|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Artist of Study: curriculum coverage | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
| Kandinsky | | Van Gogh  Barbara Hepworth | Andy Goldsworthy  LS Lowry  Henry Moore  African Art | Henri Rousseau  Piet Mondrian | | Claude Monet  Freda Kahlo | Paul Klee  Pablo Picasso | George Seurat  Roy Lichtenstein  Eduardo Kobra | | David Hockney  William Morris Andy Warhol |
| Pedagogical sequence: artist - techniques – experiment – create – evaluate | | | | | | | | | | |
| Drawing (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
| Pencil pen | | crayon pastel biro coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil | Pencil pen crayon oil pastel chalk pastel coloured pencil, fine liner | | Pencil pen crayon oil pastel chalk pastel coloured pencil, pen and ink |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery | I am learning to explore different media to make marks | | | | I know how to hold my tools to make marks.  I am learning to hold a pencil and make clear lines.  I am learning to form closed shapes within my drawings  I am learning to use lines to draw an outline | | | | Art provision including a range of mark making tools  Opportunities inside and outside for developing mark making opportunities.  Focused lessons to promote drawing and model skills. | **Line** – is a mark made with a drawing tool. It can be thick, thin and go in different directions.  .  **Shape** – is an enclosed space created by a line. |
| Reception | I am learning to talk about my work  I am learning how to observes and use this in my drawings. | | | | I know how to change the effect by pressing on.  I know how to add colour using coloured pencils and pastels.  I am learning to use pencils, pens, crayons and paint to form outlines.  I am learning to use different media to add detail to my drawings.  I know how to shade using a pencil.  I know how to add colours using pastels and pencils.  I know how to observe and use this in my drawings. | | | | Continuous provision, providing a range of resources to encourage drawing and observation.  Focused activites to support discussion and the acquisition of language. Visual stimulus to provide a range of opportunities to draw.  Opportunities to respond to the environment through drawing. | **Colour** – different shade of colours dark light  **Dark** – the tone of a colour which is the opposite of light  **Light** – the tone of a colour which is the opposite of dark. |
| Year 1 | I am learning to reflect on my work and refine it.  I am learning to talk about how each media is different from each other.  I know how different medias can be used. | | | | I know how to create shape and textures in our drawings  I am learning to use different media to make marks  I am learning to draw objects from observation.  I am learning to look for shapes and size in my drawings. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Tone** – how light or dark a colour is  **Texture** – adding different effects to alter the impression of the surface.  **Shade** – adding white or black to alter the shade of a colour. |
| Year 2 | I am learning to talk about the different properties of different media.  I know how a media can be changed by using different techniques and different pressures.  I know the properties of different medias. | | | | I am learning to use different media to draw with.  I am learning to use different techniques when using my pencil.  I am learning to use my pencil to create dark and light tones.  I am learning to use different pressures to change the colour of my pencil.  I am learning to explore the different lines I can make with my pencil.  I am learning to create different patterns and textures with my pencil.  I am learning to create detailed observational work. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Form** – the shape of an object  **Pattern** – a repeated design  **Observation** – looking at an object to draw it accurately  **Tone** – how light or dark a colour is  **Texture** – adding different effects to alter the impression of the surface |
| Year 3 | I am learning to use my sketchbook to explore the lines and shade I can make using different media.  I am learning to evaluate my work and record my ideas in my sketch book.  I am learning to develop my work and work towards a final piece.  I am learning to evaluate my work. | | | | I know that the tone and shade is affected by different graded pencils.  I know how to portray different emotions in my work.  I know how to show proportion in my work.  I am learning to use different media to create artwork.  I am learning to draw from observation using lines to create form in my work.  I am learning to ad detail to my observational work using shading and line.  I am learning to create different facial expression within my drawings. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Sketch** – a first drawing to help you plan your final piece  **Expression** – facial features which depict an emotion |
| Year 4 | I am learning to evaluate which media I can use and my effects.  I am learning to explore how to represent movement in my work.  I am learning use my ideas to create a final piece and select the media I want to use.  I am learning to evaluate my work.  I know how to select different media and materials based on their properties. | | | | I know how to plan for the scale and proportion of an object before drawing.  I am learning to use images and artwork to explore the composition of a face.  I am learning to use my sketch book to explore ways of using my media to create lines, form and shading.  I am learning to use my sketchbook to explore drawing different features of a face.  I am learning to sketch different body movements using a manakin / real life. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Form** – the shape of an object  **Proportions** – looking closely at the size and shape of features in your drawing  **Movement** – using your pencil to show movement |
| Year 5 | I know and understand the properties of different media and use this to inform my choices.  I am learning to use my ideas to structure a final piece. | | | | I am learning to use shading to create 3D aspects to my work.  I am learning to develop to create a foreground and background within my work.  I am learning to draw perspective lines to structure my work.  I am learning to create a mood within my piece through select different colours or shading.  I am learning to represent shadows and reflections in my work. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Reflection** – creating impressions of reflections on a surface  **Blending** – to create different tones by blending graphite, two join two colours together |
| Year 6 | I know and understand how to change the effect of different media.  I am learning to respond to artist work to inform my own composition.  I am learning to plan my work thinking about scale, composition and proportion.  I am learning to use observational skills to draw real objects.  I am learning to use previous work to create a final composition.  I am learning to select the media and effects I need for my final piece. | | | | I am learning to develop my drawing techniques to include shading, hatching and blending.  I am learning to use my sketchbook to explore pen and ink within my work. | | | | Focused lessons introducing new vocabulary and skills.  Provide a range of media and explore its properties.  Art work as a stimulus to encourage the development and understanding of different art styles. | **Perspective** – representing 3D objects in a space.  **Foreground** – objects at the front of your composition  **Background** – features in the distance of your composition  **Hatching** – using a drawing tool to creating lines to shade an area. |
| Painting (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
| Powder paint | | Poster Paint | Powder paint  Poster Paint  Water Colour | Powder paint  Poster Paint  Water Colour | | Powder paint  Poster Paint  Water Colour  Acrylic | Powder paint  Poster Paint  Water Colour  Acrylic | Powder paint  Poster Paint  Water Colour  Acrylic Paint  Oil Paint | | Powder paint  Poster Paint  Water Colour  Acrylic Paint  Oil Paint |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I know how to mix a paint colour with water.  I am learning to mix a colour using powder paint.  I am learning to explore how two colours can mix together. | | | | Art provision with different tools to explore paint.  Key vocabulary. | **Paint brush** – tool we can use to with paint  **Sponge** – tool we can use to print with |
| Reception | I am learning to talk about artists work and express my ideas.  I am learning to evaluate my work. | | | | I know how to make a paint thicker or thinner by adding more paint or more water.  I know how to use different brushes or sponges.  I know to use paint to create a print.  I am learning to use a process of water colour palette mix sponge to create a paint colour.  I am learning to make my colour darker or lighter.  I am learning to use different brushes to paint my picture.  I am learning to add texture to my paint. | | | | Art provision.  A range of tools and paints  Books and pictorial stimulus to encourage exploration and discussions.  Focused lessons developing vocabulary. | **Mix** – using two or more colours to make a different colour  **Print** – adding paint to an object to leave marks (and impressions) on another surface |
| Year 1 | I am learning to reflect on my work. | | | | I know which colours to mix to achieve a new colour.  I know which are primary and secondary colours.  I know how to change the tone/shade of a colour.  I know how to create pictures from observation.  I am learning to use a range of brushes to create lines and shapes.  I am learning to select the correct brush for my purpose.  I am learning to use different paints in my work  I am learning to mix colours using wet and dry paint.  I am learning to identify primary colours and how I can mix secondary colours.  I am learning to create a background for my work.  I am learning to use different colours and brushes to add detail to my painting. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Shade** – adding white or black to alter the shade of a colour.  **Brush Stroke** – we can make marks using different brushes  **Primary colours** – these are red, yellow and blue. They cannot be made by mixing other colours.  **Secondary colours** – a colour made by mixing two primary colours together. |
| Year 2 | I am learning to use artist work to inspire my ideas.  I am learning to practise parts of my painting and evaluate them. | | | | I know how to mix secondary colours using primary colours.  I know how to alter tones by adding white or black.  I know how to layer colours to create a background.  I am learning to plan many paintings to reflect my ideas.  I am learning to create background for my work.  I am learning to select the tools I need to add detail to my work.  I am learning to use a range of brushes and exploring the textures and effects I can make. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Tone** – a shade made by alter a colour  **Primary colours** – these are red, yellow and blue. They cannot be made by mixing other colours.  **Secondary colours** – a colour made by mixing two primary colours together.  **Colour mixing** – using paint to make different colours and shades. |
| Year 3 | I am learning to plan my work using artist work to inform my choices.  I am learning to evaluate my work. | | | | I can talk about the colour wheel.  To know how to mix warm and cool colours.  I am learning how to change the consistency of paint to create a wash.  I am learning to use a range of brushes to create different effects within my sketchbook.  I am learning to explore how I can change the paint to create different textures and consistencies.  I am learning about the colour wheel and which colours are warm and which are cold. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Foreground** – part of the picture closet to the viewer.  **Background** – part of the picture furthest from the viewer  **Abstract** – artwork made from colour, shape and pattern  **Impressionism** – 19th Century art movement |
| Year 4 | I am learning to mix colours and change their shade.  I am learning to look at colours and talk about the mood they create within a picture.  I am learning to respond to colour within artist work.  I am learning to explore how colour can change an image.  I can talk about artists’ work and my own work. | | | | I know how colours create moods within an image.  I know how to use different brushes and brush strokes to create effects within the image.  I am learning to plan my work and select colours for my work.  I am learning to use tone and shade in my work to create a mood. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Foreground** – part of the picture closet to the viewer.  **Background** – part of the picture furthest from the viewer  **Abstract** – artwork made from colour, shape and pattern  **Impressionism** – 19th Century art movement Cubism  **Emotion** – represented through facial expressions, use of colour and composition.  **Blend** – to gradually join two colours together.  **Cubism** – early 20th century art movement |
| Year 5 | I am learning to use artist works to inform my art.  I am learning to use paint to represent things I can observe.  I am learning to plan my composition and use colour to create a mood and feeling within my work. | | | | I know how to use information of other artists to inform my work.  I know how to use different techniques in my work.  I know about different artist and art styles.  I am learning to use colour to create feelings and emotions within my work.  I am learning to use different paints to create layers and textures within my work. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Texture** – using thicker paint to add layers to the painting  **Brush effects** - using brushes and tool in different lines or texture to the work  **Stippling** – using dots to create darker or lighter areas.  **Dabbing** – technique to apply paint with an object.  **Pointillism** – neo-impressionist technique using tiny dots to add colour |
| Year 6 | I am learning to use observation artwork and talk about different styles of artwork.  I am learning to use my sketch book to explore elements of my work and reflect on my choices.  I am learning to plan and produce my own composition considering the mood and composition of my work.  I am learning to select my techniques and talk about my choices. | | | | I know which colours evoke different moods within a piece.  I know how to apply paint to create different effects.  I know a range of techniques used within art.  I know about different artist I have studies.  I am learning to use a range of media to produce an observational or imaginative piece.  I am learning to explore oil and acrylic paint and identify their properties. | | | | Focused teaching to introduce new vocabulary  Provide a range of paints to explore their properties.  To provide a range of materials to paint on.  Provide a range of visual resources to encourage discussions and develop ideas.  Introduce artists and art styles to develop the children’s understanding, | **Dabbing** – technique to apply paint with an object.  **Dabbing** – technique to apply paint with an object.  **Palette Knife** – tool used to apply acrylic or oil paint  **Pop Art** – a style of painting and sculpture from the 1950’s and 1960’s |
| Printing (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
|  | |  |  |  | |  |  |  | |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I am learning to make a rubbing or different surface outside using wax crayons.  I know how to make a print or rubbing. | | | | To provide indoor and outdoor opportunities through provision | **Paint** – media used to create images  **Print** – a image made on one surface which can be transferred using paint or ink. |
| Reception | I am learning to evaluate my work and tell you how I am learning to improve it. | | | | I am learning to use paint to print with using different materials and talk about my effects.  I am learning to use different objects to make an impression into clay or dough.  I am learning to make a template to paint with using string and card.  I know how to make the print lighter or darker.  I know how to repeat my print to make a pattern.  I know how different materials will leave different marks | | | | Focused lessons to introduce skills and vocabulary.  Provide a range of materials and opportunities through provision.  To provide opportunities to explore changes through focused activities. | **Press**- technique and pressure used to transfer the image.  **Rubbings** – technique used to capture the texture of another surface. |
| Year 1 | I am learning to use different media to create prints and evaluate my work. | | | | I am learning what printing is using artist work.  I am learning to take prints by using rubbings and to talk about the effects they make.  I know how to use different materials to make impressions on different surfaces.  I am learning to create my own simple printing block and repeat the design. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Ink** – media used to create images  **Press**- technique and pressure used to transfer the image.  **Rubbings** – technique used to capture the texture of another surface.  **Pattern** – a repeated design |
| Year 2 |  | | | | I am learning about monoprints by looking at different examples.  I am learning to create prints using different objects.  I am learning to print onto different surfaces.  I am learning to create my own printing tool to make a repeating pattern.  I know how to apply different levels of pressure to print images.  I know how different materials and paints will leave different impressions. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Ink** – media used to create images  **Press**- technique and pressure used to transfer the image.  **Rubbings** – technique used to capture the texture of another surface.  **Pattern** – a repeated design  **Texture** – A raised surface or the effect of a raised surface. |
| Year 3 |  | | | | I know how different paints and inks print onto different papers.  I am learning to use different papers to print onto.  I am learning which medias I can use to make prints.  I am learning to exploring using inks and different materials to create prints.  I am learning to explore different designs using my sketchbook.  I am learning to using a simple stencil and cutting blocks to create my printing block.  I am learning to produce an image using monoprinting techniques. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion.  To provide different media to explore printing and reflect on the differences.  To use tools and materials to create printing blocks. | **Monoprint** – type of printing where the image can only be made once, usually drawn.  **Stencil** – a techniques for reproducing design by passing paint or ink through holes.  **Tone** – a shade made by altering a colour  **Line** – is a mark made with a drawing tool. It can be thick, thin and go in different |
| Year 4 | I am learning to design my image and evaluate my ideas.  I am learning to print using my design and evaluate my work.  I am learning to talk about collograph images and different materials and explore different artists work. | | | | I know how to use different materials and tools to create a printing block.  I know how to design an image and use tools and materials to create a collagraph print.  I am learning to select materials to create my design.  I am learning to explore different materials and the image they leave when they are printed. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion.  To provide different media to explore printing and reflect on the differences.  To use tools and materials to create printing blocks. | **Pattern** – a repeated design  **Texture** – A raised surface or the effect of a raised surface  **Tone** – a shade made by altering a colour  **Line** – is a mark made with a drawing tool. It can be thick, thin and go in different  **Stencil** – a techniques for reproducing design by passing paint or ink through  **Collograph** – a printing technique using materials to create an image |
| Year 5 | I am learning to identify pattern within different artists work.  I am learning to design my pattern and evaluate my work. | | | | I know how to use tools effectively and safely to create a relief print block.  I am learning to use lino cutting techniques to create my relief print.  I am learning to identify the differences when I print onto different surfaces.  I am looking to identify pattern within my local environment. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion.  To provide different media to explore printing and reflect on the differences.  To use tools and materials to create printing blocks. | **Pattern** – a repeated design  **Texture** – A raised surface or the effect of a raised surface  **Tone** – a shade made by altering a colour  **Line** – is a mark made with a drawing tool. It can be thick, thin and go in different  **Stencil** – a techniques for reproducing design by passing paint or ink through  **Collograph** – a printing technique using materials to create an image  **Polyblocks** – media used to create a design to produce a print.  **Relief printing** – carving into a polyblock to leave a design to then print. |
| Year 6 | I am learning to evaluate artists work and use this to inform my own choices.  I am learning to produce my design for a purpose and evaluate it. | | | | I know how to over print using two colours.  I know how to select methods for producing prints effectively.  I am learning how different materials print onto different surfaces.  I and learning to design my printing to include two colours.  I am learning to use a polyblock to create my images. | | | | Focused lesson introducing ley vocabulary.  Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion.  To provide different media to explore printing and reflect on the differences.  To use tools and materials to create printing blocks. | **Pattern** – a repeated design  **Texture** – A raised surface or the effect of a raised surface  **Tone** – a shade made by altering a colour  **Line** – is a mark made with a drawing tool. It can be thick, thin and go in different  **Stencil** – a techniques for reproducing design by passing paint or ink through  **Collograph** – a printing technique using materials to create an image  **Polyblocks** – media used to create a design to produce a print.  **Relief printing** – carving into a polyblock to leave a design to then print.  **Carving** – using a tool to create a design in a different material  **Lino** – a material which can be used in printing to create a design |
| Collage (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
| Paper card thread | | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon | | Paper card plastic hessian felt wool thread ribbon | Paper card plastic hessian felt wool thread ribbon  ceramic | Paper card plastic hessian felt wool thread ribbon  ceramic | | Paper card plastic hessian felt wool thread ribbon |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I know that all materials are different.  I am learning to tear and cut different materials.  I am learning to join and overlap different materials | | | | To provide a range of materials to explore through provision.  To explore collage through transient art. | **Cut -**using scissor to separate materials into parts  **Tear –** using our hands to tear paper and card.  **Fold –** bending the paper to make a crease. |
| Reception | I am learning to plan my work.  I am learning to evaluate my work. | | | | I know than some materials can change my shape.  I know that some materials will tear.  I know how to apply different materials in my work.  I am able to select different materials and tell you why.  I am learning to alter the shape of my materials and use them in my picture. | | | | To provide a range of materials to explore through provision.  To explore collage through transient art.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Cut -**using scissor to separate materials into parts  **Tear –** using our hands to tear paper and card.  **Fold –** bending the paper to make a crease.  **Glue –** a media to join materials together.  **Stick –** a way of joining materials using glue or tape. |
| Year 1 | I am learning about collage and responding to different art work. | | | | I know the properties of different materials.  I know how to attach different material to my work.  I know how to talk about my work.  I am learning to explore line and texture by using torn paper.  I am learning to create images by selecting resources and using cutting and tearing techniques to create an image.  I am exploring texture by using different resources.  I am learning how to secure different media to my art work.  I am learning to explore different papers to find out how they can be cut and torn. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Cut -**using scissor to separate materials into parts  **Tear –** using our hands to tear paper and card.  **Fold –** bending the paper to make a crease.  **Crease –** making a fold in a material  **Bend –** folding a material over  **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together |
| Year 2 | I am learning to plan ideas using my sketch books. | | | | I know the properties of different materials.  I know how I can secure a material within my work.  I know how I can bend, fold, tear, cut, crumple and overlap materials to create depth and texture in my work.  I am learning to find ways of folding, tearing, crumpling and overlapping materials to create images.  I am learning to sort materials by their properties. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Cut -**using scissor to separate materials into parts  **Tear –** using our hands to tear paper and card.  **Fold –** bending the paper to make a crease.  **Crease –** making a fold in a material  **Bend –** folding a material over  **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together  **Texture –** adding different materials to create different surfaces.  **Crumple** – ways of making lots of creases in different materials  **Overlap** – ways of layering materials over each other. |
| Year 3 | I am learning to talk about collage work and respond to it to inform my ideas.  I am learning to plan my ideas and evaluate them.  I am learning to evaluate my work. | | | | I know which materials to create mood and textures within an image.  I am learning to join materials using different techniques and overlap materials.  I am learning to plan and design a mosaic tile and use different materials to achieve the effect.  I am learning to cut materials carefully to achieve my design. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together  **Mosaic –** a method of using small parts to create a picture.  **Texture –** adding different materials to create different surfaces.  **Overlapping** – layering different materials on top of each other to create textures of shading  **Layering** = to add materials on top of another to create shade and texture.  **Montage** – a picture composed of other pictures. |
| Year 4 | I am learning to evaluate artists’ work and explore their designs  I am learning to evaluate my work and respond to others. | | | | I know how to explain which material I used and why.  I am learning to plan my work thinking about the mood, colours and theme I want to portray.  I am learning to cut materials to add to by design. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together  **Mosaic –** a method of using small parts to create a picture.  **Overlapping** – layering different materials on top of each other to create textures of shading  **Layering** = to add materials on top of another to create shade and texture **Textile –** using cloth or fabric  **Tactile** – being able to touch materials and select them for a purpose |
| Year 5 | I am learning to respond to artist work and select elements to inform my own design.  I am learning to evaluate my work. | | | | I know how to use appropriate adhesive and materials.  I know how to explain my choices and reasons.  I know how to select materials for a purpose.  I am learning to design my tile focusing on my choice of materials.  I am learning to cut materials to add to my mosaic/collage.  I am learning to add embellishments to my work. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Form –** focusing on the shape of the image.  **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together  **Mosaic –** a method of using small parts to create a picture.  **Texture –** adding different materials to create different surfaces.  **Overlapping** – layering different materials on top of each other to create textures of shading |
| Year 6 | I am learning to identify the techniques used within an artist collage work and record ideas.  I know how to explain my choices and reasons.  I am learning to plan my ideas and record the materials I will use. | | | | I know how to use appropriate adhesive and materials.  I am learning to represent images and moods within my work.  I am learning to select the materials I will use and use techniques to create layers and embellish my work.  I am learning to ad detail to add complexity to my work. | | | | To provide a range of materials to explore through provision.  To provide a range of adhesive to create finished work.  To introduce vocabulary and artist through focused lessons. | **Form –** focusing on the shape of the image.  **Join** –techniques to attached two materials together  **Attach** – techniques to attached two materials together  **Mosaic –** a method of using small parts to create a picture.  **Texture –** adding different materials to create different surfaces.  **Overlapping** – layering different materials on top of each other to create textures of shading  **Embellishments –** selecting materials to add detail to the collage. |
| Textiles (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
|  | |  |  |  | |  |  |  | |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I know how to attach materials using glue and tape.  I am learning to select materials to create an effect. | | | | To provide a rang e of materials through provision to explore and use in collage and transition art activities.  To provide images to create discussions. | **Thread –** used for sewing or weaving |
| Reception | I am learning to evaluate my work.  I am learning to adapt my work. | | | | I know which materials to attach with tape  I know which materials to attach with glue.  I am learning to make a loom and use a loom.  I am learning to use a loom to weave material on.  I am learning to use different materials to weave onto my loom. | | | | To provide a range of materials through provision to explore and use in collage and transition art activities.  To provide images to create discussions. | **Thread –** used for sewing or weaving  **Fabric –** different types of cloth materials  **Weaving –** using paper, threads or materials on a loom  **Sewing** – joining two pieces of fabric together using stitches |
| Year 1 | I am learning to design my weaving.  I am learning to add detail to my work.  I am learning to tell you about my work and evaluate it. | | | | I know the vocabulary threads and fabrics.  I know how to secure materials using glue or stitches.  I know how to sort and group materials.  I am learning to explore different shaped looms  I am learning to explore using different materials to weave with.  I am learning to select materials for a clear purpose.  I am learning to create a pattern using a weaving technique. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Loom –** a device used for weaving on  **Thread –** used for sewing or weaving  **Fabric –** different types of cloth materials  **Weaving –** using paper, threads or materials on a loom  **Sewing** – joining two pieces of fabric together using stitches |
| Year 2 | I am learning to talk about artist work and identify different materials which have been used.  I am learning to change the appearance of materials using colour or printing.  I am learning to tell you about my work and evaluate it. | | | | I know how to select materials by my properties.  I know how to explain my choices to others.  I know different ways of joining different materials.  I am learning to explore how to join materials using glue or stiches.  I am learning to use fabric to create a picture. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Textures –** selecting materials for how they look and feel  **Joining** – Techniques for attaching materials together |
| Year 3 | I am learning to talk about different artwork.  I am learning to design my work I am learning to use more than one type of stich in my work. | | | | I know which materials to use.  I know how to produce different stitches within my work  I know how to overlapping and layering materials.  I am learning to join materials using a needle and thread.  I am learning to add padding to part of my work.  I am learning to apply layers and texture to my work.  I am learning to thread a needle independently.  I am learning to use more than one type of stitch within my sewing.  I am learning to join materials and use padding to create a quilting.  I am learning to use a variety of techniques including printing dyeing and weaving to create texture within my work. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Dying –** using a dye to change the colour of a material  **Stitches –** using various patterns to join materials with needles and thread  **Overlap** – Layering different fabrics over each other |
| Year 4 | I am learning to design my project.  I am learning to use materials to complete my work.  I am learning to evaluate my work. | | | | I know the properties of different materials.  I know which stitched I can use to join materials.  I am learning to use different stiches in my work.  I am learning to experiment with joining and combining materials to create a 3D form. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Dying –** using a dye to change the colour of a material  **Stitches –** using various patterns to join materials with needles and thread  **Overlap** – Layering different fabrics over each other  **Layer –** adding more than one material |
| Year 5 | I am learning to use my skills to design my work.  I am learning to adapt and change my work. | | | | I know which colours contrast with each other.  I know which materials contrast within each other.  I can select resources to complete projects and to explain my reasons to others.  I am using sewing to creating a finished project.  I am learning to use different sewing stitches – cross stitch, running stich, back stitch.  I am learning to use different stitches to join materials and add detail to my work. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Stitches –** using various patterns to join materials with needles and thread  **Overlap** – Layering different fabrics over each other  **Applique –** adding fabrics layers to a background |
| Year 6 | I am learning to plan my own work and use my imagination or observations to inform my ideas. | | | | I know the techniques needed to achieve the final project piece.  I know how to select appropriate joining skills for the materials used.  I understand the properties of the materials used.  I am learning to include texture and visual elements.  I am learning to work independently and collaboratively.  I am learning to select materials and sewing techniques to design my work.  I am learning to add embellishments to my work.  I am learning to work on different scales. | | | | Focused activites to develop a range of skills and refine ideas.  Provide a range of media to explore and discuss.  To provide a range of artwork to engage discussion. | **Design –** creating a sketch before the final piece |
| 3D (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
|  | |  |  |  | |  |  |  | |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I know how to attach different materials together.  I am learning to explore the texture of clay or dough.  I am learning to explore how to pull shapes out of the clay. | | | | Provide different media to explore moulding and developing shapes.  Provide a range of tools to explore making marks and shaping. | **Mould –** shaping clay or dough |
| Reception | I am learning to evaluate my work. | | | | I know how to shape malleable materials.  I know how to use tools to make impressions.  I am learning to make marks within the clay using different tool.  I am learning to use the clay to make different forms.  I am learning to use the clay to create an object.  I am learning to use paint to add detail to my work. | | | | Provide different media to explore moulding and developing shapes.  Provide a range of tools to explore making marks and shaping. | **Mould –** shaping clay or dough  **Pinch** – using finger to pull the clay or dough into shape  **Roll** – creating a ball using clay or dough |
| Year 1 | I am learning to talk about clay and its properties and to talk about artists work.  I am learning to evaluate my work. | | | | I know how to shape clay  I know how to blend and join two pieces of clay.  I know how to use tools to add texture and detail to my work.  I am learning to refine ways of using clay by rolling, pinching and moulding the clay.  I am learning how to roll the clay to make a pinch pot and a coil pot.  I am learning to add texture to my work using modelling tools.  I am leaning to make a simple form by pinching and pulling the clay. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Slip –** a thick mixture of clay and water used to join clay pieces together  **Blend –** using hands or tools to join clay together  **Sculpture -** a 3D piece of art  **Model** – moulding the clay to create a shape |
| Year 2 | I am learning to talk about the properties of clay and respond to artist work. | | | | I know how to shape clay.  I know how to blend and join two pieces of clay  I know how to use tools to add texture and detail to my work.  I know how to use artist work to develop my ideas.  I am learning to join clay using a slip.  I am learning to add details to my clay work.  I am learning to create textures in my pot using different techniques.  I am learning to use different techniques to make a relief tile.  I am learning to use malleable materials to create a simple body. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Texture –** using tools to create marks in the clay  **Carve –** using tools to shape the clay  **Design –** creating a sketch before making the final piece  **Slip –** a thick mixture of clay and water used to join clay pieces together  **Blend –** using hands or tools to join clay together  **Sculpture -** a 3D piece of art  **Model** – moulding the clay to create a shape |
| Year 3 | I am learning to talk about sculptures.  I am learning to work in a group on a large-scale form. | | | | I know how to create and apply Papier Mache.  I know how to shape and create a form.  I know how materials are joined together and shaped.  I am learning to assemble materials to make a new form.  I am learning to design my sculpture and think about the materials I will use.  I am learning to use mod roc/ papier mache to create a simple form.  I am learning to work independently. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Malleable –** materials which can be shaped  **Mod roc –** a plaster bandage used in sculpture  **Papier mâché –** paper that is mixed with glue so that it can be moulded |
| Year 4 | I am learning how to respond to artwork and learn about a new artist.  I am learning to draw forms using a manakin and think about proportions.  I am learning to design my model. | | | | I know how to alter the scale of an idea.  I know how different media can be applied and used.  I am learning to scale a design up to create a large-scale piece of work.  I am learning to use different materials to complete my sculpture.  I am learning to work collaboratively to produce a human scale figure or structure. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Malleable –** materials which can be shaped  **Mod roc –** a plaster bandage used in sculpture  **Papier mâché –** paper that is mixed with glue so that it can be moulded  **Figure –** the form of a human  **Structure –** the form of the sculpture |
| Year 5 | I am learning how to respond to artist work and talk about their work.  I am learning to design my work. | | | | I know how different materials can be used to create form and shape.  I know which materials create different textures and surfaces.  To understand how to use tools effectively to create my work.  I am learning to use different stimuli can be used to inspire 3D work.  I am learning to explore my media to create texture and form.  I am learning to produce work focusing on different genres and cultures. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Malleable –** materials which can be shaped  **Mod roc –** a plaster bandage used in sculpture  **Papier mâché –** paper that is mixed with glue so that it can be moulded  **Figure –** the form of a human  **Structure –** the form of the sculpture  **3 dimensional –** a shape with height width and length |
| Year 6 | I am learning to appraise landscapes in art focusing on one artist. | | | | I know how to represent ideas through different media.  I know how to develop ideas and plan for.  I know how to manipulate the media to create different shapes and forms.  I am learning to represent ideas in a 2D form.  I am learning to translate this into a 3D form.  I am learning to use different materials (wire / wood etc.) to create different figures and forms.  I am learning to use skills to produce work to express different concept e.g. scale, weight or a concept. | | | | Provide opportunities for creating 3D images through focused lessons.  To explore a range of media and respond to images and known art work  To develop further understanding through visits or visitors. | **Design –** a sketch before the final piece  **Concept –** the idea which inspires the artwork.  **Wire –** a material which can be shaped and formed to create a 3D structure |
| IT (see media list) | | | | | | | | | | |
| Nursery | | Reception | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
|  | |  |  |  | |  |  |  | |  |
|  | Disciplinary Knowledge    *The tools/methods that we use in order to study the subject and gain the necessary knowledge.* | | | | Substantive Knowledge  *The knowledge children need to be able to know as part of the programme of study in the subject.* | | | | Oracy  *The physical, linguistic, cognitive and emotional skills to enable successful discussion and rich talk.* | Vocabulary  *The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)* |
| Nursery |  | | | | I know I can make marks using technology.  I am learning to use a pen tool to make marks using the iPad. | | | | Through provision children have access to ICT to explore mark making and creating images. | **Draw –** using a drawing app to create lines and shapes  **Paint –** using a paint tool to create lines and shapes |
| Reception |  | | | | I know which Program to use to draw.  I know which tools I need to complete my work.  I know I am learning to change and adapt my drawing.  I am learning to change the colour of the pen.  I am learning to change the size of the pen.  I am learning to form lines and draw objects on the iPad.  I am learning to change my work.  I am learning to save my work.  I am learning to fill shapes using the iPad. | | | | Through provision children have access to ICT to explore mark making and creating images. | **Draw –** using a drawing app to create lines and shapes  **Paint –** using a paint tool to create lines and shapes  **Width –** to change the size of the pencil or brush  **Tools –** to select tools to create lines and shapes  **Colour palette –** to select different colours |
| Year 1 |  | | | | I know which tools can be used and how to change them.  I know how to use a mouse or iPad to create my work.  I know how to save my work and open it to change my work.  I am learning to use a paint program.  I am learning to recognise the tools in the program.  I am learning to alter the size and change the colour of the brush or pen.  I am learning to create different effects in my work.  I am learning to adapt and change my work. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Draw –** using a drawing app to create lines and shapes  **Paint –** using a paint tool to create lines and shapes  **Width –** to change the size of the pencil or brush  **Tools –** to select tools to create lines and shapes  **Colour palette –** to select different colours  **Curser** – the arrow used to select the tools |
| Year 2 |  | | | | I know which tools can be used and how to change them.  I know how to use a mouse or iPad to create my work.  I know how to save work and open my documents to change my work.  I am learning to change the size and colour of a range of tools.  I am learning to create careful shapes and add detail to my work.  I am learning to use images to inform my work.  I am learning to use a digital camera / iPad to capture images.  I am learning to work with increasing independence and evaluate my work. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Size –** to change the size of shapes and tools  **Shape –** to create a shape  **Image –** a picture  **Mood –** how the image makes you feel. |
| Year 3 |  | | | | To understand how images can be changes and altered using IT.  I am learning to appraise digital art images and express my ideas.    I am learning to use the internet to research artists’ work.  I am learning to use digital equipment to gather images to use in my work.  I am learning to combine digital images and other media within my art work. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Alter –** to edit and change an image  **Edit –** to alter an image  **Adapt –** to change an image |
| Year 4 |  | | | | To know which tools to use to achieve my project.  To explain to others my intentions and decisions.  I am learning to use a simple program to animate simple drawings.  To tell a simple story through a sequence of images  I am learning to create images and design characters. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Animation –** to create a moving picture  **Character-** to design a person or animals for an animation |
| Year 5 |  | | | | To know which tools to use to achieve my project.  To explain to others my intentions and decisions.  I am learning to create artwork which combines my own digital images.  I am learning to use digital programs to complete simple animations. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Images –** picture which convey an idea  **Combine –** to group images or ideas together  **Sequence –** to create images which tell a story or idea |
| Year 6 | To incorporate my own work within a project. | | | | To know which software to use and how to use the tools within it to achieve my final piece.  I am learning to use software to produce my own artwork. | | | | ICT resources are provided with specific programs to develop artwork  Children explore images through focused lessons.  Direct reaching to develop the children’s use of the software provided. | **Background –** to design a background for the image  **Foreground –** to think about the images at the front to the image  **Layers –** to merge different layers to create a whole image  **Pixels –** a part of the whole image |