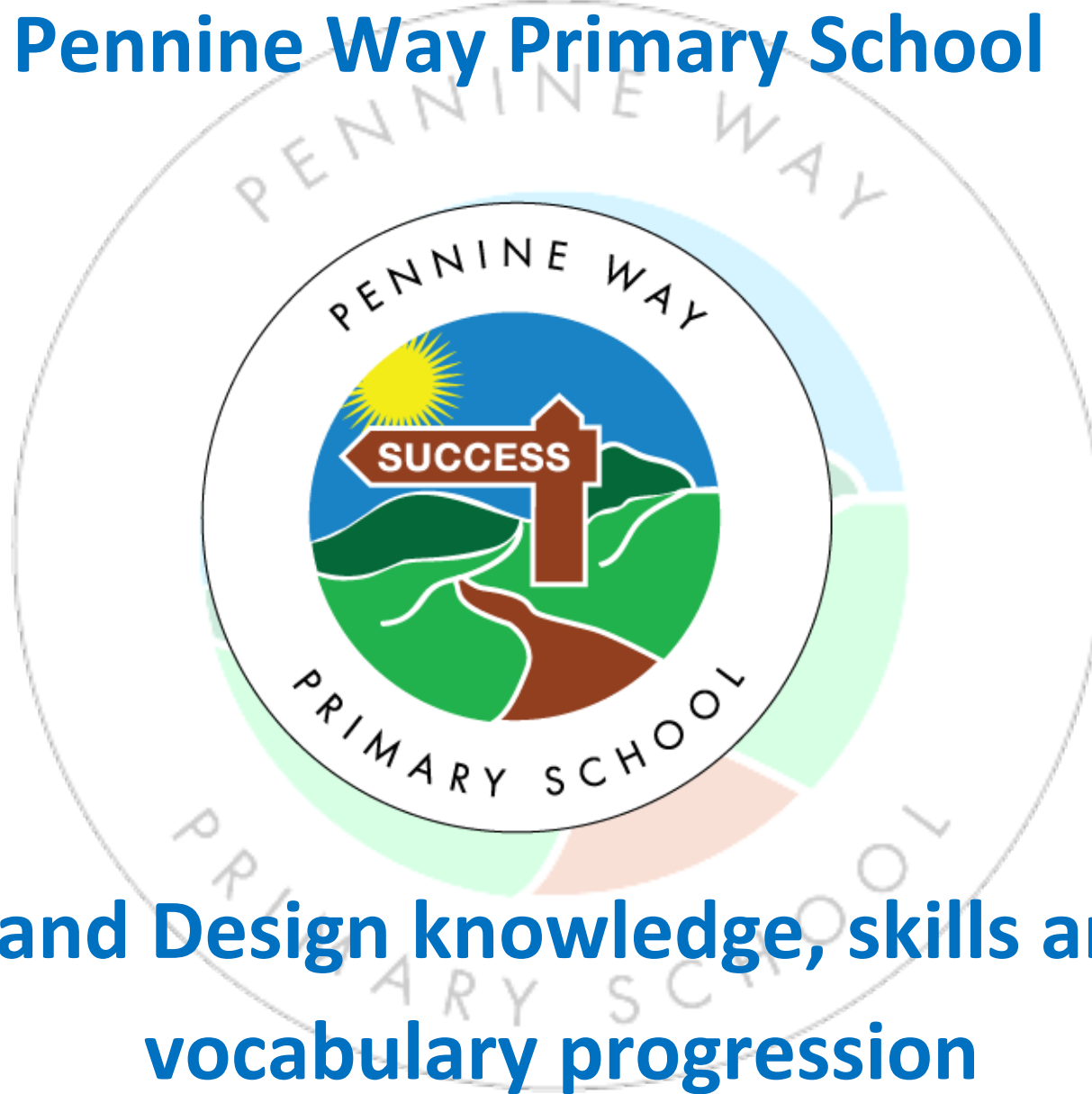


Pennine Way Primary School



Art and Design knowledge, skills and vocabulary progression

Art and Design curriculum at Pennine Way

Our Art and Design curriculum encourages free thinking, creativity and enjoyment where individuality and personal experience bring us closer together. Our skills become energised as we explore art for a variety of reasons, in a variety of contexts. How will you express your thoughts and feelings? Will you use collage, drawing, painting, printing, sculpture or digital art? And who will light that flame of inspiration? Monet, Paul Klee, Stephen Wiltshire, Andy Goldsworthy, Paul Klee, Carolina Jariwala, Sonia Boyce or Banksy? It's your world, your canvas- so create the one you want!

Art and Design Intent

Pennine Way Primary School understands that art and design allows pupils to develop their skills and knowledge through a creative and practical curriculum. This subject offers pupils a chance to use creative thinking within a defined purpose and produce tangible outcomes. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

At Pennine Way, we have chosen to focus on teaching the pupils the skills which underpin the area of learning, such as: painting, collage, modelling, drawing, printing and digital art. These studies are repeated within each key stage through progressive skills. Skills taught throughout the year will be both practical and creative and include studying a wide range of artists, where pupils will create a piece of art based on each in-depth study. The studies chosen ensure that the pupils receive a broad and diverse education in art and design which is relevant to the local community.

During the Early Years, we will be looking at the skills and knowledge outlined in Development Matters, in the section of Expressive Arts and Design- creating with materials. Pupils will learn about famous artists and will explore colour, drawing and painting and materials and textures.

In terms of our SEND provision, we pride ourselves on providing an inclusive curriculum. Pupils with SEND will be able to access art lessons alongside their peers but will be given extra support or resources where needed.

Art and Design Implementation

Pupils are involved in practical activities to explore and practise the skills and knowledge taught. Lessons will include a clear focus detailing the knowledge to be taught, the skills to enhance learning and a chance to embed previous learning through retrieval activities. The knowledge, skills and vocabulary are clearly outlined in the curriculum document and are progressive, with studies and being revisited in different contexts throughout the school to enhance long term memory. From Year 1, every child records their work in their personal sketchbook which travels with them throughout the school. Pupils' creations that cannot be placed in sketchbooks e.g. display pieces or larger pieces of work, will be recorded and shared via Showbie.

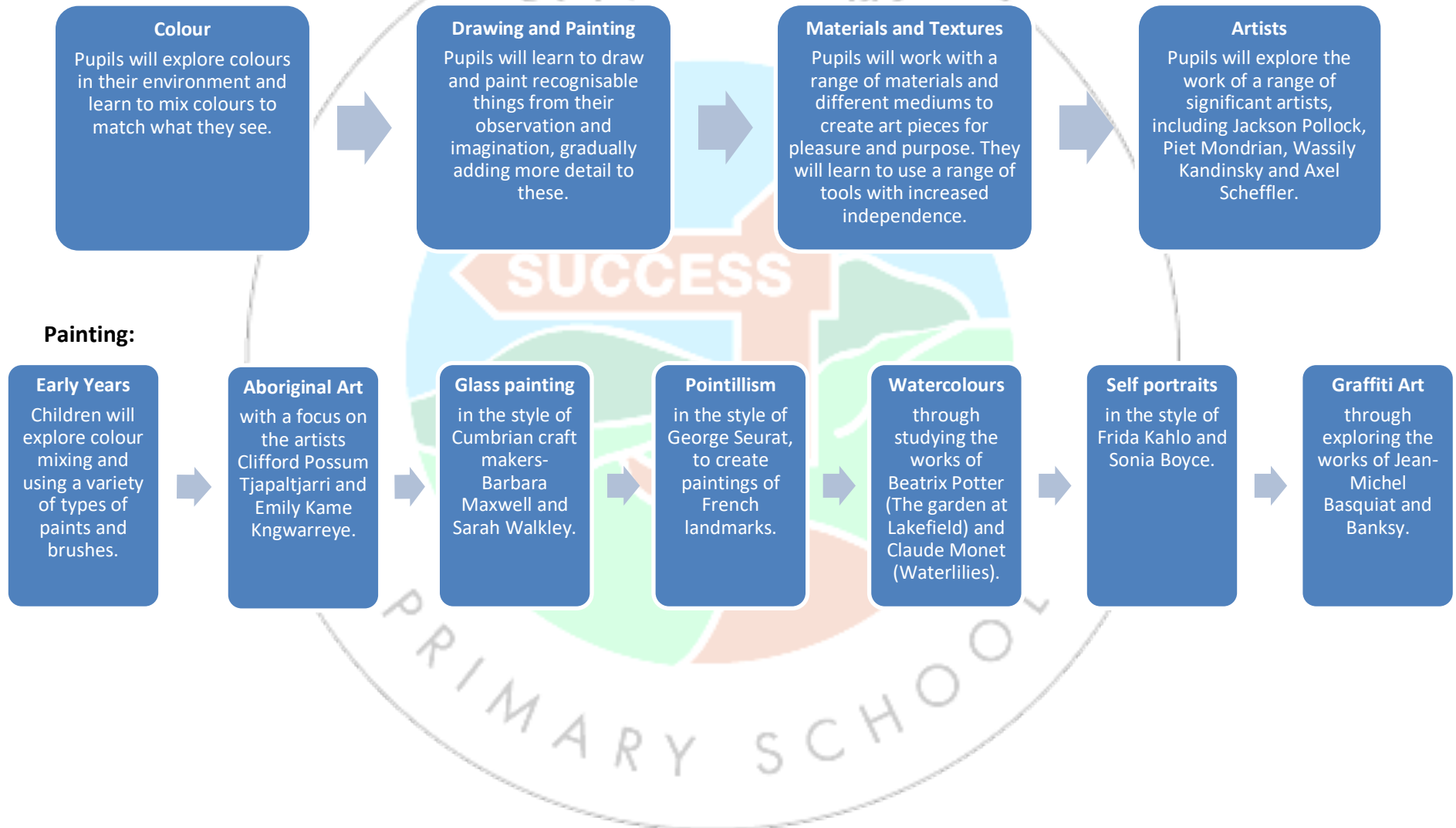
Art and Design impact

Skills underpin our entire art curriculum at Pennine Way Primary school. Throughout their school life, the pupils will be taught art skills that they can apply through secondary school and beyond in their journey to becoming artists. They will have a secure knowledge of a range of artistic styles and techniques as well as knowledge about a range of artists, designers and architects. Long term memory is a key focus for our pupils, providing them with a well-structured art curriculum that should allow them the opportunity to improve their long-term memory. The pupils will be able to talk in detail about their learning and the skills they have developed throughout the year, using high quality vocabulary. The pupils will be provided with life-long skills and knowledge which could be used in the future to pursue different artistic avenues.



Art and Design strands running throughout the school

Early Years experiences: which underpin all of the knowledge and skills that pupils will develop throughout key stages 1 and 2 and beyond.



Drawing:

Early Years

Children will draw with a range of medium and for a range of purposes.

Observational drawings

of London and Carlisle landmarks in the style of Stephen Wiltshire.

Cumbrian Landscapes

in the style of Percy Kelly using charcoal and pastels

Architectural drawing

an exploration of the work of famous architects and their architectural drawings.

Collage:

Early Years

Children will explore using a range of materials and adhesives to create collages.

Bonfire night

Developing layering collage techniques to create a bonfire night collage with a Henri Matisse

Roman Mosaics

in the style of the Romans, linked to their everyday life and the work of Caroline Jariwala.

Assemblage

challenging stereotypes collage in the style of Betye Saar.

Printing:

Early Years

Children will explore printing using everyday materials to create simple prints.

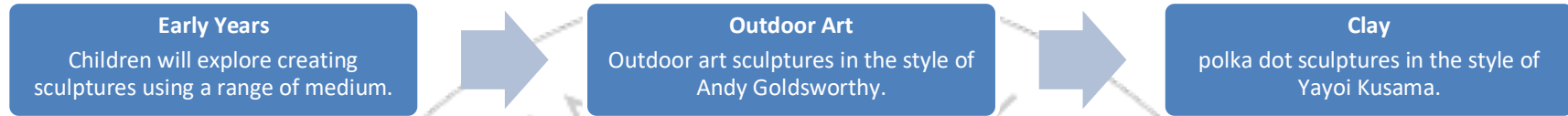
Paul Klee & Orla Kiely

printing using different shaped prints to create art work in the style of Paul Klee and Orla Kiely.

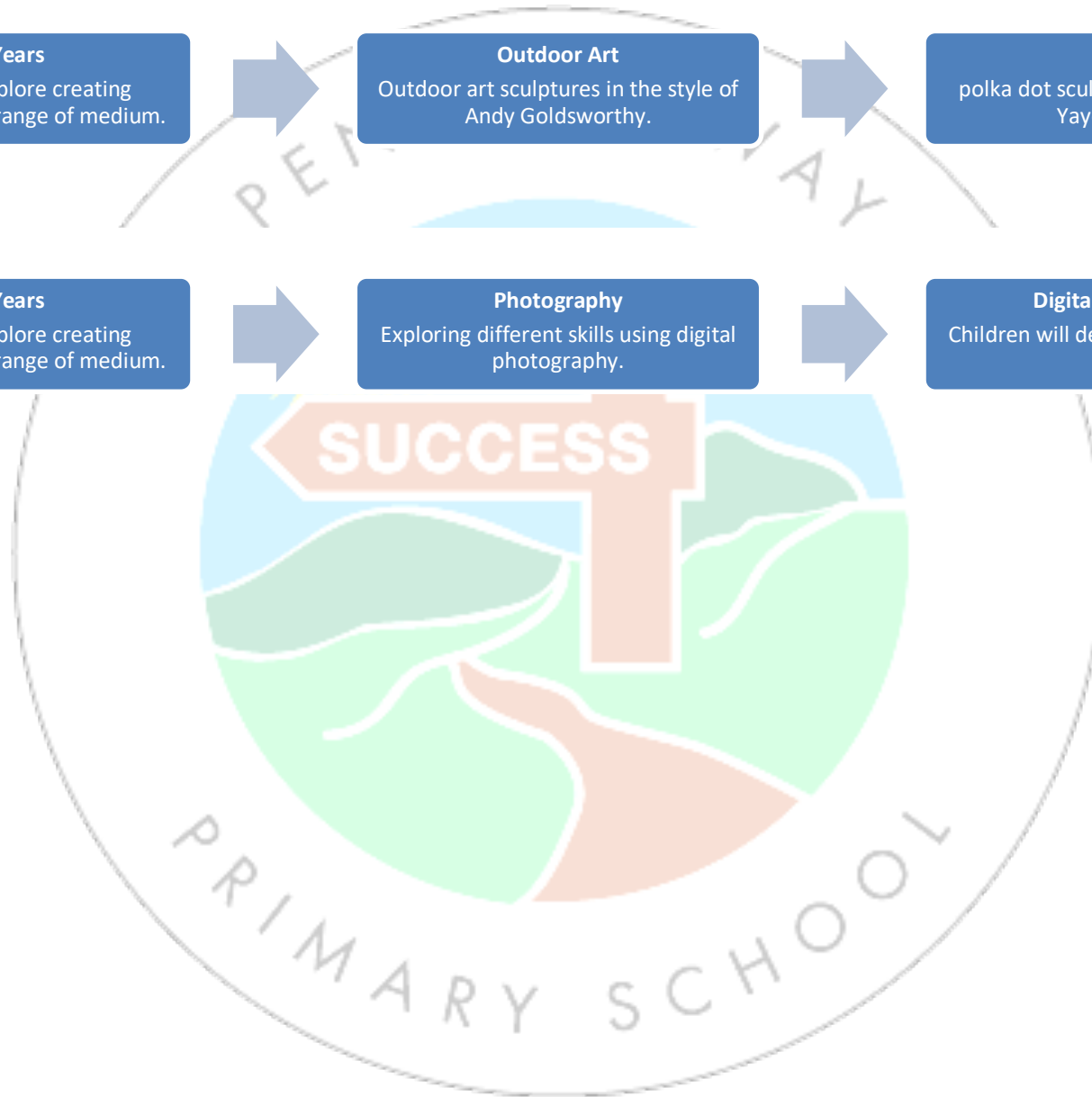
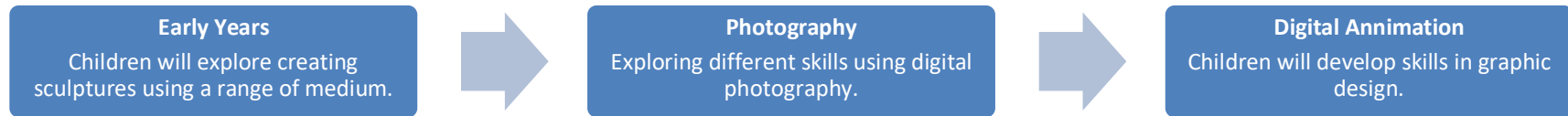
William Morris

an exploration of using printing techniques to design a bag using prints in the style of William Morris.

Sculptures:



Digital art



Art and Design Curriculum Map			
	Autumn	Spring	Summer
Nursery	Colour: pupils will explore colours in the environment, look at the differences between colours, and begin to understand the effect of mixing colours together. Drawing and Painting: pupils will learn to draw and paint recognisable things from observations and from their imagination. Materials and textures: pupils will have the opportunity to work with a range of materials to create sculptures, collages, and prints. Artists: pupils will be introduced to artists (for example Jackson Pollack and Piet Mondrain) and take inspiration from their art in the creation of their own.		
Reception	Colour: pupils will learn how to mix colours accurately to match what they see and want to represent. Drawing and Painting: pupils will make their drawings and paintings more detailed. They will be able to plan and reflect; and work independently and collaboratively. Materials and textures: pupils will learn to use a variety of tools independently with care and precision, they will work with a range of materials to create sculptures, collages, prints, and junk models. They will create for purpose as well as pleasure. Artists: pupils will look at the work of famous artists and use this as inspiration for their own art, for example Wassily Kandinsky, and Axel Scheffler.		
Year 1	Bonfire night Developing layering collage techniques to create a bonfire night collage in the style of Henri Matisse.	Paul Klee & Orla Kiely printing using different shaped prints to create artwork in the style of Paul Klee and Orla Kiely.	Aboriginal Art with a focus on the artists Clifford Possum Tjapaltjarri and Emily Kame Kngwarreye
Year 2	Observational drawings of London and Carlisle landmarks in the style of Stephen Wiltshire.	Glass painting in the style of Cumbrian craft makers- Barbara Maxwell and Sarah Walkley.	Outdoor Art Outdoor art sculptures in the style of Andy Goldsworthy.
Year 3	Cumbrian Landscapes in the style of Percy Kelly using charcoal and pastels	Photography pupils will study the art of photography, inspired by Wire Hon, Dave Massey, Harold Edgerton, Andy Goldsworthy and Linda Wisdom's work	Pointillism in the style of George Seurat, to create paintings of French landmarks.
Year 4	Watercolours through studying the works of Beatrix Potter (The garden at Lakefield) and Claude Monet (Waterlilies).	Roman Mosaics in the style of the Romans, linked to their everyday life and the work of Caroline Jariwala.	William Morris an exploration of using printing techniques to design a bag using prints in the style of William Morris.
Year 5	Clay Clay polka dot sculptures in the style of Yayoi Kusama's infinity rooms.	Architectural drawing an exploration of the work of famous architects and their architectural drawings.	Self portraits in the style of Frida Kahlo and Sonia Boyce
Year 6	Collage- assemblage exploring assemblage and the work of Betye Saar and Pablo Picasso to create a collage which challenges stereotypes.	Graffiti Art through exploring the works of Jean-Michel Basquiat and Banksy.	Digital Animation Plan and create a stop motion animation.

Art & Design vocabulary progression									
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Tier 2	colours - red, blue, yellow etc. paper paint picture object person line join	detail look closely watch observe	dots straight curved zigzag design template spiral diagonal handle	shape patterns design thick thin outline	blending spiral light dark shading,	wash blending watercolour background wide brush flat brush round pointed round	facial features symmetrical proportion scale reflections expression multimedia	graffiti street art spray can roller stencil
	Tier 3	apron brush pallet mix wash/clean splatter drip splash pattern grid	colour wheel shade light dark exact match close match pattern concentric	aboriginal bristles ferrule primary colours secondary colours	stained glass craft maker glass painter ornament intricate	pointillism shade tint stippling pure colour gradual shadow	dry brush effects wet on wet wet on dry dry on dry dry on wet tertiary colours gradient wash variegated wash	tone self-portrait portraiture composition analogous colours	negative space tag throw piece mural
Drawing	Tier 2	paper pencil colours - red, blue, yellow etc. picture object person line join	thin thick curve straight detail look closely watch observe		observational texture pencil grades media pattern shadow outline horizontal vertical straight curved	horizon charcoal pastels form landscape		proportion scale reflections, structure architect	
	Tier 3	colouring pencil crayon felt tip chalk colour inside the lines rubbing	cartoon stencil		space form tone landscape architectural shading monochrome	perspective viewpoints stippling cross hatching scumbling negative space shade		contour hatching, random hatching, stamina, subtractive drawing	

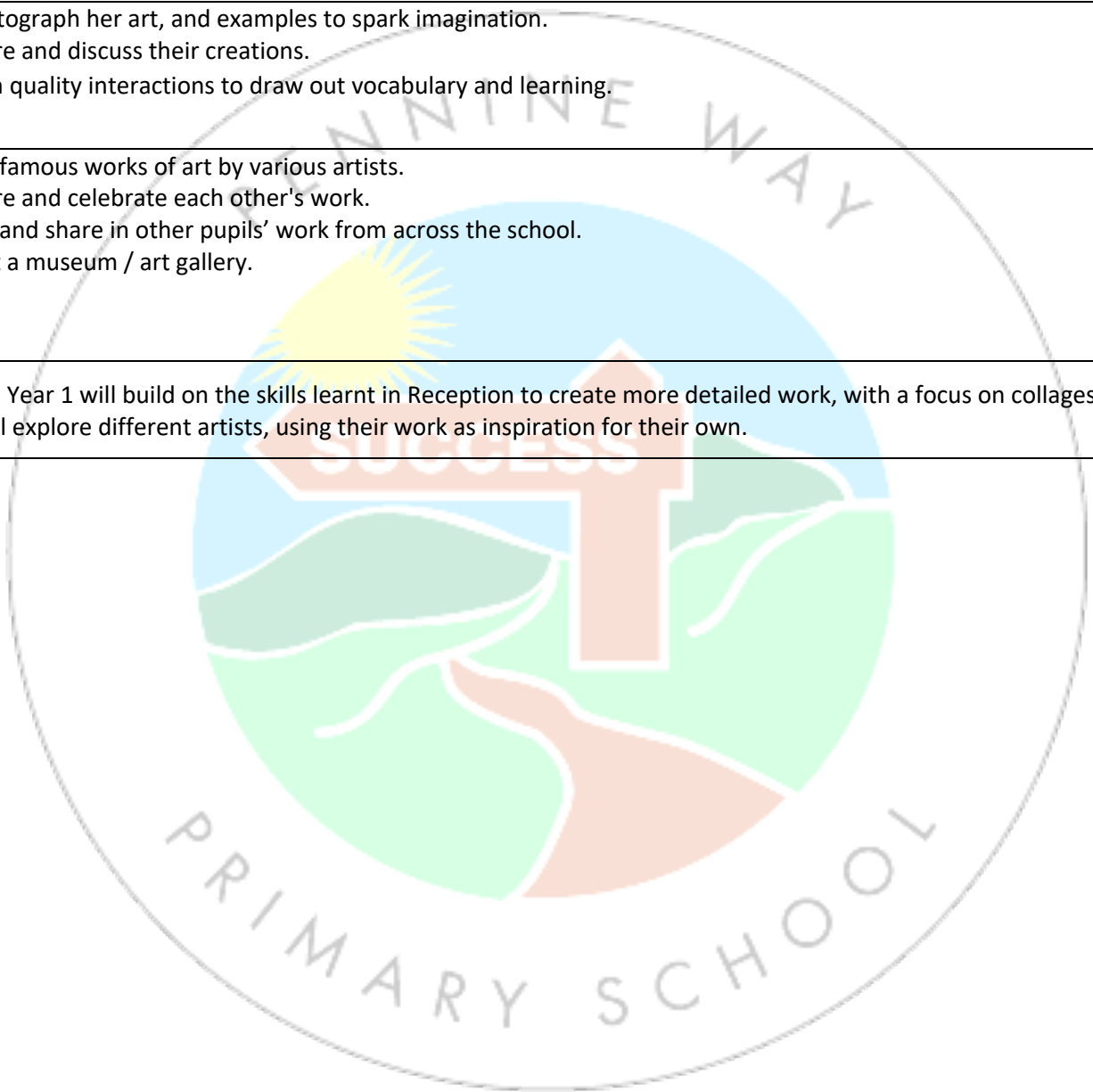
Collage	Tier 2	paper picture	paper picture	paste overlapping space tear snip contrasting texture			repeated pattern design vertex		background foreground stereotypes media layers pattern symmetrical expression
	Tier 3	cut stick glue spreader glue stick scissors	sellotape dispenser tear/rip on top next to pattern	adhesive overlaying contrasting complimentary decoupage			mosaic tessellation tesserae geometric pottery		assemblage composition tactile
Sculpture	Tier 2	push place pull stick	make build compare		pattern sketch balance resources natural man-made			sculpture polka dot malleable modelling	
	Tier 3	make build	construct design purpose use		sculpture sculptor land art construct inuksuk pebble			infinity room infinity nets intricate pattern coil slab slip scoring pinching	
Printing	Tier 2	push press	paint picture careful	printing pattern repeated 2d shapes 3d shapes			carve symmetry tessellation		
	Tier 3	sponge print	pattern turn stamp	rotated layered abstract collagraph			overlays impressed relief collagraph motif monoprint		

Digital Art	Tier 2	photograph	photography			portrait fashion landscape architectural lens edit zoom vertical horizontal crop angle scenario flash			background decompose device duplicate editing illusion story board up load
	Tier 3		image			still life viewfinder monochrome forced perspective burst mode slow motion frame action still motion			animation animator frame stop motion onion skinning zoetrope thaumatrope flipbook

Nursery	Expressive art and design: Creating with materials
The development of pupils' artistic and cultural awareness supports their imagination and creativity. It is important that pupils 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 pupils see, hear and participate in is crucial for developing their understanding, self-expression, 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.	
Creating with Materials	Development Matters: ● Explore colour and colour mixing. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Knowledge and Skills- pupils will: ● Explore colours in their environment, looking at the differences between them. ● Learn how to draw and paint from observation and imagination. ● Learn how to hold and use paint brushes, how to access paint independently, and how to paint without mixing paint unintentionally. ● Learn how to hold drawing and colouring pencils, develop their pencil control so that they stay between the lines whilst colouring and draw recognisable shapes and objects. ● Learn how to use glue sticks and scissors independently. They will then use these skills to create artwork such as collages, that use a range of materials. ● Learn how to use stencils, sponges (and other printing tools) independently. ● Learn how to manipulate different materials with their hands and with different tools, in order to make sculptures. ● Use the work of Jackson Pollock and Piet Mondrain as inspiration for their own art work.
Language: pupils will encounter language associated with...	● Accessing equipment independently incl. choose it, use it, put it away, safe, respectful. ● Colours incl. red, blue, yellow etc. ● Drawing and painting including paper, paint, picture, object, person, line, join, apron, brush, pallet, mix, wash/clean, Jaxson Pollock, splatter, drip, splash, Piet Mondrain, pattern, grid, line, join, colouring pencil, crayon, felt tip, chalk, inside the lines, stencil, rubbing. ● Collages - cut, stick, glue, spreader, glue stick, scissors.

	● Creating sculptures - push, place, pull, stick, make, build. ● Printing - push, press, sponge, print ● Emotions - happy, sad, smile, frown. ● Movement and noise - fast, slow, up, down, wavy, still, loud, quiet, bang.
Provision- pupils will be provided with opportunities to...	● Express themselves creatively within the arts and crafts area using a wide range of media and mediums. ● Create sculptures within playdough and transient art areas. ● Create large scale art outside and on easels. ● Photograph their art, and examples to spark imagination. ● Share and discuss their creations. ● High quality interactions to draw out vocabulary and learning.
Opportunities and experiences	● See famous works of art by various artists. ● Share and celebrate each other's work. ● See and share in other pupils' work from across the school.
Links to future learning	Pupils in Reception will refine their skills and creativity. They will add more detail and clarity to their art. Pupils in Reception will have the opportunity to practise and refine their skills in order to improve their work. They will experience more works of art and different artists; and have the opportunity to use new tools on new mediums.

Reception	Expressive art and design: Creating with materials
The development of pupils' artistic and cultural awareness supports their imagination and creativity. It is important that pupils 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 pupils see, hear and participate in is crucial for developing their understanding, self-expression, 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.	
Creating with materials	Development Matters: ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. Knowledge and Skills- pupils will: ● Learn how to mix colours to match what they see and want to represent, paying close attention to the details of the environment around them. ● Learn how to draw and paint people and objects with more clarity and detail. They will undertake some observational drawings. ● Learn to work individually and collaboratively, discussing their plans and reflecting on their art work. ● Have the opportunity to print with a range of objects; they will then learn how to create patterns with this skill. ● Learn how to join material in order to create art - learning how to use a range of tools with care and precision incl. glue, tape, pins, scissors, hole punchers etc. They will use these skills to make collages and junk models. ● Learn how to use a range of tools to manipulate a range of malleable materials e.g. playdough, clay, salt dough in order to make sculptures. ● Learn how to create for a purpose. ● Use the work of Wassily Kandinsky and Axel Scheffler as inspiration for their own work.
Language: pupils will encounter language associated with...	● Drawing and painting - paper, pencil, picture, object, person, line, join, thin, thick, curve, straight, detail, look closely, watch, observe, colouring pencil, crayon, felt tip, chalk, colour, inside the lines, stencil, rubbing, apron, brush, pallet, mix, wash/clean, colour wheel, shade, light, dark, exact match, close match, Wassily Kadinsky, pattern, concentric, pencil, Axel Scheffler, cartoon ● Collages - cut, stick, glue, spreader, glue stick, scissors, sellotape, dispenser, tear/rip, on top, next to, pattern ● Sculptures incl. push, place, pull, stick, make, build, purpose, compare, construct, design, use ● Printing incl. press, turn, pattern, sponge, print, stamp ● Accessing equipment independently including choose it, use it, put it away, safe, respectful.
Provision- pupils will be provided with	● Express themselves creatively within the arts and crafts area using a wide range of media and mediums. ● Use specifically taught skills during formal teaching sessions. ● Create sculptures within the playdough area, art and crafts area. ● Create large scale art outside and on easels.



opportunities to...	● Photograph her art, and examples to spark imagination. ● Share and discuss their creations. ● High quality interactions to draw out vocabulary and learning.
Opportunities and experiences	● See famous works of art by various artists. ● Share and celebrate each other's work. ● See and share in other pupils' work from across the school. ● Visit a museum / art gallery.
Links to future learning	Pupils in Year 1 will build on the skills learnt in Reception to create more detailed work, with a focus on collages, printing, and painting. They will explore different artists, using their work as inspiration for their own.

Art & Design	Year 1
Collage: Developing	layering collage techniques to create a bonfire night collage in the style of Henri Matisse.
National curriculum essential coverage	- To use a range of materials creatively to design and make products pupils should be taught 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.
Knowledge	Know that Henri Matisse is a famous artist who used a collage technique called 'decoupage'. Know what collage is.
Skills to ensure progression	Cut and tear a range of materials including using a ruler to create straight edges. Use overlapping in their collage. Use overlaying in their collage. Develop awareness of contrasting textures and colour. Sketch an outline before adding collage techniques. Sort and select materials depending on their qualities e.g. warm, hot, shiny, smooth. Use pastes and adhesives effectively (glue sticks, PVA, various types of tape)
Tier 2 vocabulary	paste, overlapping, space, tear, snip, contrasting, texture.
Tier 3 vocabulary	adhesive, overlaying, contrasting, complimentary, decoupage.
Links to prior learning	Building on Reception skills of using collage during provision time, e.g. selecting different colours and textures, choosing and sticking different papers to layer. pupils will study Guy Fawkes and Bonfire night celebrations alongside this art study.
Links to future learning	Collage skills are further developed during year 4 where the pupils explore mosaics, tessellation, shades of the same colour through studying the works of Caroline Jariwala. In Year 6, pupils explore assemblage and the work of Betye Saar and Pablo Picasso.

Art & Design	Year 1
Printing: printing using different shaped prints to create art work in the style of Paul Klee and Orla Kiely.	
National curriculum essential coverage	- to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - pupils should be taught 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.
Knowledge	Know that Paul Klee is a famous artist
	Know that Orla Kiely is a famous designer who uses printing.
	Know what printing is.
	Know what a rotated pattern is.
Skills to ensure progression	Create repeating patterns of two colours using printing.
	Create rotated patterns using printing.
	Create a layered print using printing.
	Explore and recreate patterns with an extended range of objects.
	Create a piece of artwork using printing in the style of Paul Klee.
Tier 2 vocabulary	printing, pattern, repeated, 2d shapes, 3d shapes
Tier 3 vocabulary	rotated, layered, abstract, collagraph
Links to prior learning	Building on reception skills where pupils can suggest and select objects to be used to print, develop simple patterns, print using a wider range of materials.
Links to future learning	Printing skills are further developed in year 4 where pupils explore collagraph and radial symmetry by studying the work of William Morris.

Art & Design	Year 1
Painting: Aboriginal Art with a focus on the artists Clifford Possum Tjapaltjarri and Emily Kame Kngwarreye.	
National curriculum essential coverage	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - pupils should be taught 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.
Knowledge	Know the purpose, history of and resources used in aboriginal art.
	Know that Clifford Possum Tjapaltjarri and Emily Kame Kngwarreye are famous aboriginal artists.
	Know that aboriginal art uses dots.
	Know the primary colours.
	Know how primary colours are mixed to create secondary colours.
Skills to ensure progression	Use a variety of tools to spread paint.
	Create large and small dots using a range of resources (thins sticks, large sticks, cotton buds and fingers)
	Create different lines using dots, straight, curved, zigzag,
	Create patterns and shapes using dots
	Design a piece of aboriginal art.
	Create a painting using aboriginal techniques.
Tier 2 vocabulary	dots, straight, curved, zigzag, design, template, line, spiral, diagonal, handle
Tier 3 vocabulary	aboriginal, bristles, ferrule, primary colours, secondary colours
Links to prior learning	Developing the skills learnt in reception - the purpose of painting, naming a range of colours and mixing colours to create new colours. Alongside this, in their Geography study, pupils compare life in Alice Springs (where the two artists lived) to life in Harraby.
Links to future learning	Painting skills are further developed in year 2, where pupils explore craft makers, Cumbrian glass, spreading paint on glass and using thinner tools and an outline through studying the work of Cumbrian craft makers.

Art & Design	Year 2
Drawing: Observational drawings of London and Carlisle landmarks in the style of Stephen Wiltshire.	
National curriculum essential coverage	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - pupils should be taught 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.
Knowledge	Know what an architect is.
	Know Stephen Wiltshire uses architectural art.
	Know what line and pattern are.
	Know what form and space are.
	Know what tone is.
Skills to ensure progression	Explore line (thickness, length and direction- horizontal, vertical, straight, curved)
	Explore pattern (a repeated design)
	Explore form (3-dimensional shape)
	Compare tone (light and dark) using different grades of pencil.
	Uses line and shade to represent things, seen, remembered or observed.
	Explore tone using different media (sketching pencils and pen)
	Explore space (area around it or between objects) using different media (sketching pencils and pen).
	Compare own work to that of Stephen Wiltshire.
Tier 2 vocabulary	observational, texture, pencil grades, media, pattern, shadow, outline, horizontal, vertical, straight, curved.
Tier 3 vocabulary	space, form, tone, landscape, architectural, shading, monochrome.
Links to prior learning	Building upon the skills taught in Reception - to draw recognisable people and objects- holding pencil correctly and making meaningful marks and shapes. Alongside this study, pupils will learn about London through their Geography study of the capital cities of the United Kingdom and their History study of The Great Fire of London.
Links to future learning	Drawing skills are further developed in year 3 when pupils explore stippling, cross hatching, scumbling, shade and tint through studying the work of Percy Kelly. In Year 5, pupils explore the work of famous architects and produce architectural drawings.

Art & Design	Year 2
Painting: Glass painting in the style of Cumbrian craft makers- Barbara Maxwell and Sarah Walkley.	
National curriculum essential coverage	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - pupils should be taught 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.
Knowledge	Evaluate the work of Cumbrian glass painters.
	Know what a craft maker is.
	Know what the difference between primary and secondary colours.
Skills to ensure progression	Use different tools to spread paint on glass
	Use large and small brushes for a desired effect
	Create patterns and shapes with increasingly intricate paintbrushes
	Use primary colours to create secondary colours independently.
	Design a painting in the style of a Cumbrian glass maker.
	Create a piece of art on glass
Tier 2 vocabulary	shape, patterns, design, thick, thin, outline,
Tier 3 vocabulary	stained glass, craft maker, glass painter, ornament, intricate
Links to prior learning	This study builds on the skills from year 1 where pupils explored colours and painting methods in a study of aboriginal art.
Links to future learning	Painting skills are further developed in year 3 when pupils paint using pointillism and study the work of George Seurat. Links are also made through the year 3 Geography study of Cumbria and study of Cumbrian artist Percy Kelly and later in year 4 with watercolours from Beatrix Potter books which were also based in Cumbria.

Art & Design	Year 2
Sculpture: Outdoor art sculptures in the style of Andy Goldsworthy.	
National curriculum essential coverage	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - pupils should be taught 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.
Knowledge	Know what a sculptor is.
	Know that Andy Goldsworthy is a famous sculptor who used natural resources.
	Know what land art is.
	Know what a natural material is and how it can be used in art.
Skills to ensure progression	Collect and choose a range of natural materials.
	Use natural materials to create and replicate patterns.
	Uses natural materials to create a sculpture in the style of Andy Goldsworthy
	Design a 3d sculpture.
	Create a 3d sculpture
Tier 2 vocabulary	pattern, sketch, balance, Inuksuk, pebble, resources
Tier 3 vocabulary	sculpture, sculptor, land art, natural, man-made, construct
Links to prior learning	This study develops skills from Reception - knowing sculpture can be made from different materials, e.g. junk modelling, play dough, clay, use simple tools
Links to future learning	Sculpture skills are further explored in year 5 where pupils use clay, a range of tools and create 3-dimensional art in the style of Yayoi Kusama.

Art & Design	Year 3
Drawing: Cumbrian Landscapes in the style of Percy Kelly using charcoal and pastels	
National curriculum essential coverage	- 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]
Knowledge	Give examples of when pastels and charcoal may be the best medium to use. Know what scumbling is. Know what cross hatching is. Know what stippling is.
Skills to ensure progression	Analyse and compare Percy Kelly's landscapes to those drawn by Stephen Wiltshire. Use stippling to create different textures. Use cross hatching to create different textures. Use scumbling to create different textures. Show an understanding of perspective within charcoal drawings. Experiment with pastels and charcoal.
Tier 2 vocabulary	horizon charcoal, pastels, form, landscape.
Tier 3 vocabulary	perspective, viewpoints, stippling, cross hatching, scumbling, negative space, shade.
Links to prior learning	This study builds on drawing skills from year 2 where pupils have developed skills in line, pattern, tone, form and space and different types of shading through the works of Stephen Wiltshire.
Links to future learning	Drawing skills are developed further in year 5 where pupils explore reflection, shadows, scale, proportion, random hatching and contour hatching. Pupils also explore architectural drawings and the work of famous architects.

Art & Design	Year 3
Photography: pupils will study the art of photography, inspired by Wire Hon, Dave Massey, Harold Edgerton, Andy Goldsworthy and Linda Wisdom's work.	
National curriculum essential coverage	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]
Knowledge	Know that there are different types of photographers.
	Know the different parts of a camera (lens, flash, viewfinder).
	Know what a subject and capture is.
Skills to ensure progression	Be able to edit a photograph (zoom, monochrome, crop).
	Take photos in portrait and landscape.
	Take photos from different angles.
	Compare photos taken in natural and artificial light.
	Use everyday items to create different effects of photographs.
	Take a photo that uses forced perspective.
Tier 2 vocabulary	Take a photograph that demonstrates action photography.
Tier 3 vocabulary	Photograph, photography, portrait, fashion, landscape, architectural, lens, edit, zoom, vertical, horizontal, crop, angle, scenario, flash,
Links to prior learning	still life, viewfinder, monochrome, forced perspective, burst mode, slow motion, frame, action, still, motion.
Links to future learning	This links to the pupils's sculpture study of Andy Goldsworthy's work in year 2. It also builds on the pupil experience of taking photographs in Early Years and develops the skills learnt in computing in key stage 1, allowing pupils to explore using them in a creative way.
	Pupil skills in digital animation will be built upon in year 6.

Art & Design	Year 3
Painting: explore pointillism in the style of George Seurat, to create paintings of French landmarks.	
National curriculum essential coverage	- 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) - pupils should be taught about great artists, architects and designers in history
Knowledge	Analyse and evaluate the work of George Seurat. Know what Pointillism is. Explain the term 'shade'. Both moved from drawing as much more knowledge there. Explain the term 'tint'.
Skills to ensure progression	Use different tools to create different size dots. Use tiny dots of pure colour (no mixing of colours) Create colour mixing by placing two colours of dots next to each other. Create shading using more or less dots further away or closer together (stippling) Use dots that are very close together. Create a painting in the style of pointillism. Experiment with shade through adding black. Experiment with tint (through adding white), form and space.
Tier 2 vocabulary	blending, spiral, light, dark, shading,
Tier 3 vocabulary	pointillism, shade, tint, stippling, pure colour, gradual, shadow
Links to prior learning	This study builds on skills from year 2 where the pupils created Aboriginal art using paints. Alongside this study, pupils will learn about France and Paris in their Geography study.
Links to future learning	Painting skills will be further developed during year 4, where pupils will use watercolours in their painting to create a wash, painting from a sketch and through using different types of brushes.

Art & Design	Year 4
Painting: explore using watercolours through studying the works of Beatrix Potter (The garden at Lakefield) and Claude Monet (Waterlilies).	
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Compare and contrast watercolour paintings from Beatrix Potter and Claude Monet. Know how watercolour paint differs from other types of paint. Explain what a tertiary colour is. Know which watercolour techniques to use for different parts of a painting, e.g. background, finer details.
Skills to ensure progression	Represents things observed, remembered or imagined, using watercolours. Use watercolours to show texture through techniques such as, blending colours and tones, dry brush effects. Experiment with the four water colour techniques – wet on wet, wet on dry, dry on dry, dry on wet. Create tertiary colours. Use different types of brushes for specific purposes e.g. large, wide brushes for background, thinner brushes for detail. Create a background using a wash. Develop a painting from a sketch. Express their own opinions when evaluating own work and the work of others.
Tier 2 vocabulary	wash, blending, watercolour, background, wide brush, flat brush, round, pointed round.
Tier 3 vocabulary	dry brush effects, wet on wet, wet on dry, dry on dry, dry on wet, tertiary colours, gradient wash, variegated wash.
Links to prior learning	This study develops painting skills that pupils learnt in year 3 where they explored different types of paint and their effects using primary and secondary colours.
Links to future learning	Painting skills will develop further in year 5 where pupils will create self- portraits using mixed media.

Art & Design	Year 4
Collage- Roman Mosaics: in the style of the Romans, linked to their everyday life and the work of Caroline Jariwala.	
National curriculum essential coverage	- 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]
Knowledge	Know what a mosaic is and what it is made from.
	Know that Caroline Jariwala is a mosaic artist.
	Know why Romans produced mosaics and how this process was carried out.
	Know that tessellation uses geometric shapes.
Skills to ensure progression	Use and cut multiple shapes.
	Experiment with the effects of different sizes and shapes on their artwork.
	Use and create different shades of the same colour.
	Design and draw a mosaic.
	Express thoughts, feelings and identity through mosaic.
	Use tessellation as a form of mosaic.
Tier 2 vocabulary	repeated pattern, overlap, identity, design, vertex,
Tier 3 vocabulary	Mosaic, tessellation, tesserae, geometric, pottery
Links to prior learning	This study builds upon collage skills of overlapping and overlaying developed in year 1. It is taught alongside a local history study on the Romans and follows on from the year 3 history study of the Roman empire and its impact on Britain.
Links to future learning	Pupils further develop their collage skills in year 6 when they explore using assemblage as a form of collage.

Art & Design	Year 4
Printing: an exploration of using printing techniques to design a bag using prints in the style of William Morris.	
National curriculum essential coverage	- pupils should be taught about great artists, architects and designers in history. - 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]
Knowledge	Know who William Morris was and why he is remembered.
	Know what relief printing is and how it can be used in art.
	Know what collagraph printing is and how it can be used in art.
	Know there are different printing techniques.
Skills to ensure progression	Make an impressed printing block.
	Use an impressed printing block to create a relief print.
	Make a collagraph printing block.
	Create a print using the collagraph printing method.
	Create a design in the style of William Morris using the printing techniques.
Tier 2 vocabulary	carve, symmetry, tessellation
Tier 3 vocabulary	overlays, impressed, relief, collagraph, motif, monoprint
Links to prior learning	This study builds on printing skills developed in year 1 where pupils explored rotated patterns and layered printing.
Links to future learning	These skills are further developed in key stage 3 through pupils further studying different techniques and styles as well as the history of art.

Art & Design	Year 5
Sculptures:	Clay polka dot sculptures in the style of Yayoi Kusama's infinity rooms.
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Know that Yayoi Kusama is a contemporary artist who uses sculpture. Know what an infinity mirror room is. Know what polka dot is. Know there are different processes of sculpture; carving, modelling, casting and constructing. Know that modelling is shaping soft materials. Know what a pinch, coil, and slab method are. Know what a slip and scoring are.
Skills to ensure progression	Design a sculpture through drawing. Shape, form, model and construct from observation or imagination. Use tools to add intricate patterns and textures to malleable materials. Use tools to join malleable materials together, e.g. coils, slabs, slips and scoring. Use polka dot to decorate a sculpture.
Tier 2 vocabulary	Sculpture, polka dot, malleable, modelling.
Tier 3 vocabulary	Infinity room, infinity nets, intricate pattern, coil, slab, slip, scoring, pinching.
Links to prior learning	pupils will be building on their skills from year 2 and expand on their knowledge of types of sculpture art.
Links to future learning	These skills will be developed further during key stage 3, when pupils use a range of techniques and media, increase proficiency in handling of different materials, use a range of techniques for recording observations, analyse and evaluate own work and that of others, become proficient in sculpture and design techniques.

Art & Design	Year 5
Drawing: an exploration of the work of famous architects and their architectural drawings. The study will include the works of Renzo piano - The shard, Norman Foster- The Gherkin, Sir Robert Smirke- Eden bridge, Zaha Hadid and Fazlur Rahman Kahn,	
National curriculum essential coverage	- pupils should be taught about great artists, architects and designers in history. - 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].
Knowledge	Know the names of some famous and local architects and structures or buildings that they have designed.
	Know the purpose of different grades of pencil and when to use them.
	Know what reflection is and how to create it in drawing.
	Know what shadows are and how to create them in drawing.
Skills to ensure progression	Compare and contrast the designs and style of a range of famous and local architects.
	Develop awareness of perspective, scale and proportion in drawings.
	Use different grades of pencil to achieve variations in tone and pressure used in drawings.
	Select when to use a range of lines and tones to create different textures, e.g. hatching, contour hatching, cross hatching, random hatching, stippling
	Use techniques such as shading, to create reflections and shadows.
	Develop stamina in drawing to draw over a sustained period of time and go back to art work to further develop it.
Tier 2 vocabulary	proportion, scale, reflections, structures, cross hatching, hatching, stippling, architect
Tier 3 vocabulary	contour hatching, random hatching, stamina, subtractive drawing
Links to prior learning	This study builds on drawing from year 2, expanding on cross hatching and stippling and applying drawing skills to architectural drawings.
Links to future learning	These skills will be further developed during KS3, where pupils explore a range of techniques and media, increase proficiency in handling of different materials, use a range of techniques for recording observations, analyse and evaluate own work and that of others, become proficient in drawing, paint, sculpture and other art craft and design techniques.

Art & Design	Year 5
Painting: Self Portraits in the style of Frida Kahlo and Sonia Boyce	
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Know what a portrait is.
	Know the names of some famous portrait artists.
	Know what a tint, tone and shade is.
Skills to ensure progression	Begin to investigate symbols, shapes, form and composition.
	Use the correct proportions to draw the features of a face.
	Use light and dark within a painting
	Develop a personal style and create expression in portraiture
	Mix colours independently to create a range of tints, tones and shades.
	Use light and dark within a painting
	Experiment using multimedia painting (watercolours and poster paint).
Tier 2 vocabulary	Facial features, symmetrical, proportion, scale, reflections, expression, multimedia
Tier 3 vocabulary	Tone, self-portrait, portraiture, composition, analogous colours
Links to prior learning	This study allows pupils to develop their painting techniques from year 4, expanding on water colour techniques using multimedia.
Links to future learning	These skills are further developed in year 6 where pupils will use spray paint.

Art & Design	Year 6
Collage- assemblage:	exploring assemblage and the work of Betye Saar and Pablo Picasso to create a collage which challenges stereotypes.
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Know who Betye Saar is and what she is known for. Know who Pablo Picasso was what he is known for. Know that racism and stereotypes can be challenged through art. Know what assemblage is. Know how different effects have been achieved through assemblage.
Skills to ensure progression	Develop skills in overlaying and overlapping to place objects behind or in front of other objects. Use a range of media. Add collage to a painted or printed background. Plan and design a collage using assemblage. Select and use a range of media with control and be able to justify choices. Draw an outline that represents the stereotypes that are being challenged. Use visual and tactile elements to achieve their intentions (colours, patterns and textures). Use assemblage to create a collage.
Tier 2 vocabulary	Background, foreground, stereotypes, media, layers, pattern, symmetrical, expression
Tier 3 vocabulary	Assemblage, composition, tactile
Links to prior learning	This study builds on collage skills developed in year 1 and the difference between collage and mosaic from year 4.
Links to future learning	This study is built upon further in KS3 where pupils will use a range of techniques and media, increase proficiency in handling of different materials, use a range of techniques for recording observations, analyse and evaluate own work and that of others, become proficient in drawing, paint, sculpture and other art craft and design techniques.

Art & Design	Year 6
Graffiti art: Painting & graphic design- Jean Michel Basquiat and Banksy	
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Know what Graffiti art is and that there are different types (tag, throw, piece, stencil, mural)
	Know that Banksy and Jean Michel Basquiat are famous graffiti artists.
	Know that Beardy Synergy is a local graffiti artist.
	Know that art can have both meaning and message.
	Know the process of creating a piece of graffiti art, e.g. graphic design, paint, spray, roller, brush, outline, lettering.
Skills to ensure progression	Experiment with spray, roller, brush and stencil.
	Create graffiti lettering using bubble, bold and 3d lettering with shadows and outlines.
	Create a piece of art work using spray paints.
	Independently develop their own style of painting applying their skills in contrasting and complimentary colours, shades, tints and tones using spray paints.
Tier 2 vocabulary	graffiti, street art, spray can, roller, stencil,
Tier 3 vocabulary	Negative space, tag, throw, piece, mural
Links to prior learning	This study building on the skills developed throughout the painting strand across the key stages, using a different media to create art.
Links to future learning	These skills are further developed in KS3 where pupils will use a range of techniques and media, increase proficiency in handling of different materials, use a range of techniques for recording observations, analyse and evaluate own work and that of others, become proficient in drawing, paint, sculpture and other art craft and design techniques.

Art & Design	Year 6
Digital art: plan and create a stop motion animation.	
National curriculum essential coverage	- 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] - pupils should be taught about great artists, architects and designers in history
Knowledge	Know what stop motion animation is.
	Know how to show personality in characters through animation.
	Know who Peter Lord and David Sproxton were and why they are remembered.
	Know who Nicholas Wulstan Park is and why he is remembered.
	Know and explain the history of animation (zoetrope, thaumatrope, flipbook).
Skills to ensure progression	Create a short stop motion with small changes between images.
	Use onion skinning feature to create the next frame.
	Think of a narrative for their animation and then decompose it into smaller parts to create a storyboard with one character.
	Set the scene for their animation.
	Make small changes to the models to ensure a smooth animation and delete unnecessary frames.
	Add effects such as titles, credits and music.
	Edit and extend animations.
Tier 2 vocabulary	background, decompose, device, duplicate, editing, illusion, story board, up load.
Tier 3 vocabulary	animation, animator, frame, stop motion, onion skinning, zoetrope, thaumatrope, flipbook
Links to prior learning	Developing photography techniques learnt in year 3 to make a stop motion animation.
Links to future learning	Pupils will further develop their skills in KS3 by using a range of techniques and media, increase proficiency in handling of different materials, use a range of techniques for recording observations, analyse and evaluate own work and that of others, become proficient in drawing, paint, sculpture and other art craft and design techniques.