


Burford Primary School: Art and Design - Curriculum sequence and progression of skills

	EYFS Expressive Arts & Design	Lower School Vocabulary		
Vocabulary	drawing, painting, printing, collage, tissue, paper, water colours, finger painting, oil pastels artists: Van Gogh, Henri Matisse	Still Life: background, composition, cool colour, foreground, human-made, natural, subject matter, texture, warm colour artists: Paul Cezanne, Vincent Van Gogh, Cornelis Gijbrecchts, Roy Lichenstein, Georges Braque Mix It: hues, colour wheel, primary colour, secondary colour artists: Wassily Kandinsky and Piet Mondrian Funny Faces and Fabulous Features: art gallery, collage, composition, facial feature, form, portrait, self-portrait, subject, texture, portrait paintings: <i>Portrait of Dora Maar</i> by Pablo Picasso, <i>Blue Marilyn</i> by Andy Warhol, <i>Self-Portrait as a Tehuana</i> and <i>My Grandparents, My Parents and Me</i> by Frida Kahlo and <i>Portrait of Gerda</i> by Ernst Ludwig Kirchner Coastline / Flower Head: colour, contemporary artist, form, line, pattern, sculpture, shape, visual element, artist: Yayoi Kusama Street Detectives / Street View: 3D effect, cardboard layering, composition, form, mural, Pop Art, subject, texture, thumbnail sketches artist: James Rizzi Land Ahoy: block print, bumpy, charcoal, engraved, dark, light, line, observational, pattern, ridged, rough, sketch, smooth, smudge, texture, thickness, tone, transfer, wash		
	EYFS Learning	Lower School Learning		
National Curriculum	ELG: 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.	use a range of materials creatively to design and make products - "Funny Faces & Fabulous Features": collage, malleable materials, "Mix It": printing "Still Life": natural and man-made materials, "Rio" – headdresses, collage, "Land Ahoy!" drawing materials incl charcoal, "Coastline / Flower Head": papers, block printing, "Street Detectives / Street View": painting use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space "Funny Faces & Fabulous Features": drawing, "Mix It": understanding of colour mixing, pattern and shape, "Still Life": still life arrangements, colour study, texture, draw, paint, sculpt, "Land Ahoy!": observational drawing, printing, lines, textures, repeating pattern "Coastline/Flower Head": visual elements - colour, shape, form, texture and pattern, print making, 3D form, drawing, "Street Detectives / Street View": colour, form, texture, know 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 – "Funny Faces & Fabulous Features": portrait artists, "Mix It": how artists use colour in their work, "Still Life" – works of significant still life artists, "Coastline/Flower Head" – contemporary artist Yayoi Kusama, "Street Detectives / Street View": Pop Art, James Rizzi		
Knowledge Content	<p><i>Creating with materials; Being imaginative and expressive</i></p> <p>Sunshine and Sunflowers: Different types of art include painting, drawing, collage, textiles, sculpture and printing. A painting of a place is called a landscape. Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. The primary colours are red, yellow and blue. Different types of line include bumpy, zigzag, curvy and dotted. Papers and fabrics can be used to create art, including tearing, cutting and sticking. Dangerous Dinosaurs: Different types of art include painting, drawing, collage, textiles, sculpture and printing. A painting of a place is called a landscape. Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. The primary colours are red, yellow and blue. Different types of line include thick, thin, straight, zigzag, curvy and dotted. Papers and fabrics can be used to create art, including tearing, cutting and sticking. On the Beach: Recognise that it is possible to change and alter their designs and ideas as they are making them. Different types of art include painting, drawing, collage, textiles, sculpture and printing. Papers and fabrics can be used to create art, including tearing, cutting and sticking. Draw or paint a place from observation or imagination. Henri Matisse is a famous French artist. Starry Night: Different types of art include painting, drawing, collage, textiles, sculpture and printing. Different types of line include thick, thin, straight, zigzag, curvy and dotted. The primary colours are red, yellow and blue. Make simple prints using fingers, hands, feet and found objects. Papers and fabrics can be used to create art, including tearing, cutting and sticking. Me and My Community: Different types of art include painting, drawing, collage, textiles, sculpture and printing. The primary colours are red, yellow and blue. Papers and fabrics can be used to create art, including tearing, cutting and sticking. Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Different types of line include thick, thin, straight, zigzag, curvy and dotted. A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Paper and fabric can be cut and torn and joined together using glue. Stories & Rhymes: Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. The primary colours are red, yellow and blue. A painting of a place is called a landscape. Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used.</p>	<p>Still Life: Still life; Colour study; Compositions Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. A still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes). Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijbrecchts, Roy Lichtenstein and Georges Braque. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Composition is the placement or arrangement of visual elements. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Land Ahoy: Observational drawing; Printing Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p>	<p>Mix It: Colour theory; Colour wheel; Primary and secondary colours The primary colours are red, yellow and blue. Primary colours cannot be mixed from any other colours. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours. Mixing different amounts of primary colours make a range of hues eg blue-green or yellow-green. The colour wheel is a diagram that organises colours and shows their relationships. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work. A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p> <p>Coastline "Flower Head": Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Textures can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama use flowers as inspiration for their artwork. A landscape or seascape is a piece of artwork that shows a scenic view. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Visual elements of art include, colour, shape, form, texture and pattern. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto</p>	<p>Funny Faces and Fabulous Features: Portraiture; Collage Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. A portrait is a drawing, photograph or painting of a face. A self-portrait is a portrait that an artist produces of themselves. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. An art exhibition is the space in which artwork is viewed by an audience. Collage is an art technique where different materials are layered and stuck down to create artwork. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Street Detectives / Street View: 3-D murals; Buildings; Significant people – James Rizzi Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative. He used a combination of drawing, painting, printing and 3-D techniques to create his work. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). The primary colours are red, yellow and blue. Secondary colours are made by mixing primary colours. The secondary colours are purple green and orange. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p>

paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.

Upper School Vocabulary

Vocabulary

Mixed Media: abstract, collage, decoupage, embellish, fabric collage, marbling, medium, mixed mediaorigami, paper collage, paper making, papercraft, photo collage, pictorial, quilling, surrealism
art: Kurt Schwitters: Hertz pictures 1887-1948, Henri Matisse: Sorrow of the King 1952
Tribal Tales / Prehistoric Pots: archaeologist, bell beaker pottery, pattern, pinch pot, potter, slip, score
Integrated World / People and Places: abstract, anatomy, elongated, figurative form, muted, posed, Renaissance, subject, urban landscapes
artist: LS Lowry 1887-1976
Expression: art movement, expressionism, expressionist, expressionist colour, iconic, modern expressionism,
art: Edvard Munch, expressionist movement
Pharaohs: amulet, artefacts, Egyptian artwork and artistic style, cartouche, colour, coil pot, line, fabric, hieroglyphics, Rosetta stone shape, smoothing,
Invasion / Warp & Weft: Anglo-Saxon & Viking patterns, braid, dye, elasticity, fabric, frame, loom, synthetic, texture, thread, wall hangings, warp, weaving, yarn,
Contrast and Complementary: analogous, complimentary, cool colour, harmonious, hue, primary colour, secondary colour, tertiary colour, warm colour
I am Warrior / Mosaic Masters: border grout, interstice, mosaic, patterns: crowstep, guilloche, meander, wave, Roman mosaic, tesserae
Frozen Kingdom: 2D, 3D, expressionist, fauvist, impressionist artists, environmental art, landscape, natural art, non-naturalist colours, realistic colours, perspective, printmakers, urban art

Upper School Learning

National Curriculum

develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design: “Mixed Media” – paper making, fabric, photos, collage, “Warp & Weft”: weaving, working with yarn, “Mosaic Masters”: mosaic design, “People & Places” – drawing, sketching techniques
create sketch books to record observations and use them to review and revisit ideas: *developed through majority of art units*
improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg, pencil, charcoal, paint, clay) “Contrast and Complimentary” – study of colour mixing, “Prehistoric Pots” – clay sculpture, “Frozen Kingdom” – environmental art thro
photography, painting and printing, “Pharaohs” – drawing artefacts,
know about great artists, architects and designers in history “Mixed Media”: Surrealism, “Expression” - Expressionist Movement, “Warp & Weft”- weavers over time, “Frozen Kingdom” – comparison of expressionist, fauvist, impressionist artists, “People & Places” – LS Lowry urban landscapes

Mixed Media: *Paper crafts; Papermaking; Paper, fabric, mixed media and surreal photo collage; Mixed media artwork*
 Some artists use text or printed images to add interest or meaning to a photograph.
 A photo collage consists of pictures that have been placed together to create a single picture.
 When something is surreal, it is bizarre, unreal and fantastic. In art, surrealist images can combine real and imaginary images.
 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
 Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.
 Paper collages are made by gluing small pieces of paper to a background.
 The term 'mixed media' describes artwork that uses more than one medium or material. Collage is a type of mixed media art.
 Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.
 Papermaking is the manufacture of paper. Almost all paper is made using industrial machinery; however, handmade paper remains a specialised craft.
 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.
 Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.
Tribal Tales / Prehistoric Pots: *Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots*
 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape.
 Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.
 A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.
 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
 Nature and natural forms can be used as a starting point for creating artwork.
 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
 The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age.
 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
Integrated World / People and Places: *Figure drawing; Urban landscapes; Significant artist – LS Lowry*
 Hatching, cross-hatching and shading are techniques artists use to add texture and form.
 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.
 Artists famous for their detailed figure drawings include, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.
 An urban landscape is a piece of artwork that shows a view of a town or city.
 Artists who have painted urban landscapes include, Olga Rozanova, Claude Monet, Paul Fischer and Camille Pissarro.
 Artists draw, paint or sculpt human forms in active poses.
 Figures can be drawn in detail or using simple, fluid lines and shapes.
 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
 LS Lowry (1887–1976) was a controversial artist who painted urban landscapes and the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form.
 Visual elements include colour, line, shape, form, pattern and tone.
 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.

Expression: *Expressionist art movement; Significant artist – Edvard Munch; Portrait photography; Expression; Self-portraits*
 Some artists use text or printed images to add interest or meaning to a photograph. Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork.
 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Visual elements include line, light, shape, colour, pattern, tone, space and form.
 Edvard Munch was a Norwegian Expressionist painter. His best-known work is *The Scream*, which has become an iconic image in the art world.
 A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.
 Expressionist artists seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world.
 A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
 In Expressionist art, the use of colour is highly intense and non-naturalistic. The application of colour is freely applied and texture.
Invasion / Warp & Weft: *Weaving; Exploring yarns*
 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.
 All weaving uses the same process where weft threads are woven in and out of tight warp threads.
 The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Looms improved in the Middle Ages and could make large pieces of fabric. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics.
Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
 Warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads. Each row of weft threads is pressed down tightly to make the weave tight.
 Shapes can be woven into fabric using a template under the warps of a loom.
 A range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques.
 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.
 Artists use sketching to develop an idea over time.
Pharaohs: *Drawing artefacts; Headwear; Hieroglyphic amulets*
 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.
 Visual elements include line, light, shape, colour, pattern, tone, space and form.

Contrast and Complement: *Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours*
 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.
 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.
 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.
 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
 Artists use sketching to develop an idea over time.
 Analogous colours are groups of colours that are next to each other on the colour wheel.
 Warm colours are reds, oranges and yellows. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture.
 Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.
 Visual elements include colour, line, shape, form, pattern and tone.
 Analogous colours are groups of colours that are next to each other on the colour wheel.
 Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.
 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
 Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.
 Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).
 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.
 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.
I am Warrior / Mosaic Masters: *History of mosaics; Sketching; Mosaics*
 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.
 A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.
 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
 Visual elements include colour, line, shape, form, pattern and tone.
 Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.
 Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.
 Roman mosaics showed pictures of everyday life, gladiators, nature, animals and geometric patterns.
 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
Frozen Kingdom: *Photography; Painting; Block printing*
 Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
 Environmental art addresses social and political issues relating to natural and urban environments.
 Perspective is the art of representing 3-D objects on a 2-D surface.
 Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.
 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

Knowledge Content

Generating ideas	Explore and choose freely from a variety of materials when making.	Communicate their ideas simply before creating artwork.	Select the best materials and techniques to develop an idea.	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 ideas and plan more purposefully for an outcome.	Explore and record plans, ideas and evaluations to develop ideas towards an outcome.	Draw upon experience of creative work and research to develop own starting points for creative outcomes.
Sketchbooks	Mix paint and materials at random	Use sketchbooks to explore ideas in an open-ended way.	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	<p>Drawing: Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. Draw a picture of places from observation, experience or imagination. Painting and mixed media: Draw a picture of places from observation, experience or imagination. Create art in different ways on a theme, to express their ideas and feelings. Use primary and other coloured paint and a range of methods of application. Explore colour and application of paint using a range of different tools. Use a range of media, tools and techniques to create images, express ideas and show different emotions. Make simple prints using a variety of tools, including fingers, hands, feet, found objects, print blocks and rollers. Sculpture & 3D: Use natural materials and loose parts to make 2-D and 3-D art. Craft & Design: Use a range of media, tools and techniques to create images, express ideas and show different emotions.</p>	<p>Drawing: 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 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 Painting & mixed media: 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. Sculpture & 3D: 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. Craft & Design: Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>	<p>Drawing: 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. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. Painting & mixed media: 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. Sculpture & 3D: 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. Craft & Design: 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 art papers. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Drawing: 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. Painting & mixed media: Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Sculpture & 3D: 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. Craft & Design: Learn a new making technique 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.</p>	<p>Drawing: 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 perspective, continuing to develop use of tone and more intricate mark making. Painting & Mixed media: 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 to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Sculpture & 3D: Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D Craft & Design: 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.</p>	<p>Drawing: 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 understanding of tone, texture, line, colour and form. Painting & mixed media: 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. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media Sculpture & 3D: Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms eg wire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently Craft & Design: Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Drawing: Draw expressively in own personal style and in response to choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve 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. Painting & mixed media: Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale. Sculpture & 3D: 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. Craft & Design: 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.</p>
Knowledge of artists	Explore artwork by famous artists and talk about their likes and dislikes.	Describe and explore the work of a significant artist.	Describe similarities and differences between work of artists on a common theme. Explain why a painting, piece of artwork, body of work or artist is important.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Work in the style of a significant artist, architect, culture or designer.	Compare and contrast artwork from different times and cultures. Use subject vocabulary confidently to describe and compare creative works.	Investigate and develop artwork using the characteristics of an artistic movement or genre. Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Use the work of a significant printmaker or printmaking technique to influence artwork. 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	Communicate their ideas as they are creating artwork. Observe how activities are going and adapt their ideas if necessary. Share their creations with others, explaining their intentions and the techniques and tools they used.	Say what they like about their own or others' work using simple artistic vocabulary. Identify similarities and differences between two or more pieces of art.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work. Review and revisit ideas and sketches to improve and develop ideas.	Adapt and refine artwork in light of constructive feedback and reflection.