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| Artist of Study: curriculum coverage |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Kandinsky | Van GoghBarbara Hepworth | Andy GoldsworthyLS LowryHenry MooreAfrican Art | Henri RousseauPiet Mondrian | Claude MonetFreda Kahlo | Paul KleePablo Picasso | George SeuratRoy LichtensteinEduardo Kobra | David HockneyWilliam 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 drawingsI am learning to use lines to draw an outline | Art provision including a range of mark making toolsOpportunities 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 workI 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 drawingsI am learning to use different media to make marksI 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 paintPoster PaintWater Colour | Powder paintPoster PaintWater Colour | Powder paintPoster PaintWater ColourAcrylic | Powder paintPoster PaintWater ColourAcrylic | Powder paintPoster PaintWater ColourAcrylic PaintOil Paint | Powder paintPoster PaintWater ColourAcrylic PaintOil 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 paintsBooks 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 workI 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 designsI 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 |
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|  | 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 workI 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 clayI 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 workTo 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 clayI 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 workTo 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 workTo 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 workTo 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 workTo 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 workTo 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 artworkChildren 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 artworkChildren 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 artworkChildren 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 imagesI am learning to create images and design characters. | ICT resources are provided with specific programs to develop artworkChildren 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 artworkChildren 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 artworkChildren 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 |