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| Why This and Why Now | EYFS | KS1 | Y3/4 | Y5/6 |
| **Exploring and Developing Ideas** | Generating Ideas: The skills of designing and developing ideasChildren will explore different materials and ideas within their own experiences. They will use their imaginations to design artwork based on their experiences/emotions and exploration of topics within the class.Children canRrespond to starting points and ideasExplore ideas using a range of materials availablePractice manipulation of materials and dexterity1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things | Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.Children can:respond positively to ideas and starting points;explore ideas and collect information;describe differences and similarities and make links to their own work;try different materials and methods to improve; | Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.Lower KS2 Art and Design National Curriculum  Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketchbooks to record their observations and use them to review and revisit ideas.Children can:use sketchbooks to record ideas;explore ideas from first-hand observations;question and make observations about starting points, and respond positively to suggestions;adapt and refine ideas; | Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.Upper KS2 Art and Design National Curriculum  Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To create sketchbooks to record their observations and use them to review and revisit ideas.Children can:review and revisit ideas in their sketchbooks;offer feedback using technical vocabulary;think critically about their art and design work;use digital technology as sources for developing ideas; |
| **Key Vocabulary** | Paints  Colours  Pens  Pencils  Finger-prints  Palm prints  mixing | Colour wheel  Texture  Mixture  Shape:  work, work of art, idea, starting point, observe, focus, design, improve. | Texture  Fine detail  Outline  Base colours  line, pattern, texture, form, record, detail, question, observe, refine. | Shape  Image  Collage  origami  sketchbook, develop, refine, texture, shape, form, pattern, structure. |
| Skills | Using hands to print paint  Use grip to hold pencils and pens, brushes and stencils | Mixing paint colours  Identifying preferred materials for mark and pattern making | Identifying colour shades and making shades thorough adding more paint. outlining and colouring | Cutting and assembling paper to create new shapes  Using paper to make movement and create depth in art works |
| Key Questioning | What would you like to work with today? Have you used the paints? Can you find the colours that you need? How are you going to move that pen/pencil to show me your drawing? Can you tell me all about your picture? | Why are you using those colours? Can you tell me about this picture? What two colours make ….. What is the best thing to use to make a …. shape (imprint) | What do you want your picture to look like? What would be the best medium to use? Do you need lots of bold colour or do you need detail in this piece? | What are the limits of using paper for construction?  How can you show movement using paper?  Can you build something paper? |
| Drawing | Making: The skills of making art, craft and design  1. work purposefully responding to colours, shapes, materials etc.  Children will be encouraged to respond to images/ideas from books and pictures through art expression. They will be given equipment that can show outline (pencils) or full shape colours such as pens, markers, chalks.  2. create simple representations of people and other things  Children will use pencils / pens / chalk to represent shapes or people.  Children will be encouraged to develop their skills through mastering basic shapes for drawing such as circles, squares, lines.  Children will be able to translate their own drawings by describing or copying | Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.  KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.  Children can: a draw lines of varying thickness;  b use dots and lines to demonstrate pattern and texture;  c use different materials to draw, for example pastels, chalk, felt tips; | Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Lower  KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can: a experiment with showing line, tone and texture with different hardness of pencils;  b use shading to show light and shadow effects;  c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; | Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.  Upper KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:  a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;  b depict movement and perspective in drawings;  c use a variety of tools and select the most appropriate; |
| Key Vocabulary | Shape  Lines  Outline  Colouring in / filling  copying | portrait, self-portrait, line drawing, detail, landscape, city-scape | portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline | line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. |
| Key Skills | Gripping pencils and pens  Using hands to shade, mark making  Using fingers to show lines and make patterns using pencils drawing around shapes and objects | Grip observation fluid movements pressure and using a range of pencils/pens | Observation depth made by different pressures using rubbers, smudging, outline | Cross hatching pencil direction pressure and highlighting using smudging and rubbers enlarging scaling up outline |
| Key Questioning | What is this shape that you are drawing?  What is the picture showing me?  What can you use to show that idea? | What would be the best object to use for this picture? Could you do a different picture with a pen/pencil/brush etc | How can you make the shadows appear?  Can you decide where the light is coming from?  Are the lines showing the image that you are intending? Can you alter the way you make the lines? | What technique would be most effective in creating that image?  Which of your pencil skills can you use to show this ……  Have you used a range of pencil skills and shading / highlighting |
| Painting | work spontaneously and enjoy the act of making/creating  sustain concentration and control when experimenting with materials  1. work purposefully responding to colours, shapes, materials etc.  Mix colours of paint to create new colours. Select and mix paints to create pictures.  Experiment with using brushes, sponges, fingers and hands, stencils to create patterns and pictures  2. create simple representations of people and other things  Use paints to show shape and outline of objects.  Use painting to express ideas through colour or shape/image | Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:  a name the primary and secondary colours;  b experiment with different brushes (including brushstrokes) and other painting tools;  c mix primary colours to make secondary colours  d add white and black to alter tints and shades; | Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.  Lower KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:  a use varied brush techniques to create shapes, textures, patterns and lines;  b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;  c create different textures and effects with paint; | Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.  Upper KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:  a create a colour palette, demonstrating mixing techniques;  b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; |
| Key Vocabualary | Mixing  Blending  Outline, filling, brushing, stamping | primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionist |
| Key Skills | Using a brush to dip and make marks on paper or card  Using brushes, sticks or mixers to blend paints and change colours  Use paper to fold over on paint to create patterns  Use grip to hold shapes, stencils or objects to impress paints for patterns. | Colour mixing  Producing new colours  Brush skills | Colour mixing  Create textures  Brush skills | Colour mixing  Acrylic painting and using pallet knives  Brush skills |
| Key Questioning | What colours do you make when you mix these two together?  What can you do to make this colour change?  What would you like to paint today? | Do you know how to make the colour you want  Does that colour match your own?  Can you add white / black to lighten / darken your colour?  Which brush is best for fine work?  What can you use to show this area of the paper? | How can you show different shades of that colour?  What type of brush can you use for that effect?  Is a brush needed or can you use something else?  What colours can you create with these different paints? | What tones are you able to create with that paint?  Is watercolour / acrylic / oil the most suitable material to use?  How can you show the highlighting/shadow/depth using that paint? |
| Sclupture | work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with materialsusing a range of materials such as card board, boxes, plastic, bottles, tops and paper materials to create new sculptures and shapes.Use recycled materials to create a piece of art that represents their ideasUse techniques to fix the items together including glue, string, wool, tape | Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;b use a variety of techniques, e.g. rolling, cutting, pinching;c use a variety of shapes, including lines and texture; | Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.Lower KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:a cut, make and combine shapes to create recognisable forms;b use clay and other malleable materials and practise joining techniques;c add materials to the sculpture to create detail; | Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.Upper KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:a plan and design a sculpture;b use tools and materials to carve, add shape, add texture and pattern;c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;d use materials other than clay to create a 3D sculpture; |
| Key Vocabulary | SculptureFixSecureStickCutroll | sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet | form, structure, texture, shape, mark, soft, join, tram, cast. |
| Key Questioning | What type of object can you use to make that?What have you chosen to use? Why did you put those things together?How are you going to make that stand/balance? | What shapes can you see in this?Can you re-create that ….. using clay? How are you going to shape that?Can you see what happens when you roll/cut/pinch etc? | What material will you use that can show these shapes?How can you attach or join these two?What tools can you use to create some detail?Have you thought about how this can be changed to show more texture? | What are you trying to show with this material?How can you work out joining the parts together?Can you find a way of showing detail? What skills will you use to develop this piece? |
| Key Skills | SelectingBalancingStickingmanipulating | Rolling cutting pinching, shaping, pulling, adhering | Sculpting, cutting, pricking, trimming, smoothing | Cutting, joining, balancing |
| Collage | work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with materialschildren can use a range of materials to create shape and pattern that combine.Children are given materials that can be used to create pictures or imagesUse a combination of malleable materials including paper, card, cellophane, silver paper, fabric, feathers, sequins.Create intentional pieces using gluing or fixing with staples, tape | Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etcKS1 Art and Design National Curriculum To become proficient in other art, craft and design  techniques – collage.To develop a wide range of art and design techniques in using texture, line, shape, form and space.Children can:use a combination of materials that have been cut, torn and glued;sort and arrange materials;add texture by mixing materials; | Children continue to explore creating collage with a variety of media, e.g. paper and magazines.Lower KS2 Art and Design National Curriculum  To improve their mastery of art and design techniques with a range of materials – collage.Children can:select colours and materials to create effect, giving reasons for their choices;refine work as they go to ensure precision;learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; | Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.Upper KS2 Art and Design National Curriculum  To improve their mastery of art and design techniques with a range of materials – collage.Children can:add collage to a painted or printed background;create and arrange accurate patterns;use a range of mixed media;plan and design a collage; |
| Key Vocabulary | CollageShapeArrangePlaceFix (secure) | collage, squares, gaps, mosaic, features, cut, place, arrange. | texture, shape, form, pattern, mosaic. | shape, form, arrange, fix. |
| Key Skills | FixingMatchingRippingsorting | Cutting matching ripping sticking gluing tearing arrangingsorting and arranging materials and refining their work.experimentation | overlapping, tessellation, mosaic and montage.They experiment with sorting and arranging materials with purpose to create effect. | Mix materialsAdd paints, drawing, pencil |
| Key Questioning | How are you going to make this piece of art?What pictures do you want to use?Can you find material that you like?What are you trying to show in your picture?What is the best way of sticking this together? | What pictures or images would you like to use?How can you match these images? Can you use similar colours or shapes?How are you going to place these? What patterns are you showing in your work? | Can you sort your ideas into themes?What are you hoping to show in this collection of images?How will you affix these parts? Have you considered using different materials for different areas of the picture? | What media will you select to show this idea?Have you matched more than one media? How do these things blend together? How do you want to arrange the pieces? |
| Textiles |  | Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting.KS1 Art and Design National Curriculum To become proficient in other art, craft and design  techniques – textiles.To develop a wide range of art and design techniques in using colour, pattern and texture.Children can:show pattern by weaving;use a dyeing technique to alter a textile’s colour and pattern;decorate textiles with glue or stitching, to add colour and detail; | Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.Lower KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.Children can:select appropriate materials, giving reasons;use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;develop skills in stitching, cutting and joining; | Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.Upper KS2 Art and Design National Curriculum  To improve their mastery of art and design techniques with a range of materials – textiles.Children can:experiment with a range of media by overlapping and layering in order to create texture, effect and colour;add decoration to create effect; |
| Key Vocabulary |  | textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. Embellishing, detail, colour, effect. | pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration | colour, fabric, weave, pattern. |
| Key Skills |  | explore decorating and embellishing their textiles to add detail, colour and effect. | WeavingStitchingBlendingColouring fabric | WeavingLayeringSelecting fabrics |
| Key Questioning |  | What colours and shapes can you see in the picture you want to create?What materials can you use?How can you secure or stick this to your block? | How can you show shape using these materials?Can you make a 3d shape using materials?How can you develop your ideas using these skills? | What effect can you create if you layer your materials?Has this produced the desired effect?Can you add anything to alter the effect you have created? |
| Printing |  | Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,  e.g. sponges.KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.To develop a wide range of art and design techniques in using colour and texture.Children can:copy an original print;use a variety of materials, e.g. sponges, fruit, blocks; | Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.Lower KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.Children can:use more than one colour to layer in a print;replicate patterns from observations;make printing blocks;make repeated patterns with precision; | Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.Upper KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.Children can:design and create printing blocks/tiles;develop techniques in mono, block and relief printing;create and arrange accurate patterns; |
| Key Vocabulary |  | colour, shape, printing, printmaking, woodcut, relief printing, objects. | line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. relief | hammering, pattern, shape, tile, colour, arrange, collograph; |
| Key Skills |  | Using sponges, rags, cuttersrolling, pressing, stamping and rubbing; | Layer coloursCoiling, gluing string and cardPressing rolling stamping rubbing | Designing shapeCutting out |
| Key Questioning |  | How can you accurately repeat this pattern? Can you make the pattern more interesting?Can you create a shape using another material? | How are you going to make the relief clear?Can you work out how to add the colours?Can you add different colours or overlay – how will you achieve this? | What is your original design for a pattern?Can you select the most suitable material to replicate that pattern? What colours will you use? |
| Work of Other Artists | Evaluating: The skills of judgement and evaluationChildren will look at the artwork within story books and comment on the images that they seeChildren will be introduced to the names of illustrators and understand that there are both artists and illustrators.Children can use work of famous artists to inspire their own work.They will learn about famous artists and what materials they used – Pollock, Miro, MonetPicasso – Matisse | Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.KS1 Art and Design National Curriculum  To understand 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.Children can:describe the work of famous, notable artists and designers;express an opinion on the work of famous, notable artists;use inspiration from famous, notable artists to create their own work and compare;Select an artist : Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. | Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.Lower KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.Children can:use inspiration from famous artists to replicate a piece of work;reflect upon their work inspired by a famous notable artist and the development of their art skills;express an opinion on the work of famous, notable artists and refer to techniques and effect;Select and artist: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, ­­John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. | Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.Upper KS2 Art and Design National Curriculum  To learn about great artists, architects and designers in history.Children can:give detailed observations about notable artists’, artisans’ and designers’ work;offer facts about notable artists’, artisans’ and designers’ lives;Select and artist: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt. |
| Key Vocabulary | IllustrationsArtArtworkPaintingsDrawingsArtistsSculpters | Expressionism Random Shape TextureColour blocks | Colour use impressionism surrealism | ClassicalResponse to ….. |
| Key Skills | ObservingCommentingExploringDescribing materialsDescribing ideas within the artExplaining meaning in pictures (illustrations) Depictions | ResearchObservationsRe-creating | ResearchDescribing | ResearchDescribingDiscussingComparing |
| Key Questioning | Can you tell me what this picture is showing?How do you think the artist has shown the ideas from this book?What can you see in the painting?What colours can you see are being used. | What can you see in this picture?Can you describe what you see in this artwork?What do you like about this work?Do you think this artist painted/created a long time ago? | What do you think the artists was trying to show you?How do you feel this artist has achieved his /her intention?What materials do you think they used? | How has the artist shown their ideas?What style are they using?How did the artist convey meaning? |