



Subject: Art and Design

GOLDEN THREAD		Drawing	Colour	Form	Texture	Printing	Pattern
Medium	Golden Thread	EYFS Framework/ National Curriculum	Knowledge	Skills		Key vocabulary	Link artist(s)
Nursery							
Pencil skills		Draw with increasing complexity and detail.	A pencil is used to make marks.	Can draw circles and lines. Has a comfortable grip with good control. To draw closed shapes with continuous lines and begin to use these shapes to represent objects.		Hold Draw Round/Curved Straight Pencil Colour Crayon Felt tip pen	As per the children's interests.
Reception							
Pencil Skills		Begin to show accuracy and care when drawing.	To know that taking care will produce a higher quality piece of work.	Holds a pencil using a tripod grip. Puts detail into their pictures ascribing meaning to the marks they make. Begin to show accuracy when drawing.		Tripod grip Detail Picture Pencil Control	As per the children's interests.
A wide range of media		- Safely use and explore a variety of materials, tools and techniques,	To know they can choose from a range of resources to suit	Use small tools like scissors and paintbrushes.		Cut Stick Draw Colour	As per the children's interests.



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		<p>experimenting with colour, design, texture, form and function.</p> <p>- Share their creations, explaining the process they have used.</p>	<p>the purpose of the creation.</p>	<p>Use a tripod grip</p> <p>To be able to talk about what they have created</p>	<p>Create Make Build Design Plan Adapt Use (A variety of tool names as appropriate).</p>	
<p>A wide range of performances</p>		<p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Children will be able to make up stories when they are in their pretend play.</p>	<p>To pretend to be a character from a story.</p> <p>To know what prop is appropriate for a story.</p> <p>To re-tell a story with a beginning, middle and end.</p>	<p>Story Imagination Character</p>	<p>A wide range as per the children's interests.</p>
<p>Year One</p>						
<p>Pencil, charcoal, inks, chalk, pastels, ICT software</p> <p>Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal,</p>	<p>1</p>	<p>To use drawing to develop and share their ideas, experiences and imagination</p>	<ul style="list-style-type: none"> • To know that the correct hold of a pencil is the tripod grip. • To know shape names. • To know what materials can be used to draw and 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Begin to control the types of marks made with the range of media. • Explore the use of dots and line. • Draw lines of varying thickness • Explore the work of a range of artists 	<p>Drawing Lines Shapes Observe Detail Size</p> <p>Relevant Medias: pencils, rubbers,</p>	<p>Henri Matisse Drawing shapes</p>



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ballpoints, chalk and other dry media.			the names of those materials.	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Begin to explore the use of line, shape and colour 	crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	
<p>Painting, ink, dye, textiles, pencils, crayon, pastels</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Use different types of paint.</p>	1	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> I know that red, yellow and blue are the primary colours. I know that you can mix primary colours to make secondary colours. I know that green, orange and purple are secondary colours. 	<p><u>Colour</u></p> <ul style="list-style-type: none"> Name all the colours Mixing of primary colours Find collections of Applying colour with a range of tools Create work inspired by an artist 	<p>Primary</p> <p>Secondary</p>	<p>Piet Mondrian</p> <p>Paul Klee</p>
<p>Textiles, clay, sand, plaster, stone</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	1	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> I know I can create textured art work by mixing materials. I know I can make patterns and shapes by using techniques such as layering. 	<p><u>Texture</u></p> <ul style="list-style-type: none"> Create images from imagination, experience or observation. Create textured collages from a variety of media. Make a simple mosaic. Cut, tear and glue materials Sort and arrange materials 	<p>Texture</p> <p>Collage</p> <p>Squares</p> <p>Gaps</p> <p>Mosaic</p> <p>Cut</p> <p>Tear</p> <p>Scrunch</p> <p>Place</p> <p>Arrange</p>	



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				<ul style="list-style-type: none"> Describe the texture using words like bumpy, smooth etc. 		
Year Two						
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	2	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> I know that I can use shapes to create my own picture. I know the difference between natural and man-made forms. I can replicate textures in a 3D form. I know how to use materials safely and understand basic care of materials and tools. 	<p><u>Form</u></p> <ul style="list-style-type: none"> Expression of personal experiences and ideas To shape and form from direct observation Decorative techniques Replicate patterns and textures in a 3-D form, or work of other sculptors. Experiment with, construct and join recycled, natural and/or man-made materials. Manipulate malleable materials in a variety of ways, e.g. rolling, kneading and shaping. Explore shape and form. 	<p>Form</p> <p>3D</p> <p>Sculpture</p> <p>Man made</p> <p>Natural</p> <p>Malleable materials</p> <p>Rigid materials</p>	<p>Traditional: Paul Gauguin (hot places)</p> <p>Modern: Olafur Eliasson (cold places) Icelandic Artist who creates large ice sculptures</p> <p>Links to hot and cold places.</p>
Found materials, natural objects, man made objects, fruit/veg, rubbings	2	About the work of a range of artists, craft makers and designers, describing	<ul style="list-style-type: none"> I know I can make marks using a variety of materials including natural and made objects. 	<p><u>Printing</u></p> <ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes 	<p>Printing</p> <p>Rubbings</p> <p>Natural objects</p> <p>Made objects</p> <p>Repetition</p>	<p>Andy Warhol</p> <p>Pop Art</p> <p>(use autumn colours to create</p>



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Paint Wax crayons		the differences and similarities between different practices and disciplines, and making links to their own work.		<ul style="list-style-type: none"> Use a variety of techniques, inc. carving, rubbings. Print using a variety of materials, objects and techniques. 	Andy Warhol	pop art of leaf/hedgehog)
Paint, pencil, textiles, clay, printing	2	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products	<ul style="list-style-type: none"> I know what a repeating pattern looks like. I know that I can arrange shapes to create a pattern. I know how to fold paper to create a symmetrical pattern. 	<u>Pattern</u> <ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular Build a repeating pattern and recognise pattern in the environment. 	Patterns Repeating Symmetrical Regular Irregular Natural Manmade	Links to Aboriginal Art Look at Aboriginal patterns
Year Three						
Pencil, charcoal, inks, chalk, pastels, ICT software Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	3	To create sketch books to record their observations and use them to review and revisit ideas.	<ul style="list-style-type: none"> I know how to use natural pigments. I know names of different materials that I might use. To know that stippling is a technique using dots. 	<u>Drawing</u> <ul style="list-style-type: none"> Experiment with the potential of various pencils Experiment with showing line, tone and texture with different hardness of pencils Show an awareness of space when drawing Create initial sketches as preparation for painting Experiment with stippling 	Revisit: Drawing Lines Shapes Stone Age Charcoal Natural Pigments Sketch Pencil Tone Light	Warli Art Link to Stone Age/ Cave Paintings Stippling art (using paintbrush) Paint on stones.



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					Dark Outline Stippling	
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	3	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<ul style="list-style-type: none"> I know that the environment contains sculptural forms. I know different 3D techniques. 	<u>Form</u> <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Use different adhesives and methods of construction Join clay/malleable material adequately and work reasonably independently Plan, design, make and if necessary, adapt my model. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Use decorative techniques to make my model look effective/realistic. 	Form Sculpture malleable rigid paper mache sculpted modelled constructed	Link to Volcanos
Found materials, fruit/veg, wood blocks, press print, lino, string	3	About great artists, architects and designers in history.	<ul style="list-style-type: none"> Know the processes used to produce a simple print. 	<u>Printing</u> <ul style="list-style-type: none"> relief and impressed printing recording textures/patterns mono printing block printing colour mixing through overlapping colour prints 	Relief Impressed Printing Mono printing Colour mixing	Link to Greeks Patterns on Greek pots



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Year Four						
Painting, ink, dye, textiles, pencils, crayon, pastels Work confidently on a range of scales e.g. thin brush on small picture etc.	4	To create sketch books to record their observations and use them to review and revisit ideas. Know about great artists, architects and designers in history.	<ul style="list-style-type: none"> I know a tint is a mixture of a colour with white, which reduces darkness I know tone is produced either by mixing a colour with grey, or by both tinting and shading. Complementary colours are opposite to each other on the colour wheel, so they create a strong contrast. 	<u>Colour</u> <ul style="list-style-type: none"> Colour mixing and matching; creating tints, tone, and shade Select suitable equipment for the task Experiment with different effects and textures inc. blocking in colour, washes, etc Make and match colours with increasing accuracy. Create shades and tints using black and white. 	David Hockney Batik Printing Wax Water colour Colour mixing Tint Tone Shade Hue Washes Colour Wheel Warm colours Cold colours	David Hockney Batik Printing Japanese waves Wax with paint on top Links to the water cycle
Textiles, clay, sand, plaster, stone	4	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<ul style="list-style-type: none"> Know the names of different materials that can be used. 	<ul style="list-style-type: none"> Use a variety of techniques such as printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Experiment with a range of media e.g. overlapping, layering etc. Develop skills in stitching, cutting and joining. Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage 	Dying Quilting weaving, embroidery paper and plastic trappings Appliqué overlapping tessellation mosaic montage	Roman pots
Paint, pencil, textiles, clay, printing, paint or	4	to create sketch books to record their observations and use them to review and	<ul style="list-style-type: none"> I know tessellation is the covering of a surface, using one or more geometric 	<u>Pattern</u> <ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation 	Pattern Tessellation Geometric Vanish	Possible link to Roman Mosaics



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<p>shoe polish and varnish.</p>		<p>revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history</p>	<p>shapes with no gaps.</p> <ul style="list-style-type: none"> • I know that the environment contains patterns. 	<ul style="list-style-type: none"> • Explore different ways of finishing work: vanish • Use the environment and other sources to make own patterns, printing, rubbing. • Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground. 	<p>Rubbing Printing Environmental pattern Manmade pattern</p>	
Year Five						
<p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p>	<p>6</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<ul style="list-style-type: none"> • I know that I can use silhouettes to create a foreground. • I know that I can blend water colour to create a background. • I know about primary and secondary, warm and cold, complementary 	<p><u>Colour</u></p> <ul style="list-style-type: none"> • Explore hue, tint, tone, shades and mood • Explore the use of texture and depth in colour • Colour for purposes • Colour to express feelings 	<p>Primary Secondary Complimentary Contrasting Hue Tint Tone Shades Mood</p> <p>Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground.</p> <p>Background and foreground- what is perceived as furthest away and closest to the viewer.</p>	<p>Blitz Skylines, WW2 links</p> <p>Work from a variety of sources, inc. those researched independently.</p>



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<p>Found materials, fruit/veg, wood blocks, press print, lino, string</p> <p>Paint Inks</p>	5	<p>About great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Know what the following look like: poly-blocks, relief, mono and resist printing. • 	<p><u>Printing</u></p> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Explore printing techniques used by various artists • Confident with printing on paper and fabric. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours • Choose the printing method appropriate to task. 	<p>Printing Polyblocks Relief Mono printing Resist printing Repetition Symmetry Random ?</p>	<p>Lowry</p>
<p>Paint, pencil, textiles, clay, printing</p>	5	<p>To create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history</p>	<ul style="list-style-type: none"> • I know how to create a motif. • I know that I can repeat my motif to make a pattern. • I know that I can repeat my motif in a diagonal/ geometric/ radial pattern. • I know that I can repeat my motif changing the shapes/ lines/ colours. 	<p><u>Pattern</u></p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	<p>Pattern Motif Repeating Diagonal Geometric Radial Lattice Spiral Symmetry</p>	<p>Anglo Saxon or William Morris patterns</p>



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Year Six

<p>Pencil, charcoal, inks, chalk, pastels, ICT software</p> <p>Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	6	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p>	<ul style="list-style-type: none"> • I know what shading, hatching and cross hatching is 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, hatching and cross-hatching • depict movement and perspective in drawings • use a variety of tools and select the most appropriate 	<p>Revisit:</p> <p>Drawing Lines Shapes Sketch Pencil Tone Light Dark Stippling</p> <p>Shadows Hatching/cross hatching Smudge Blend Hard/soft Light/dark</p>	<p>Art work based on trip to Almerston</p> <p>Inspired by seals/ Steppe Mammoth</p>
<p>Textiles, clay, sand, plaster, stone</p>	6	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> • I know how to be expressive and analytical to adapt, extend and justify my work. • I know how to use different techniques to express feelings • I know how to use a range of mixed media 	<p><u>Texture</u></p> <ul style="list-style-type: none"> • Develops experience in embellishing • Work collaboratively on a larger scale • Use different techniques, colours and textures etc when designing and making pieces of work. • Research, plan, design, create and where necessary, adapt work. • Create work thinking carefully about shape, form, arrangement and ways to fix materials. 	<p>Vocabulary of architecture, depending on chosen building</p> <p>Texture Overlapping Layering</p>	<p>Coastal Art</p>



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				<ul style="list-style-type: none">• experiment with a range of media by overlapping and layering in order to create texture, effect and colour• add decoration to create effect		
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	6	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<ul style="list-style-type: none">• I know the different qualities involved in modelling, sculpture and construction.• I know how to use recycled, natural and man-made materials to create sculpture.	<u>Form</u> <ul style="list-style-type: none">• Plan a sculpture through drawing and other preparatory work• Develop skills in using clay inc. slabs, coils, slips, etc.• Make a mould and use plaster safely.• Create sculpture and constructions with increasing independence	Form Rolling Carving Pinching Scoring Joining Hollow Mould Coiling	Mayan Masks