|                  | EYFS                             | Year 1                                    | Year 2                                    | Year 3                    | Year 4                                   | Year 5                                   | Year 6                   |
|------------------|----------------------------------|---|---|---------------------------|--|--|--------------------------|
| National         | Children at the expected         | Drawing: Make your mark                   | Painting and mixed media:                 | Drawing: Growing artists  | Drawing: Power prints                    | Drawing: I need space                    | Drawing: Make my voice   |
| Curriculum       | level of development will:       | <ul> <li>use a range of</li> </ul>        | Life in colour                            | develop their             | develop their                            | develop their                            | heard                    |
|                  |                                  | materials creatively                      | <ul> <li>use a range of</li> </ul>        | techniques, including     | techniques, including                    | techniques, including                    |                          |
| Pupils should be | Drawing: Marvellous              | to design and make                        | materials creatively to                   | their control and their   | their control and their                  | their control and their                  | develop their            |
| taught to:       | marks                            | products                                  | design and make                           | use of materials, with    | use of materials, with                   | use of materials, with                   | techniques,              |
| 5                |                                  | <ul> <li>use drawing, painting</li> </ul> | products                                  | creativity,               | creativity,                              | creativity,                              | including their          |
|                  | Develop small                    | and sculpture to                          | <ul> <li>use drawing, painting</li> </ul> | experimentation and       | experimentation and                      | experimentation and                      | control and their        |
|                  | motor skills so                  | develop and share                         | and sculpture to                          | an increasing             | an increasing                            | an increasing                            | use of materials,        |
|                  | that they can                    | their ideas,                              | develop and share                         | awareness of              | awareness of different                   | awareness of                             | with creativity,         |
|                  | use a range of                   | experiences and                           | their ideas,                              | different kinds of art,   | kinds of art, craft and                  | different kinds of art,                  | experimentation          |
|                  | tools                            | imagination                               | experiences and                           | craft and design.         | design.                                  | craft and design.                        | and an increasing        |
|                  | competently,                     | develop a wide range                      | imagination                               |                           | create sketch books to                   | create sketch books                      | awareness of             |
|                  | safely and                       | of art and design                         | develop a wide range                      | create sketch books       | record their                             | to record their                          | different kinds of       |
|                  | confidently.                     | techniques in using                       | of art and design                         | to record their           | observations and use                     | observations and use                     | art, craft and           |
|                  |                                  | colour, pattern,                          | techniques in using                       | observations and use      | them to review and                       | them to review and                       | design.                  |
|                  | Develop overall                  | texture, line, shape,                     | colour, pattern,                          | them to review and        | revisit ideas                            | revisit ideas                            | create sketch books      |
|                  | body-strength,                   | form and space                            | texture, line, shape,                     | revisit ideas             | • improve their mastery                  | • improve their mastery                  | to record their          |
|                  | balance, co-                     | About the work of a                       | form and space                            |                           | of art and design                        | of art and design                        | observations and         |
|                  | ordination and                   | range of artists, craft                   | About the work of a                       | improve their             | techniques, including                    | techniques, including                    | use them to review       |
|                  | agility.                         | makers and                                | range of artists, craft                   | mastery of art and        | drawing, painting and                    | drawing, painting and                    | and revisit ideas        |
|                  | 5,                               | designers, describing                     | makers and designers,                     | design techniques,        | sculpture                                | sculpture                                | improve their            |
|                  | Develop the                      | the differences and                       | describing the                            | including drawing,        | with a range of                          | with a range of                          | mastery of art and       |
|                  | foundations of                   | similarities between                      | differences and                           | painting and              | materials [for example,                  | materials [for                           | design techniques,       |
|                  | a handwriting                    | different practices                       | similarities between                      | sculpture                 | pencil, charcoal, paint,                 | example, pencil,                         | including drawing,       |
|                  | style which is                   | and disciplines and                       | different practices and                   | with a range of           | clay]                                    | charcoal, paint, clay]                   | painting and             |
|                  | fast, accurate                   | making links to their                     | disciplines and making                    | materials [for            | <ul> <li>About great artists,</li> </ul> | <ul> <li>About great artists,</li> </ul> | sculpture with a         |
|                  | and efficient.                   | own work.                                 | links to their own                        | example, pencil,          | architects and                           | architects and                           | range of materials       |
|                  |                                  |   | work.                                     | charcoal, paint, clay]    | designers in history.                    | designers in history.                    | [for example,            |
|                  |                                  | Painting and mixed media:                 |   |                           | ,  | ,  | pencil, charcoal,        |
|                  | <ul> <li>Explore, use</li> </ul> | colour splash                             | Sculpture and 3D: Clay                    | • About great artists,    | Painting and mixed media:                | Painting and mixed media:                | paint, clay]             |
|                  | and refine a                     | <ul> <li>use a range of</li> </ul>        | houses                                    | architects and            | Light and dark                           | Portraits                                | About great artists,     |
|                  | variety of                       | materials creatively                      | • use a range of                          | designers in history.     |  |  | architects and           |
|                  | artistic effects                 | to design and make                        | materials creatively to                   |                           | develop their                            | develop their                            | designers in             |
|                  | to express                       | products                                  | design and make                           | Painting and mixed media: | techniques, including                    | techniques, including                    | history.                 |
|                  | ideas and                        | • use drawing, painting                   | products                                  | Prehistoric painting      | their control and their                  | their control and their                  |                          |
|                  | feelings.                        | and sculpture to                          | • use drawing, painting                   | develop their             | use of materials, with                   | use of materials, with                   |                          |
|                  |                                  | develop and share                         | and sculpture to                          | techniques, including     | creativity,                              | creativity,                              |                          |
|                  | Painting and mixed               | their ideas,                              | develop and share                         | their control and their   | experimentation and                      | experimentation and                      | Sculpture and 3D: Making |
|                  | media: Paint my world            | experiences and                           | their ideas,                              | use of materials, with    | an increasing                            | an increasing                            | <u>memories</u>          |
|                  |                                  | imagination                               | experiences and                           | creativity,               | awareness of different                   | awareness of                             |                          |
|                  | Develop small                    | • develop a wide range                    | imagination                               | experimentation and       | kinds of art, craft and                  | different kinds of art,                  | develop their            |
|                  | motor skills so                  | of art and design                         | develop a wide range                      | an increasing             | design.                                  | craft and design.                        | techniques,              |
|                  | that they can                    | techniques in using                       | of art and design                         | awareness of              | • create sketch books to                 | create sketch books                      | including their          |
|                  | use a range of                   | colour, pattern,                          | techniques in using                       | different kinds of art,   | record their                             | to record their                          | control and their        |
|                  | tools                            | texture, line, shape,                     | colour, pattern,                          | craft and design.         | observations and use                     | observations and use                     | use of materials,        |
|                  | competently,                     | form and space                            | texture, line, shape,                     | create sketch books       | them to review and                       | them to review and                       | with creativity,         |
|                  | safely and                       | • About the work of a                     | form and space                            | to record their           | revisit ideas                            | revisit ideas                            | experimentation          |
|                  | confidently.                     | range of artists, craft                   | About the work of a                       | observations and use      | • improve their mastery                  | improve their mastery                    | and an increasing        |
|                  |                                  | makers and                                | range of artists, craft                   | them to review and        | of art and design                        | of art and design                        | awareness of             |
|                  | Explore, use                     | designers, describing                     | makers and designers,                     | revisit ideas             | techniques, including                    | techniques, including                    | different kinds of       |
|                  | and refine a                     | the differences and                       | describing the                            | improve their             | drawing, painting and                    | drawing, painting and                    | art, craft and           |
|                  | variety of                       | similarities between                      | differences and                           | mastery of art and        | sculpture with a range                   | sculpture with a                         | design.                  |
|                  | artistic effects                 | different practices                       | similarities between                      | design techniques,        | of materials [for                        | range of materials                       | create sketch books      |
|                  |                                  | unici chi practices                       |   |                           |  |  |                          |

|               | ideas and           | making links to their                     | disciplines and making                    | painting and  | example, pencil,  | [for example, pencil,                    | observations and                         |
|---------------|---------------------|---|---|---|---|--|--|
|               | feelings.           | own work.                                 | links to their own                        | sculpture   | charcoal, paint, clay]                                  | charcoal, paint, clay]                   | use them to review                       |
|               |                     |   | work.                                     | with a range of   | <ul> <li>About great artists,</li> </ul>                | <ul> <li>About great artists,</li> </ul> | and revisit ideas                        |
| •             | Listen              | Sculpture and 3D: Paper                   |   | materials [for  | architects and  | architects and                           | <ul> <li>improve their</li> </ul>        |
|               | attentively,        | <u>play</u>                               | Craft and design: Map it out              | example, pencil,  | designers in history.                                   | designers in history.                    | mastery of art and                       |
|               | move to and         | <ul> <li>use a range of</li> </ul>        | <ul> <li>use a range of</li> </ul>        | charcoal, paint, clay]                                      |   |  | design techniques,                       |
|               | talk about          | materials creatively                      | materials creatively to                   | <ul> <li>About great artists,</li> </ul>                    |   | Sculpture and 3D: Interactive            | including drawing,                       |
|               | music,              | to design and make                        | design and make                           | architects and  |   | <u>installation</u>                      | painting and                             |
|               | expressing their    | products                                  | products                                  | designers in history.                                       | Craft and design: Fabric of                             |  | sculpture with a                         |
|               | feelings and        | <ul> <li>use drawing, painting</li> </ul> | <ul> <li>use drawing, painting</li> </ul> |   | <u>nature</u>   | <ul> <li>develop their</li> </ul>        | range of materials                       |
|               | responses.          | and sculpture to                          | and sculpture to                          |   |   | techniques, including                    | [for example,                            |
|               |                     | develop and share                         | develop and share                         | Craft and design: Ancient                                   | <ul> <li>develop their</li> </ul>                       | their control and their                  | pencil, charcoal,                        |
| •             | Create              | their ideas,                              | their ideas,                              | Egyptian scrolls  | techniques,   | use of materials, with                   | paint, clay]                             |
|               | collaboratively,    | experiences and                           | experiences and                           |   | including their   | creativity,                              | <ul> <li>About great artists,</li> </ul> |
|               | sharing ideas,      | imagination                               | imagination                               | <ul> <li>develop their</li> </ul>                           | control and their                                       | experimentation and                      | architects and                           |
|               | resources and       | <ul> <li>develop a wide range</li> </ul>  | <ul> <li>develop a wide range</li> </ul>  | techniques, including                                       | use of materials,                                       | an increasing                            | designers in                             |
|               | skills.             | of art and design                         | of art and design                         | their control and their                                     | with creativity,  | awareness of                             | history.                                 |
|               |                     | techniques in using                       | techniques in using                       | use of materials, with                                      | experimentation   | different kinds of art,                  |  |
|               |                     | colour, pattern,                          | colour, pattern,                          | creativity,   | and an increasing                                       | craft and design.                        |  |
|               | d Design: Let's get | texture, line, shape,                     | texture, line, shape,                     | experimentation and   | awareness of  | <ul> <li>create sketch books</li> </ul>  |  |
| <u>crafty</u> |                     | form and space                            | form and space                            | an increasing   | different kinds of                                      | to record their                          |  |
|               |                     | About the work of a                       | About the work of a                       | awareness of  | art, craft and  | observations and use                     | Craft and design: Photo                  |
| •             | Develop small       | range of artists, craft                   | range of artists, craft                   | different kinds of art,                                     | design.   | them to review and                       | <u>opportunity</u>                       |
|               | motor skills so     | makers and                                | makers and designers,                     | craft and design.   | <ul> <li>create sketch</li> </ul>                       | revisit ideas                            |  |
|               | that they can       | designers, describing                     | describing the                            | <ul> <li>create sketch books</li> </ul>                     | books to record   | improve their mastery                    | <ul> <li>develop their</li> </ul>        |
|               | use                 | the differences and                       | differences and                           | to record their   | their observations                                      | of art and design                        | techniques,                              |
|               | a range of tools    | <ul> <li>similarities between</li> </ul>  | similarities between                      | observations and use  | and use them to   | techniques, including                    | including their                          |
|               | competently,        | different practices                       | different practices and                   | them to review and  | review and revisit                                      | drawing, painting and                    | control and their                        |
|               | safely and          | and disciplines and                       | disciplines and making                    | revisit ideas   | ideas   | sculpture with a                         | use of materials,                        |
|               | confidently.        | making links to their                     | links to their own                        | improve their   | improve their   | range of materials                       | with creativity,                         |
|               |                     | own work.                                 | work.                                     | mastery of art and  | mastery of art  | [for example, pencil,                    | experimentation                          |
| •             | Explore, use        |   |   | design techniques,  | and design  | charcoal, paint, clay]                   | and an increasing                        |
|               | and refine a        |   |   | including drawing,  | techniques,   | <ul> <li>About great artists,</li> </ul> | awareness of                             |
|               | variety of          |   |   | painting and  | including drawing,                                      | architects and                           | different kinds of                       |
|               | artistic effects    |   |   | sculpture   | painting and  | designers in history.                    | art, craft and                           |
|               | to express          |   |   | with a range of   | sculpture with a  |  | design.                                  |
|               | ideas and           |   |   | materials [for  | range of materials                                      |  | <ul> <li>create sketch books</li> </ul>  |
|               | feelings.           |   |   | example, pencil,<br>charcoal, paint, clay]                  | [for example,<br>pencil, charcoal,                      |  | to record their<br>observations and      |
|               | Return to and       |   |   |   | paint, clay]  |  | use them to review                       |
| •             | build on their      |   |   | <ul> <li>About great artists,<br/>architects and</li> </ul> | 1 7 73  |  | and revisit ideas                        |
|               | previous            |   |   | designers in history.                                       | <ul> <li>About great<br/>artists, architects</li> </ul> |  | <ul> <li>improve their</li> </ul>        |
|               | learning,           |   |   | designers in history.                                       | and designers in  |  | mastery of art and                       |
|               | refining ideas      |   |   |   | history.  |  | design techniques,                       |
|               | and developing      |   |   |   | nistory.  |  | including drawing,                       |
|               | their ability to    |   |   |   |   |  | painting and                             |
|               | represent           |   |   |   |   |  | sculpture with a                         |
|               | them.               |   |   |   |   |  | range of materials                       |
|               |                     |   |   |   |   |  | [for example,                            |
|               |                     |   |   |   |   |  | pencil, charcoal,                        |
|               |                     |   |   |   |   |  | paint, clay]                             |
|               |                     |   |   |   |   |  | <ul> <li>About great artists,</li> </ul> |
|               |                     |   |   |   |   |  | architects and                           |
|               |                     |   |   |   |   |  | designers in                             |
|               |                     |   |   |   |   |  | history.                                 |
|               |                     |   |   | J   | 1   | L  | mistory.                                 |

|   |  | By the end of the year, children should be able to   |  |   |
|---|--|--|--|---|
|   |  | Drawing  |  |   |
| Methods, techniques, media and materials       Reception:         materials       (ELG) Fine Motor Skill: Use a range of small tools, including scisso paint brushes and cutlery.         Pupils know how to       (ELG) Fine Motor Skill: Begin to show accurate and care when drawint (ELG) Creating with materials> Safely use explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. | <ul> <li>to create<br/>different lines<br/>and marks.</li> <li>Create marks by<br/>responding to<br/>different<br/>stimulus such as<br/>music.</li> <li>Overlap shapes<br/>to create new<br/>ones.</li> <li>Use mark<br/>making to<br/>replicate<br/>texture.</li> </ul> | <ul> <li>identified within<br/>in objects as a<br/>method to<br/>draw.</li> <li>Create tone by<br/>shading.</li> <li>Achieve even<br/>tones when<br/>shading.</li> <li>Make texture<br/>rubbings.</li> <li>Create art from<br/>textured paper.</li> <li>Hold and use a<br/>pencil to shade.</li> <li>Tear and shape<br/>paper.</li> <li>Use paper<br/>shapes to create<br/>a drawing.</li> <li>Use drawing<br/>tools to take a<br/>rubbing.</li> <li>Make careful<br/>observations to<br/>accurately draw<br/>an object.</li> <li>Create abstract<br/>compositions to<br/>draw more<br/>expressively.</li> </ul> | <ul> <li>Use pencils of<br/>different grades<br/>to shade and add<br/>tone.</li> <li>Hold a pencil with<br/>varying pressure<br/>to create different<br/>marks.</li> <li>Use observation<br/>and sketch<br/>objects quickly.</li> <li>Draw objects in<br/>proportion to<br/>each other.</li> <li>Use charcoal and<br/>a rubber to draw<br/>tone.</li> <li>Use scissors and<br/>paper as a<br/>method to 'draw'.</li> <li>Make choices<br/>about arranging<br/>cut elements to<br/>create a<br/>composition.</li> <li>Create a wax<br/>resist<br/>background.</li> <li>Use different<br/>tools to scratch<br/>into a painted<br/>surface to add<br/>contrast and<br/>pattern.</li> <li>Create a<br/>monoprint.</li> </ul> | <ul> <li>Use symbolism as a way to create imagery.</li> <li>Combine imagery into unique compositions.</li> <li>Achieve the tonal technique called chiaroscuro.</li> <li>Make handmade tools to draw with.</li> <li>Use charcoal to create chiaroscuro effects.</li> </ul> |
| Knowledge   | <ul> <li>That a continuous line drawing is a drawing with one unbroken line.</li> <li>Properties of drawing</li> </ul>   |  | What print effects     different materials     make.   | <ul> <li>Gestural and<br/>expressive ways to<br/>make marks.</li> <li>Effects different<br/>materials make.</li> <li>The effects created<br/>when drawing into<br/>different surfaces.</li> </ul>   |

| Vocabulary   | long<br>short<br>thick<br>thin<br>straight<br>wavy<br>curved<br>squiggly<br>line<br>mark<br>drawing<br>rubbing<br>texture<br>pattern<br>feeling<br>rough<br>smooth<br>bumpy<br>soft<br>ridged<br>hard  | smudge, which<br>ones can be<br>erased, which<br>ones blend.<br>cross-hatch<br>diagonal<br>horizontal<br>line<br>optical art<br>vertical<br>wavy<br>2D shapes<br>3D shapes<br>abstract<br>medium<br>shade<br>shape<br>continuous<br>dots<br>firmly<br>lightly<br>line<br>look<br>mark making<br>marks   |   | abstract<br>arrangement<br>blend<br>botanical<br>botanist<br>composition<br>cut<br>dark<br>even<br>expressive<br>form<br>frame<br>frottage<br>geometric<br>gestural<br>grip<br>light<br>line<br>pressure<br>rubbing<br>scale   | Contrast<br>Observational drawing<br>Shading<br>Shadow<br>Tone<br>Gradient<br>Three dimensional (3D)<br>Proportion<br>Symmetry<br>Pattern<br>Composition<br>Precision<br>Mixed media<br>Wax-resist<br>Highlight<br>Collage<br>Combine<br>Parallel<br>Hatching<br>Cross-hatching<br>Viewfinder<br>Collaborate   | Retro-futurism<br>Futuristic<br>Imagery<br>Culture<br>Cold War<br>Propaganda<br>Space race<br>Purpose Stimulus<br>Decision<br>Process<br>Technique<br>Collagraphy<br>Collagraph<br>Repetition<br>Printing plate<br>Composition<br>Printmaking<br>Evaluate<br>Revisit<br>Develop  | Maya<br>Mayan<br>Imagery<br>Mark making<br>Expressive<br>Character traits<br>Symbolic<br>Interpretation<br>Aesthetic<br>Representative<br>Tone<br>Chiaroscuro<br>Technique<br>Graffiti<br>Guerilla<br>Mural<br>Street art<br>Commissioned<br>Tone<br>Tonal<br>Composition |
|--|--|---|---|--|--|--|---|
|  |  |   | Pa  | inting and mixed media   | Collaboratively<br>Printmaking<br>Abstract<br>Figurative<br>Monoprint<br>Block print   |  | Impact<br>Audience  |
| Methods,   | Reception:   | Combine   | Mix a variety of  | Use simple   | Mix a tint and a   | Develop a drawing  |   |
| techniques,<br>media and<br>materials<br>Pupils know<br>how to | <ul> <li>(ELG) Fine Motor Skills&gt;<br/>Begin to show accuracy<br/>and care when drawing.</li> <li>(ELG) Use a range of small<br/>tools, including<br/>scissors, paint brushes and<br/>cutlery.</li> <li>(ELG) Creating with<br/>materials&gt; Safely use and<br/>explore a variety of<br/>materials, tools<br/>and techniques,<br/>experimenting with<br/>colour, design, texture,<br/>form and function.</li> <li>(ELG)Creating with<br/>materials&gt; Share their</li> </ul> | <ul> <li>Primary-<br/>coloured<br/>materials to<br/>make secondary<br/>colours.</li> <li>Mix secondary<br/>colours in paint.</li> <li>Choose suitable<br/>sized paint<br/>brushes.</li> <li>Clean a<br/>paintbrush to<br/>change colours.</li> <li>Print with<br/>objects,<br/>applying a<br/>suitable layer of<br/>paint to the<br/>printing surface.</li> </ul> | <ul> <li>Mix a variety of a shades of a secondary colour.</li> <li>Make choices about amounts of paint to use when mixing a particular colour.</li> <li>Match colours seen around them.</li> <li>Create texture using different painting tools.</li> <li>Make textured paper to use in a collage.</li> <li>Choose and shape collage materials eg cutting, tearing.</li> </ul> | <ul> <li>bise simple<br/>shapes to scale<br/>up a drawing to<br/>make it bigger.</li> <li>Make a cave<br/>wall surface.</li> <li>Paint on a rough<br/>surface.</li> <li>Make a negative<br/>and positive<br/>image.</li> <li>Create a<br/>textured<br/>background<br/>using charcoal<br/>and chalk.</li> <li>Use natural<br/>objects to make<br/>tools to paint<br/>with.</li> </ul> | <ul> <li>Whit a thit and a shade by adding black or white.</li> <li>Use tints and shades of a colour to create a 3D effect when painting.</li> <li>Apply paint using different techniques eg. stippling, dabbing, washing.</li> <li>Choose suitable painting tools.</li> <li>Arrange objects to create a still life composition.</li> <li>Plan a painting by drawing first.</li> </ul> | <ul> <li>Develop a drawing into a painting.</li> <li>Create a drawing using text as lines and tone.</li> <li>Experiment with materials and create different backgrounds to draw onto.</li> <li>Use a photograph as a starting point for a mixed-media artwork.</li> <li>Take an interesting portrait photograph, exploring different angles.</li> <li>Adapt an image to create a new one.</li> <li>Combine materials to create an effect.</li> </ul> |   |

|                                       | creations, explaining the<br>process they<br>have used.   | <ul> <li>Overlap paint to<br/>mix new<br/>colours.</li> <li>Use blowing to<br/>create a paint<br/>effect.</li> <li>Make a paint<br/>colour darker or<br/>lighter (creating<br/>shades) in<br/>different ways<br/>eg. adding<br/>water, adding a<br/>lighter colour.</li> </ul> | <ul> <li>Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>Add painted detail to a collage to enhance/improve it.</li> </ul> | <ul> <li>Make natural<br/>paints using<br/>natural<br/>materials.</li> <li>Create different<br/>textures using<br/>different parts<br/>of a brush.</li> <li>Use colour<br/>mixing to make<br/>natural colours.</li> </ul> | Organise painting<br>equipment<br>independently,<br>making choices<br>about tools and<br>materials.  | <ul> <li>Choose colours to<br/>represent an idea or<br/>atmosphere.</li> <li>Develop a final<br/>composition from<br/>sketchbook ideas.</li> </ul>   |  |
|---------------------------------------|---|--|--|---|--|--|--|
| Knowledge                             |   |  |  |   |  |  |  |
| Vocabulary                            | silky<br>smooth<br>slippery<br>slimy<br>wet<br>glossy<br>glistening<br>shiny<br>sticky<br>squelchy<br>glide<br>wipe<br>dot<br>dab | primary colours<br>secondary colours<br>mix<br>blend<br>pattern<br>shape<br>kaleidoscope<br>texture<br>space<br>shade<br>hue   | collage<br>detail<br>mixing<br>overlap<br>primary colour<br>secondary colour<br>surface<br>texture   | charcoal<br>composition<br>negative image<br>pigment<br>positive image<br>prehistoric<br>proportion<br>scaled up<br>sketch<br>smudging<br>texture<br>tone   | Portrait<br>Landscape<br>Shadow<br>Tint<br>Shade<br>Texture<br>Contrasting<br>Vivid<br>Muted<br>Formal<br>Patterned<br>Abstract<br>Detailed<br>Figurative<br>Three dimensional (3D)<br>Grid<br>Technique<br>Mark-making<br>Composition<br>Dabbing pain<br>Stippling paint<br>Paint wash<br>Pointillism | Background<br>Continuous line drawing<br>Portrait<br>Self-portrait<br>Paint wash<br>Collage<br>Texture<br>Composition<br>Carbon paper<br>Transfer<br>Printmaking<br>Monoprint<br>Mixed media<br>Multi- media<br>Justify<br>Research<br>Evaluate<br>Represent<br>Atmosphere<br>Art medium |  |
| Methods,                              |   | Roll and fold  | Smooth and   | culpture and 3D   |  | Make an explosion  | Translate a 2D   |
| techniques,<br>media and<br>materials |   | <ul> <li>Kon and told paper.</li> <li>Cut shapes from paper and card.</li> </ul>   | <ul> <li>anicontrand<br/>flatten clay.</li> <li>Roll clay into a<br/>cylinder or ball.</li> </ul>  |   |  | drawing in the style of<br>Cai Guo-Qiang,<br>exploring the effect of<br>different materials.   | <ul> <li>Mainsate a 2D<br/>image into a 3D<br/>form.</li> <li>Manipulate<br/>cardboard to create<br/>3D forms (tearing,</li> </ul> |

| Pupils know<br>how to                             |                                 | <ul> <li>Cut and glue<br/>paper to make<br/>3D structures.</li> <li>Decide the best<br/>way to glue<br/>something.</li> <li>Create a variety<br/>of shapes in<br/>paper, eg spiral,<br/>zig-zag.</li> <li>Make larger<br/>structures using<br/>newspaper<br/>rolls.</li> </ul> | <ul> <li>Make different<br/>surface marks in<br/>clay.</li> <li>Make a clay<br/>pinch pot.</li> <li>Mix clay slip<br/>using clay and<br/>water.</li> <li>Join two clay<br/>pieces using slip.</li> <li>Make a relief clay<br/>sculpture.</li> <li>Use hands in<br/>different ways as<br/>a tool to<br/>manipulate clay.</li> <li>Use clay tools to<br/>score clay.</li> </ul> |   |  | <ul> <li>Try out ideas on a small scale to assess their effect.</li> <li>Use everyday objects to form a sculpture.</li> <li>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>Try out ideas for making a sculpture interactive.</li> <li>Plan an installation proposal, making choices about light, sound and display.</li> </ul> | <ul> <li>cutting, folding,<br/>bending, ripping).</li> <li>Manipulate<br/>cardboard to create<br/>different textures.</li> <li>Make a cardboard<br/>relief sculpture.</li> <li>Make visual notes<br/>to generate ideas<br/>for a final piece.</li> <li>Translate ideas<br/>into sculptural<br/>forms.</li> </ul> |
|---|---------------------------------|--|---|---|--|--|--|
| Knowledge   |                                 |  |   |   |  |  |  |
| Vocabulary  |                                 | sculpture<br>three-dimensional<br>cylinder<br>overlap<br>spiral<br>zig-zap<br>concertina<br>carving<br>mosaic  | casting<br>ceramic<br>cut<br>detail<br>flatten<br>glaze<br>impressing<br>in relief<br>join<br>negative space<br>pinch pot<br>plaster<br>roll<br>score<br>sculptor<br>sculptor<br>sculpture<br>shape<br>slip<br>smooth<br>surface<br>three dimensional<br>thumb pot  |   |  | Display<br>Installation art<br>Mixed media<br>Features<br>Evaluate<br>Analyse<br>Location<br>Scale<br>Scaled down<br>Special effects<br>Three dimensional<br>Art medium<br>Performance art<br>Stencil<br>Atmosphere<br>Props<br>Influence<br>Experience<br>Culture<br>Revolution<br>Concept<br>Elements<br>Interact<br>Interactive   | Expression<br>Self, Identity<br>Attribute<br>Symbolic<br>Literal<br>Assemblage sculpture<br>Manipulate<br>Relief<br>Composition<br>Juxtaposition<br>Embedded<br>Tradition<br>Pitfall<br>Representation<br>Originality<br>Collection  |
| Methods,<br>techniques,<br>media and<br>materials | Reception:<br>(ELG) Use a range |  | Draw a map to<br>illustrate a<br>journey.   | • Use a<br>sketchbook to<br>research a<br>subject using | • Select imagery<br>and use as<br>inspiration for a<br>design project. |  | <ul> <li>Create a photomontage.</li> <li>Create artwork for a design brief.</li> </ul>   |

| Pupils know<br>how to | of small tools, including<br>scissors, paint brushes<br>and cutlery.<br>(ELG)Begin to show<br>accuracy and care when<br>Drawing<br>(ELG) Creating with<br>materials> Safely use and<br>explore a variety of<br>materials,<br>tools and techniques,<br>experimenting with<br>colour, design, texture,<br>form and<br>function. | <ul> <li>Separate wool<br/>fibres ready to<br/>make felt.</li> <li>Lay wool fibres in<br/>opposite<br/>directions to<br/>make felt.</li> <li>Roll and squeeze<br/>the felt to make<br/>the fibres stick<br/>together.</li> <li>Add details to felt<br/>by twisting small<br/>amounts of wool.</li> <li>Choose which<br/>parts of their<br/>drawn map to<br/>represent in their<br/>'stained glass'.</li> <li>Overlap<br/>cellophane/tissue<br/>to create new<br/>colours.</li> <li>Draw a design<br/>onto a printing<br/>polystyrene tile<br/>without pushing<br/>the pencil right<br/>through the<br/>surface.</li> <li>Apply paint or ink<br/>using a printing<br/>roller.</li> <li>Smooth a<br/>printing tile</li> </ul> | <ul> <li>different<br/>techniques and<br/>materials to<br/>present ideas.</li> <li>Construct a new<br/>paper material<br/>using paper,<br/>water and glue.</li> <li>Use symbols to<br/>reflect both<br/>literal and<br/>figurative ideas.</li> <li>Produce and<br/>select an<br/>effective final<br/>design.</li> <li>Make a scroll.</li> <li>Make a zine.</li> <li>Use a zine to<br/>present<br/>information.</li> </ul> | <ul> <li>To know how to<br/>make a mood<br/>board.</li> <li>Recognise a<br/>theme and<br/>develop colour<br/>palettes using<br/>selected imagery<br/>and drawings.</li> <li>Draw small<br/>sections of one<br/>image to docs on<br/>colours and<br/>texture.</li> <li>Develop<br/>observational<br/>drawings into<br/>shapes and<br/>pattern for<br/>design.</li> <li>Transfer a design<br/>using a tracing<br/>method.</li> <li>Make a repeating<br/>pattern tile using<br/>cut and torn<br/>paper shapes.</li> <li>Use glue as an<br/>alternative batik<br/>technique to<br/>create patterns<br/>on fabric.</li> <li>Use materials, like<br/>glue, in different<br/>ways depending</li> </ul> | <ul> <li>Use a camera or<br/>tablet for<br/>photography.</li> <li>Identify the parts of<br/>a camera.</li> <li>Take a macro<br/>photo, choosing an<br/>interesting<br/>composition.</li> <li>Manipulate a<br/>photograph using<br/>photo editing tools.</li> <li>Use drama and<br/>props to recreate<br/>imagery.</li> <li>Take a portrait<br/>photograph.</li> <li>Use a grid method<br/>to copy a<br/>photograph into a<br/>drawing.</li> </ul> |
|-----------------------|---|---|---|---|---|
|                       |   | Apply paint or ink     using a printing     roller.   |   | create patterns<br>on fabric.<br>• Use materials, like<br>glue, in different  |   |
| Knowledge             |   |   | <ul> <li>That layering<br/>materials in<br/>opposite<br/>directions make<br/>the handmade<br/>paper stronger.</li> </ul>  | <ul> <li>That a mood<br/>board is a visual<br/>collection which<br/>aims to convey a<br/>general feeling or<br/>idea.</li> <li>That batik is a<br/>traditional fabric<br/>decoration<br/>technique that<br/>uses hot wax.</li> </ul>  | <ul> <li>How different<br/>materials can be<br/>used to produce<br/>photorealistic<br/>artwork.</li> <li>That macro<br/>photography is<br/>showing a subject<br/>as larger than it is<br/>in real life.</li> </ul>  |

| Maaabulamu |               | a la atura at | Deinformet     | Dhatamantana         |
|------------|---------------|---------------|----------------|----------------------|
| Vocabulary | scissors      | abstract      | Rainforest     | Photomontage         |
|            | blades        | composition   | Inspiration    | Image                |
|            | handle        | curator       | Imagery        | Dada                 |
|            | snip          | design        | Colour palette | Composition          |
|            | cut           | design brief  | Mood board     | Arrangement          |
|            | straight line | evaluate      | Theme, Design  | Layout               |
|            | under         | felt          | Designer       | Cityscape            |
|            | over          | fibre         | Texture        | Macro                |
|            | up            | gallery       | Develop        | Photography          |
|            | down          | imaginary     | Pattern        | Monochrome           |
|            | pattern       | inspired      | Batik          | Monochromatic        |
|            |               | landmarks     | Repeat         | Album                |
|            |               | mosaic        | Repeating      | Digital              |
|            |               | overlap       | Organic        | Saturation           |
|            |               | pattern       | Symmetrical    | Emulate              |
|            |               | shape         | Craft          | Editing              |
|            |               | stained glass | Craftsperson   | Software replacement |
|            |               | texture       | Industry       | Focus                |
|            |               | viewfinder    |                | Frame                |
|            |               |               |                | Recreate             |
|            |               |               |                | Pose                 |
|            |               |               |                | Prop                 |
|            |               |               |                | Portrait             |
|            |               |               |                | Photorealism         |
|            |               |               |                | Photorealistic       |
|            |               |               |                | Grid                 |
|            |               |               |                | Proportion           |