

Art & Design Curriculum

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Mini Models	Cycle 1	New Beginnings Goat Goes to Playgroup	Space Aliens Love Underpants	Farm Rosie's Walk	That's Not My...	Growing Jasper's Beanstalk	Transport Dig, Dig, Digging
	Cycle 2	All About Me Heads, Shoulders, Knees and Toes	Animals/Pets Hairy Maclary	Traditional Tales Three Little Pigs	Growing One Mole Digging a Hole	Jungle Dear Zoo	Colour Brown Bear, Brown Bear, What Do You See
<p>Knowledge and Understanding: Expressive Arts & Design Range 4</p> <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses 3D and 2D structures to explore materials and/or to express ideas. Uses everyday materials to explore, understand and represent their world-their ideas, interests and fascinations. 							
EYFS Nursery	Cycle 1	Me and My Community It's Okay to be Different	Traditional Tales Gingerbread Man	Traditional Tales Goldilocks and the Three Bears	Traditional Tales Three Billy Goats Gruff	Bears We're going on a Bear Hunt	Nursery Rhymes Traditional
	Cycle 2	Traditional Tales Jack and the Beanstalk	Traditional Tales Gingerbread Man	Farm Chicken Licken	Starry Night Owl Babies	Number Nursery Rhymes	Growing The Very Hungry Caterpillar
<p>Knowledge and Understanding: Expressive Arts & Design Range 5</p> <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. Uses tools for a purpose. Creates sounds, movements, drawings to accompany stories. Uses available resources to create props or creates imaginary ones to support play. 							
EYFS Reception	Me and My Community – Feelings The Colour Monster & The Worrysaurus	Once Upon a Time & Christmas The Jolly Postman & The Jolly Christmas Postman	Me and my Community – Diversity Pink Is For Boys Included	Ready, Steady, Cook! Little Red Hen The Runaway Pea	Starry Night How to Catch a Poems out Loud!	Animal Safari A first book of animals Little Red and the Very Hungry Lion	
<p>Knowledge and Understanding: Expressive Arts & Design Range 6</p> <ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Creates representations of both imaginary and real-life ideas, events, people and objects. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth <p>ELG's -Expressive Arts & Design – Creating with materials - Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <p>ELG's -Physical Development - Moving & handling - Statutory ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key Vocabulary: Thick Thin Light Dark Strong Soft Hard Bright Dull Colourful Print Repeat Patterns Shapes Cutting Sticking Texture Weave Sculpture Fold Bend Clay Design Select Tap Tools Paint Draw Shape Line Colour Brush</p> </div>							
Sequenced To	Y1- Drawing & Painting focus +see Year group skills To use drawing and painting to develop and share ideas, experiences and imagination.		Y1-Collage +see Year group skills 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.		Y1-Sculpture+see Year group skills To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination.		
	Y2-Print+see Year group skills 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.		Y2-Textiles+see Year group skills 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.		Y2-Digital Media +see Year group skills 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.		

Y1	<u>Term 1 or 2</u>		<u>Term 3 or 4</u>		<u>Term 5 or 6</u>	
	<p>Drawing and painting focus Knowledge and Understanding:</p> <p>*To use drawing and painting to develop and share ideas, experiences and imagination.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>*Artist link: Vincent Van Gogh, Sir Frank Bowling, Edgar Degas, Steven Brown</p>		<p>Collage Knowledge and Understanding:</p> <p>*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.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>*Artist link: Henri Matisse, Pablo Picasso</p>		<p>Sculpture Knowledge and Understanding:</p> <p>*To use a range of materials creatively to design and make products. *To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>*Artist link: Jeff Koons, Barbara Hepworth</p>	
	Key Vocabulary					
Thick Thin Light Dark Strong Soft Hard Bright Dull Colourful New vocabulary: Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Blend Bright Primary Secondary Warm Vibrant Deep		Cutting Shapes Sticking Texture New vocabulary: Rough Soft Crunch Smooth Hard Overlap Bumpy		Sculpture Fold Bend Clay New vocabulary: Structure Assemble Construct Model Attach Statue Stone Metal Curve Form Impress Texture Solid Hollow		
Knowledge and Understanding: *To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Take inspiration from the greats: <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 				
		Develop Ideas: <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 				
Sequenced From	EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have use. Use a range of small tools, including paint brushes. Begin to show accuracy and care when drawing.		EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have use. Use a range of small tools, including scissors.		EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have use. Make use of props and materials. Use a range of small tools.	
Sequenced To	Y3- Drawing & Painting focus 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 and painting.		Y3-Collage To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.		Y3-Sculpture To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.	

Y2	<u>Term 1 or 2</u>		<u>Term 3 or 4</u>		<u>Term 5 or 6</u>	
	<p>Print</p> <p>Knowledge and Understanding:</p> <p>*To use a range of materials creatively to design and make products.</p> <p>* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>*Artist link: Orla Kiely, James Rizzi, Joan Miró</p>		<p>Textiles</p> <p>Knowledge and Understanding:</p> <p>*To use a range of materials creatively to design and make products.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. <p>*Artist link: Alighiero Boetti, Pia Camil, El Anatsui</p>		<p>Digital Media</p> <p>Knowledge and Understanding:</p> <p>*To use a range of materials creatively to design and make products.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. <p>*Artist link: Chad Wys, Romero Britto</p>	
	Key Vocabulary					
<p>Print Repeat Patterns Shapes Rubbing Smudge Image Reverse Surface Pressure Decoration Cloth</p> <p>New vocabulary: Rotate Repeat Mono-print Two-tone print</p>		<p>Cutting Weave Fabric Colour Pattern Shape Texture Sew Weave Mixed-media Collage Combine Wool Fur Silk Net</p> <p>New vocabulary: Appliqué Layers Hessian Scraps Yarn Thread Satin Tweed</p>		<p>Design Select Tap Tools Paint Draw Shape Line Colour Brush Photo Texture Pattern Light Dark Pale Bold Thick Thin Pen Pencil Erase</p> <p>New vocabulary: Trim Crop Balance</p>		
Knowledge and Understanding:		Take inspiration from the greats:		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 		
*To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Develop Ideas:		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 		
Sequenced From	EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills		EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills		EYFS-Statutory ELG: Creating with Materials/ Fine Motor Skills	
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have use. Use a range of small tools. Begin to show accuracy and care when drawing.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have use. Make use of props and materials. Use a range of small tools, including scissors.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Begin to show accuracy and care when drawing.	
Sequenced To	Y4-Print		Y4-Textiles		Y4-Digital Media	
	To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.		To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.		To create sketch books to record their observations and use them to review and revisit ideas. To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.	

Y3	<u>Term 1 or 2</u>	<u>Term 3 or 4</u>	<u>Term 5 or 6</u>
	<p>Drawing and painting focus Knowledge and Understanding:</p> <p>*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 and painting.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>*Artist link: Michelangelo Buonarotti Hokusai, Yayoi Kusama, Chaïm Soutine</p>	<p>Collage Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>*Artist link: Peter Blake, Hannah Höch</p>	<p>Sculpture Knowledge and Understanding:</p> <p>* To develop their techniques, including their control and their use of materials, with creativity and experimentation. * To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>*Artist link: FRÉDÉRIC AUGUSTE BARTHOLDI & GUSTAVE EIFFEL, Anish Kapoor</p>
	Key Vocabulary		
<p>Thick Thin Light Dark Strong Soft Hard Bright Dull Colourful Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Blend Bright Primary Secondary Warm Vibrant Deep Portrait</p> <p>New vocabulary: Comparison Still-life Frame Position Boundary Label Symbol Practical Impractical Change Improve Pointillism Colour-wash Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Opaque Translucent Wash Tint Shade Background Foreground Middle ground</p>	<p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap Bumpy</p> <p>New vocabulary: Delicate Uneven</p>	<p>Sculpture Fold Bend Clay Structure Assemble Construct Model Attach Statue Stone Metal Curve Form Shape Impress Texture Solid Hollow</p> <p>New vocabulary: Viewpoint Detail Decoration Natural Two-dimensional Three-dimensional</p>	
<p>Knowledge and Understanding:</p> <p>*To know about great artists, architects and designers in history. *To have an increasing awareness of different kinds of art, craft and design.</p>	<p>Take inspiration from the greats:</p> <p>Develop Ideas:</p>	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	
Sequenced From	<p>Y1- Drawing & Painting focus To use drawing and painting to develop and share ideas, experiences and imagination.</p>	<p>Y1- Collage 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.</p>	<p>Y1- Sculpture To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas, experiences and imagination.</p>
Sequenced To	<p>Y5- Drawing & Painting focus -See Y5 extended skills 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 and painting.</p>	<p>Y5- Collage-See Y5 extended skills To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>	<p>Y5- Sculpture-See Y5 extended skills To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>

Y4	<p align="center"><u>Term 1 or 2</u></p> <p>Print Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. <p>*Artist link:</p> <p>Charles Rennie Mackintosh,</p> <p>Paul Klee</p>	<p align="center"><u>Term 3 or 4</u></p> <p>Textiles Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p>*Artist link: Lucienne Day, Faith Ringgold, Zika Ascher</p>	<p align="center"><u>Term 5 or 6</u></p> <p>Digital Media Knowledge and Understanding:</p> <p>*To create sketch books to record their observations and use them to review and revisit ideas. *To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <p>*Artist link: Zina Saro-Wiwa, David Hockney, David Mcleod</p>
Key Vocabulary			
Print Repeat Patterns Shapes Rubbing Smudge Image Reverse Surface Pressure Decoration Cloth Rotate Mono-print Two-tone print Repeat New vocabulary: Imprint Impression Mould Background Pounce Marbling Absorb Stencil Negative Image Positive Image Pounce Linear Register Block Manipulate Continuous Cylinder	Cutting Weave Fabric Colour Pattern Shape Texture Sew Weave Mixed-media Collage Combine Wool Fur Silk Net Appliqué Layers Hessian Scraps Yarn Thread Satin Tweed New vocabulary: Natural Synthetic Vat Bunching Hem Threading Stitching Embroidery Cross -stitch Running-stitch Stem-stitch Matting Shrunken Tease Tops Carding Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract	Design Select Tap Tools Paint Draw Shape Line Colour Brush Photo Texture Pattern Light Dark Pale Bold Thick Thin Pen Pencil Erase Trim Crop Balance New vocabulary: Images Video Sound recording Repetition Contrast Photography Pixels Composition Bleed	
Knowledge and Understanding: *To know about great artists, architects and designers in history. *To have an increasing awareness of different kinds of art, craft and design.	Take inspiration from the greats: Develop Ideas:	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	
Sequenced From	Y2-Print 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.	Y2-Textiles 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.	Y2-Digital Media 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.
Sequenced To	Y6-Print-See Y6 extended skills To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.	Y6-Textiles- See Y6 extended skills To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.	Y6-Digital Media- See Y6 extended skills To create sketch books to record their observations and use them to review and revisit ideas. To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.

Y5	<u>Term 1 or 2</u>		<u>Term 3 or 4</u>	<u>Term 5 or 6</u>
	<p>Drawing and painting focus Knowledge and Understanding:</p> <p>*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 and painting.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>*Artist link: Salvador Dalí, Frida Kahlo, Egon Schiele, Albrecht Dürer, Stephen Wiltshire</p>		<p>Collage Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>*Artist link: Georges Braque, Nancy Spero</p>	<p>Sculpture Knowledge and Understanding:</p> <p>* To develop their techniques, including their control and their use of materials, with creativity and experimentation. * To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>*Artist link: Umberto Boccioni, Louise Bourgeois, Friedensreich Hundertwasser Henry Moore</p>
	Key Vocabulary			
<p>Thick Thin Light Dark Strong Soft Hard Bright Dull Colourful Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Blend Bright Primary Secondary Warm Vibrant Deep Portrait Comparison Still-life Frame Position Boundary Label Symbol Practical Impractical Change Improve New vocabulary: Plan Distance Direction Form Texture Weight Pressure Appearance Character Personality Viewpoint Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Expression Personality</p> <p>Pointillism Colour-wash Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Opaque Translucent Wash Tint Shade Background Foreground Middle ground New vocabulary: Representational Swirling Stippled Transparent Traditional Imaginary Modern Impressionist Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Intense Still life</p>		<p>Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap Bumpy Delicate Uneven</p> <p>New vocabulary: Positive Negative Foreground Middle ground Background</p>	<p>Sculpture Fold Bend Clay Structure Assemble Construct Model Attach Statue Stone Metal Curve Form Shape Impress Texture Solid Hollow Viewpoint Detail Decoration Natural Two-dimensional Three-dimensional</p> <p>New vocabulary: Composition Profile Stylised Proportion Ornate Symbolic Perspective Realistic Proportion Balance Scale Relationship Transform Movement Rhythm Flexible Pliable Surface Plane Angle Slip Attachment Relief</p>	
<p>Knowledge and Understanding: *To know about great artists, architects and designers in history. *To have an increasing awareness of different kinds of art, craft and design.</p>		<p>Take inspiration from the greats:</p> <p>Develop Ideas:</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	
Sequenced From	<p>Y3- Drawing & Painting focus 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 and painting.</p>		<p>Y3- Collage To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>	<p>Y3- Sculpture To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>
Sequenced To	<p>Y7 + - Drawing & Painting focus To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To become proficient in drawing, painting techniques.</p>		<p>Y7 + - Collage To increase their proficiency in the handling of different materials. To become proficient in art, craft and design techniques.</p>	<p>Y7+ - Sculpture To increase their proficiency in the handling of different materials. To become proficient in sculpture techniques. About the history of art, architecture, including periods, styles and major movements.</p>

Y6	<u>Term 1 or 2</u>	<u>Term 3 or 4</u>	<u>Term 5 or 6</u>
	<p>Print Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. <p>*Artist link:</p> <p>William Morris, Auguste Rodin, Edvard Munch</p>	<p>Textiles Knowledge and Understanding:</p> <p>*To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>*Artist link: William Morris, Miriam Schapiro, Judith Scott</p>	<p>Digital Media Knowledge and Understanding:</p> <p>*To create sketch books to record their observations and use them to review and revisit ideas. *To develop their techniques, including their control and their use of materials, with creativity and experimentation. *To improve their mastery of art and design techniques with a range of materials.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p>*Artist link: Sonia Boyce, Max Ernst, Andy Warhol</p>
Key Vocabulary			
	<p>Print Repeat Patterns Shapes Rubbing Smudge Image Reverse Surface Pressure Decoration Cloth Rotate Mono-print Two-tone Print Repeat Imprint Impression Mould Background Pounce Marbling Absorb Stencil Negative Image Positive Image Pounce Linear Register Block Manipulate Continuous Cylinder</p> <p>New vocabulary: Monotype Relief Printing Plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Calligraphy Aesthetic Motif Victorian Islamic Rotation Reflection Symmetrical Repetition</p>	<p>Cutting Weave Fabric Colour Pattern Shape Texture Sew Weave Mixed-media Collage Combine Wool Fur Silk Net Appliqué Layers Hessian Scraps Yarn Thread Satin Tweed Natural Synthetic Vat Bunching Hem Threading Stitching Embroidery Cross -stitch Running-stitch Stem-stitch Matting Shrunken Tease Tops Carding Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract</p> <p>New vocabulary: Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view</p>	<p>Design Select Tap Tools Paint Draw Shape Line Colour Brush Photo Texture Pattern Light Dark Pale Bold Thick Thin Pen Pencil Erase Trim Crop Balance Images Video Sound recording Repetition Contrast Photography Pixels Composition Bleed</p> <p>New vocabulary: Enhance Digital Media Edit Animation Still Images Installations White space Proximity Hierarchy Resolution Alignment</p>
<p>Knowledge and Understanding:</p> <p>*To know about great artists, architects and designers in history. *To have an increasing awareness of different kinds of art, craft and design.</p>	<p>Take inspiration from the greats:</p> <p>Develop Ideas:</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	
<p>Sequenced From</p>	<p>Y4-Print To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>	<p>Y4-Textiles To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>	<p>Y4-Digital Media To create sketch books to record their observations and use them to review and revisit ideas. To develop their techniques, including their control and their use of materials, with creativity and experimentation. To improve their mastery of art and design techniques with a range of materials.</p>
<p>Sequenced To</p>	<p>Y7 + - Print To become proficient in other art, craft and design techniques. To increase their proficiency in the handling of different materials. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Y7 + - Textiles To become proficient in other art, craft and design techniques. To increase their proficiency in the handling of different materials. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Y7 + - Digital Media To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media. To become proficient in other art, craft and design techniques.</p>

