. • Independently select and use relevant processes in order to create successful work
Drawing	• Create representations of human animal and the world around them. • Develop control with pencils and other drawing implements	• Draw a self-portrait. • Use tools to explore thick/thin and curved lines. • Use drawing to develop and share their ideas, experiences, and imagination. •Develop a wide range of art and design techniques in using colour, line, shape, and form.	• Draw buildings using a range of lines and tones. • Use accurate proportions. • Use line and shape accurately • Use diagonal horizontal and vertical lines to create forms. • Create collaboratively, sharing ideas, resources and skills.	• Draw accurate proportions for the human figure. • Draw figures in a series of different poses. • Draw different comic style facial features to show different emotions. • Use shades to represent 3D forms in clothing.	• Apply drawing skills to create illustrations. • Draw accurate figures in proportion. • Use line to create the sense of movement and vitality. • Draw objects to interact with characters. • Use variety of line weights to create different effects. • Make decisions based on composition, line, tone, colour, and form, to create own style of illustrations.		• Apply mark making skills learnt previously to create a portrait. • Accurately map out the proportions of a head and the placing of features. • Practise accurate feature drawing (nose, mouth eyes, ears).

Painting	<ul style="list-style-type: none"> • Explore colour and colour mixing 	<ul style="list-style-type: none"> • Use colour for a purpose and articulate this. • Develop their understanding of primary colours • Explore how to mix colours to create secondary colours. • Select different types of brushes to complete their task. 	<ul style="list-style-type: none"> • Explore how Monet's art is different to those previously studied. • Compare brushstrokes used in impressionism to realism painting. • Explore the characteristics of impressionism. • Select appropriate tools for application. • Understand and use contrast. 	<ul style="list-style-type: none"> • Create shades, tints, and tones. • Explore how colour can be used to reflect the time of day. • Use brush strokes with intent. • Select appropriate tools for application. • Use blending techniques to create a wash 	<ul style="list-style-type: none"> • Experiment with and choose colour for background and foreground. • Select appropriate tools for application. • Use fine brush strokes to add detail to a picture. 	<ul style="list-style-type: none"> • Experiment with different materials and different surfaces to make marks. • Use music as influence for mark making. • Create overlapping marks to emulate an emotion (sadness, anger, excitement etc.) 	
Sculpture	<ul style="list-style-type: none"> • Experiment with creating 3-dimensional art works using a wide range of materials. 			<ul style="list-style-type: none"> • Explore different natural materials freely, to develop their ideas about how to use them and what to make. • Arrange different materials and explore different textures • Represent their own ideas through sculptures. 		<ul style="list-style-type: none"> • Make decisions based on form, line, and shape, to create a sculpture. Explore and develop techniques for clay. • Investigate the different modelling techniques that can be used to sculpt clay. • Select appropriate sculpting tools for different purpose • Use paint, mark making, clay modelling and embellishment. 	<ul style="list-style-type: none"> • Investigate the properties of wire. • Manipulate wire by experimenting with twisting, bending, pressing, rolling, and joining • Show form using wire. • Explore different types of geometric/wire sculpture and their uses. • Manipulate a 3D character into different poses.
Printing	<ul style="list-style-type: none"> • Talk about and identify patterns around them. • Continue, copy and create repeating patterns. 				<ul style="list-style-type: none"> • Research the elements of interior design. • Make printed designs using block printing. • Create own printing blocks. • Explore the positive and negative space of a printing block. • Demonstrate how tools they have chosen to work with should be used effectively and with safety. 		<ul style="list-style-type: none"> • Select appropriate colours for a layered design. • Create stencil designs, editing and improving for a final design. • Experiment with different media and surfaces to print with.
Collage	<ul style="list-style-type: none"> • Experiment with overlapping materials to create an image. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures and colours • Create a dinosaur collage in the style of Matisse 	<ul style="list-style-type: none"> Research Picasso to discover the different medias and styles he used. • Manipulate materials by experimenting with tearing, cutting, scrunching, and folding for a purpose. • Explore how cubism can be paired with collage. • Explore different types of adhesives and how to layer materials to create an image. 				

			<ul style="list-style-type: none"> • Create a self-portrait collage. 				
Textiles	<ul style="list-style-type: none"> • Develop small motor skills picking up tweezers & threading. 					<ul style="list-style-type: none"> • Make informed choices about designs and feasibility • Create a small-scale artwork using textile • Create a template on fabric to stitch onto. • Use different stitches for decoration. • Attach embellishments to textiles using stitching. 	
Evaluating Skills of Judgement and Evaluation	Recognise and describe key features of their own work	Recognise and describe key features of their own and others' work	Express clear preferences about artwork and give some reasons for these.	Reflect upon their artwork to improve it.	Regularly reflect upon their artwork and compare with the work of others to identify how to improve.	Regularly analyse and reflect on their progress, taking account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professionals' work that takes account of the starting points, intentions and context behind the work.

Art and Design Vocabulary 2022-23

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Artist Drawing Straight Curve Long Short Thin Thick Light Dark Shadow Reflected Solid Bright Symmetry	Faint Bold Sharp Blunt Pressure Portrait Features Shade Sketchbook	Smudged Weight Expression Charcoal Horizontal Vertical Diagonal Collaboration	Sketching Profile Evaluation Appreciation	Cross-hatching Density Shadow		Proportion Composition Perspective
Painting	Painting Colour Primary Mix Mixed Bright Light Dark	Secondary Complementary Palette Pop art	Dull Contrasting Landscape Impressionist	Background Foreground Silhouette Wash	Watercolour	Mood Movement Intensity Expressionist Fine brush strokes	
Sculpture	Roll Pinch Press Cut Dry Wet Size			Material Natural Recycle Depth Spherical 2-dimensional 3-dimensional		Sculpt Moist Knead Smooth Air-dry Glaze Relief (bas, high) carve	Armature (supportive structure) Modroc
Printing	Stamp Press				Block print Roller Layer Pattern Repeat Transfer Mass production		Stencil Graffiti Motif
Collage	Cut Tear Scrunch Fold	Abstract Layer Glue (adhesive, PVA) Overlay	Texture Similarities Differences				
Textiles	Material Knot					Textile Material Thread Sew Stitch	

						Tie Weave Knit Knot Synthetic/natural Embroidery Stitch names (e.g. tacking, running, blanket, gathering, cross stitch)	
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