



Art & Design

EYFS		
ELG Physical Development	Fine motor skills	Children at the expected level of development will: <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
ELG Expressive Arts & Design	Creating with Materials	Children at the expected level of development will: <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

		CREATIVITY					
		Creation					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use a range of materials creatively to design and make products.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).					
Skills	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.	Develop techniques through experimentation to create different types of art.	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Create innovative art that has personal, historic or conceptual meaning.	



Knowledge	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Visual elements include colour, line, shape, form, pattern and tone.	Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Topic / Coverage	Paws and claws Big Lights, Big City Moon zoom Splendid skies Growing Toys	Dragons Celebrations Light and Dark Traditional Tales A pirate life for me All around the world	Hakuna Matata I do like to be by the seaside. Scrapheap challenge.	Amasia	Dragon Dynasty Eureka	Peace in out time? Tiempo de fiesta
Vocab	Broad, narrow, smooth, tone	Mixing, shades, constructing, natural, manmade	Charcoal, grades, forms, proportion, emotion primary colours, secondary colours, shading	Observe, review improve Variation in tone, colour washes,	Visual images, tonal contrast, mixed media, blending, single focal point, watercolours	Composition, light effects

National Curriculum	Generation of ideas					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Produce creative work, exploring their ideas and recording their experiences	Create sketchbooks to record their observations and use them to review and revisit ideas.					



Skills	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Review and revisit ideas and sketches to improve and develop ideas	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
Knowledge	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
Topic / Coverage	Paws and claws Big Lights, Big City Moon zoom Splendid skies Growing Toys	Dragons Celebrations Light and Dark Traditional Tales A pirate life for me All around the world	Hakuna Matata I do like to be by the seaside. Scrapheap challenge.	Amasia	Dragon Dynasty Eureka	Peace in our time? Tiempo de fiesta
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	Evaluate					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Evaluate and analyse creative works using the language of art, craft and design.					



Skills	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.
Knowledge	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates	Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
Topic / Coverage	Paws and claws Big Lights, Big City Moon zoom Splendid skies Growing Toys	Dragons Celebrations Light and Dark Traditional Tales A pirate life for me All around the world	Hakuna Matata I do like to be by the seaside. Scrapheap challenge.	All units	All units	All units
Vocab	I like... Own art	I like ... because... Own art	The best part of your art work is...because...	The best part of your artwork is...because... Next time try....	Your artwork links to the art question because... one improvement could be...	Your artwork links to the art question because...one improvement could be... this will ...

Malleable materials						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			



Skills	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing	Press objects into a malleable material to make textures, patterns and imprints.	Threading needles Running stitch Cross stitch Casting on/off	Use clay to create a detailed 3-D form.	Create a relief from using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
Knowledge	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.		Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.
Topic / Coverage	Growing Toys	A pirate life for me All around the world	Scrapheap challenge.			
Vocab			Needle Eye of needle Binka Running stitch Cross stitch Binka fabric Casting on/off			

	Paint					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.



Knowledge	The primary colours are red, yellow and blue.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together..	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	A 3-D form is a sculpture made by carving, modelling, casting or constructing.
Topic / Coverage	Moon zoom Splendid Skies	Light and dark	Scrapheap challenge. Hakuna Mutata I do like to be beside the seaside.	Amazia Epic Empires Incredible industries	Eureka Dragon Dynasty	Peace in our time?

	Pencil, Ink, Charcoal and Pen					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Use soft and hard pencils to create different types of line.		Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition	Use line and tone to draw perspective.



Knowledge	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	.	Hatching, cross-hatching and shading are techniques artists use to add texture and form.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
Topic / Coverage	Paws and claws Big Lights, Big City	Line drawings can be taught when sketching in most topics.	Dragons Celebrations	Incredible Industries	Line drawings can be taught when sketching in most topics.	Line drawings can be taught when sketching in most topics.
Vocab						

	Printing					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).			
Skills	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.			



Knowledge	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.			
Topic / Coverage	Paws and claws Big Lights, Big City Moon zoom Splendid skies Growing Toys	A pirate life for me All around the world	Hakuna Mutata			
Vocab						

SIGNIFICANCE						
Significant people, artwork and movements						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Learn 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.		Learn about great artists, architects and designers in history.			
Skills	Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.



Knowledge	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
Topic / Coverage			Eric Joyner-Scrapheap challenge	Lowry-Incredible Industries	Lichtenstein and Warhol-Dragon Dynasty	Paul Nash-Peace in our time.
Vocab						