

	<b>Year 1 and 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Exploring and Developing Ideas</b>	<b>KS1</b> 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.	<b>LKS2</b> 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.		<b>UKS2</b> 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.	
	<ul style="list-style-type: none"> <li>- respond positively to ideas and starting points.</li> <li>- explore ideas and collect information.</li> <li>- describe differences and similarities and make links to their own work.</li> <li>- try different materials and methods to improve.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	use sketchbooks to record ideas explore ideas from first-hand observations. <ul style="list-style-type: none"> <li>- question and make observations about starting points and respond positively to suggestions.</li> <li>- adapt and refine ideas.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine</li> </ul>	use sketchbooks to record ideas explore ideas from first-hand observations. <ul style="list-style-type: none"> <li>- question and make observations about starting points and respond positively to suggestions.</li> <li>- adapt and refine ideas.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine</li> </ul>	review and revisit ideas in their sketchbooks. <ul style="list-style-type: none"> <li>- offer feedback using technical vocabulary.</li> <li>- think critically about their art and design work.</li> <li>- use digital technology as sources for developing ideas.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>	review and revisit ideas in their sketchbooks. <ul style="list-style-type: none"> <li>- offer feedback using technical vocabulary.</li> <li>- think critically about their art and design work.</li> <li>- use digital technology as sources for developing ideas.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p><b>KS1</b></p> <p>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.</p>	<p><b>LKS2</b></p> <p>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.</p>		<p><b>UKS2</b></p> <p>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.</p>	
	<ul style="list-style-type: none"> <li>- draw lines of varying thickness.</li> <li>- use dots and lines to demonstrate pattern and texture.</li> <li>- use different materials to draw, for example pastels, chalk, felt tips.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<p>experiment with showing line, tone, and texture with different hardness of pencils.</p> <ul style="list-style-type: none"> <li>- use shading to show light and shadow effects.</li> <li>- use different materials to draw, e.g., pastels, chalk, felt tips.</li> <li>- show an awareness of space when drawing.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p>experiment with showing line, tone, and texture with different hardness of pencils.</p> <ul style="list-style-type: none"> <li>- use shading to show light and shadow effects.</li> <li>- use different materials to draw, e.g., pastels, chalk, felt tips.</li> <li>- show an awareness of space when drawing.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p>use a variety of techniques to add effects e.g., shadows, reflection, hatching and cross hatching.</p> <ul style="list-style-type: none"> <li>- depicts movement and perspective in drawing.</li> <li>- uses a variety of tools and select most appropriate.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>	<p>use a variety of techniques to add effects e.g., shadows, reflection, hatching and cross hatching.</p> <ul style="list-style-type: none"> <li>- depicts movement and perspective in drawing.</li> <li>- use a variety of tools and select most appropriate.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>

	<b>Year 1 and 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Painting</b>	<b>KS1</b> 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.	<b>LKS2</b> 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.		<b>UKS2</b> 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.	
	<ul style="list-style-type: none"> <li>- name the primary and secondary colours.</li> <li>- experiment with different brushes (including brushstrokes) and other painting tools.</li> <li>- mix primary colours to make secondary colours.</li> <li>- add white and black to alter tints and shades.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul>	<ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns, and lines.</li> <li>- mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.</li> <li>- create different textures and effects with paint.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix,</li> </ul>	<ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns, and lines.</li> <li>- mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.</li> <li>- creates different textures and effects with paint.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix,</li> </ul>	<ul style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques.</li> <li>- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand; blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>	<ul style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques.</li> <li>- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand; blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<b>KS1</b> 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.	<b>LKS2</b> 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.		<b>UKS2</b> 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.	
	<ul style="list-style-type: none"> <li>- use a variety of natural, recycled, and manufactured materials for sculpting, e.g., clay, straw, and card.</li> <li>- use a variety of techniques, e.g., rolling, cutting, pinching.</li> <li>- use a variety of shapes, including lines and texture.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	cut, make, and combine shapes to create recognisable forms. <ul style="list-style-type: none"> <li>- use clay and other malleable materials and practise joining techniques.</li> <li>- add materials to the sculpture to create detail.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	cut, make, and combine shapes to create recognisable forms. <ul style="list-style-type: none"> <li>- use clay and other malleable materials and practise joining techniques.</li> <li>- add materials to the sculpture to create detail.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	plan and design a sculpture <ul style="list-style-type: none"> <li>- use tools and materials to carve, add shape, add texture and pattern</li> <li>- develop cutting and joining skills e.g., using wire, coils, slabs, and slips</li> <li>- use materials other than clay to create a 3D sculpture.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>	plan and design a sculpture <ul style="list-style-type: none"> <li>- use tools and materials to carve, add shape, add texture and pattern</li> <li>- develop cutting and joining skills e.g., using wire, coils, slabs, and slips</li> <li>- use materials other than clay to create a 3D sculpture.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>

	<b>Year 1 and 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Collage</b>	<b>KS1</b> Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g., paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.	<b>LKS2</b> Children continue to explore creating collage with a variety of media, e.g., paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g., overlapping, tessellation, mosaic and montage.		<b>UKS2</b> 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.	
	<ul style="list-style-type: none"> <li>- use a combination of materials that have been cut, torn and glued.</li> <li>- sort and arrange materials.</li> <li>- add texture by mixing materials.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	select colours and materials to create effect, giving reasons for their choices. <ul style="list-style-type: none"> <li>- refine work as they go to ensure precision.</li> <li>- learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic, and montage.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	select colours and materials to create effect, giving reasons for their choices. <ul style="list-style-type: none"> <li>- refine work as they go to ensure precision.</li> <li>- learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic, and montage.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	add collage to a painted or printed background <ul style="list-style-type: none"> <li>- create and arrange accurate patterns</li> <li>- use a range of mixed media</li> <li>- plan and design a collage</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand; shape, form, arrange, fix.</li> </ul>	add collage to a painted or printed background <ul style="list-style-type: none"> <li>- create and arrange accurate patterns</li> <li>- use a range of mixed media</li> <li>- plan and design a collage</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand; shape, form, arrange, fix.</li> </ul>

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<b>Textiles</b>	<b>KS1</b> Children have the opportunity to look at and practise a variety of techniques, e.g., weaving, dyeing, and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour, and effect.	<b>LKS2</b> Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.		<b>UKS2</b> Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.	
	<ul style="list-style-type: none"> <li>- show pattern by weaving.</li> <li>- use a dyeing technique to alter a textile's colour and pattern.</li> <li>- decorate textiles with glue or stitching, to add colour and detail.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate materials, giving reasons.</li> <li>- use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects.</li> <li>- develop skills in stitching, cutting, and joining.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate materials, giving reasons.</li> <li>- use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects.</li> <li>- develop skills in stitching, cutting, and joining.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>	<ul style="list-style-type: none"> <li>experiment with a range of media by overlapping and layering in order to create texture, effect, and colour.</li> <li>- add decoration to create effect,</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand, colour, fabric, weave, pattern</li> </ul>	<ul style="list-style-type: none"> <li>experiment with a range of media by overlapping and layering in order to create texture, effect, and colour.</li> <li>- add decoration to create effect,</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand, colour, fabric, weave, pattern</li> </ul>

	<b>Year 1 and 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Printing</b>	<b>KS1</b> Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g., sponges.	<b>LKS2</b> 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.		<b>UKS2</b> 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.	
	<ul style="list-style-type: none"> <li>- copy an original print.</li> <li>- use a variety of materials, e.g., sponges, fruit, blocks.</li> <li>- demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	use more than one colour to layer in a print. - replicate patterns from observations. - make printing blocks. - make repeated patterns with precision. -use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	use more than one colour to layer in a print. - replicate patterns from observations. - make printing blocks. - make repeated patterns with precision. - use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	design and create printing blocks/tiles - develop techniques in mono, block, and relief printing - create and arrange accurate patterns. - use key vocabulary to demonstrate knowledge and understanding in this strand; Hapa-Zoma, hammering, pattern, shape, tile, colour, arrange, collograph.	design and create printing blocks/tiles - develop techniques in mono, block, and relief printing - create and arrange accurate patterns. - use key vocabulary to demonstrate knowledge and understanding in this strand; Hapa-Zoma, hammering, pattern, shape, tile, colour, arrange, collograph.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Work of other artists</b>	<p><b>KS1</b></p> <p>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.</p>	<p><b>LKS2</b></p> <p>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.</p>		<p><b>UKS2</b></p> <p>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.</p>	



	<ul style="list-style-type: none"> <li>- describe the work of famous, notable artists and designers.</li> <li>- express an opinion on the work of famous, notable artists.</li> <li>- use inspiration from famous, notable artists to create their own work and compare.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: 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.</li> </ul>	<ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work.</li> <li>- reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>- express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: 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.</li> </ul>	<ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work.</li> <li>- reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>- express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: 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.</li> </ul>	<ul style="list-style-type: none"> <li>give detailed observations about notable artists, artisans, and designers' work.</li> <li>- offer facts about notable artists', artisans, and designers' 'lives',</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Leger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, John Singer Sargent, Ansel Adamas, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michael Basquiat, Mary Cassatt.</li> </ul>	<ul style="list-style-type: none"> <li>give detailed observations about notable artists, artisans, and designers' work.</li> <li>- offer facts about notable artists', artisans, and designers' 'lives',</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Leger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquin Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, John Singer Sargent, Ansel Adamas, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michael Basquiat, Mary Cassatt.</li> </ul>
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