



Subject: Art and Design

Medium	EYFS Framework/ National Curriculum	Sticky knowledge	Skills	Key vocabulary	Link artist(s)
EYFS					
A wide range of media	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	Children will be able to find a range of ways to express their ideas and feelings through lots of different medias.	Exploring Enjoying Creating Choosing Stimulated Testing Comparing Describing	Colour Explore Shade Light Dark Tone Red Blue Yellow Green Orange Pink Purple etc. Primary colours Secondary colours Teamwork Collaborative Resourceful Sharing	A wide range as per the children's interests.
A wide range of performances	<ul style="list-style-type: none"> - Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. 	Children will be able to make up stories when they are in their pretend play.	Participating Role- playing Pretending Energised Fascinating Enjoying Thinking Planning Comprehending Constructing Chooses Anticipates	Storytelling Acting Imagination	A wide range as per the children's interests.



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Year One

Pencil, charcoal, inks, chalk, pastels, ICT software	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none"> I can hold my pencil correctly. I can draw a range of shapes. I can use a range of drawing materials. I can name the material I am using. I can create a face from shapes. 	<u>Drawing</u> <ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) 	Drawing Lines Shapes Observe Pencil, charcoal, inks, chalk, pastels, ICT software	Henri Matisse Drawing shapes
Painting, ink, dye, textiles, pencils, crayon, pastels	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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<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. 	<u>Colour</u> <ul style="list-style-type: none"> Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools 	Primary Secondary	Piet Mondrian Paul Klee
Textiles, clay, sand, plaster, stone	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<ul style="list-style-type: none"> I can create textured art work. I can describe the texture. I can explore pattern and shape by using techniques such as layering. 	<u>Texture</u> <ul style="list-style-type: none"> Weaving Collage Sort according to specific qualities How textiles create things 	Texture Rough Bumpy Smooth	Link to science – Materials Create pictures by adding sand to paint, rice to paint, weaving, using cotton wool etc



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Year Two					
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	<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 can observe human form and use shape to create my own picture. I can recognise the difference between natural and man-made forms. I can replicate textures in a 3D form. I can use decorative techniques to make my model look effective/realistic. 	<p><u>Form</u></p> <ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors. 	<p>3D</p> <p>Sculpture</p> <p>Man made</p> <p>Natural</p> <p>Malleable materials</p> <p>Rigid materials</p>	<p><u>Traditional:</u> Paul Gauguin (hot places)</p> <p><u>Modern:</u> Olafur Eliasson (cold places) Icelandic Artist who creates large ice sculptures</p> <p>Links to hot and cold places.</p>
Found materials, fruit/veg, wood blocks, press print, lino, string	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.	<ul style="list-style-type: none"> I can explore and create different patterns by choosing appropriate objects to create effect. I can use block printing. I can create work in the style of an artist. I can say 3 facts about the artist 	<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>Wood Blocks</p> <p>Repetition</p> <p>Andy Warhol</p>	<p>Andy Warhol Pop Art</p> <p>(use autumn colours to create pop art of leaf/hedgehog)</p>
Paint, pencil, textiles, clay, printing	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> I can create a repeating pattern. I can arrange shapes to create a pattern. I can fold paper to create a symmetrical pattern. 	<p><u>Pattern</u></p> <ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular 	<p>Patterns</p> <p>Repeating</p> <p>Symmetrical</p> <p>Regular</p> <p>Irregular</p> <p>Natural</p> <p>Manmade</p>	<p>Links to Africa</p> <p>Look at African fabrics</p>



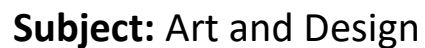
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Year Three					
Pencil, charcoal, inks, chalk, pastels, ICT software	To create sketch books to record their observations and use them to review and revisit ideas.	<ul style="list-style-type: none"> I can look at basic form. I can use natural pigments. I can name the materials I am using. I can create patterns and textures with a variety of media. Begin to show an awareness of objects having a third dimension and perspective in their drawings. 	<u>Drawing</u> <ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces 	Stone Age Charcoal Natural Pigments Sketch	Wali Art Link to Stone Age/ Cave Paintings Stippling art (using paintbrush) Paint on stones.
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	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 can recognise sculptural forms in the environment. I can construct using malleable and ridged materials. I can plan my model. I can use decorative techniques to make my model look effective/realistic. 	<u>Form</u> <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics 	Sculpture malleable rigid	Link to Volcanos
Found materials, fruit/veg, wood blocks, press print, lino, string	About great artists, architects and designers in history.	<ul style="list-style-type: none"> I can create prints of silhouettes. I can use my silhouette to retell a Greek story. I can plan my silhouette. 	<u>Printing</u> <ul style="list-style-type: none"> relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints 	Silhouette Focal Point- is the area the viewer's eye is naturally drawn.	Link to Greeks Put on a Greek play using a screen, with back lighting and silhouette puppets on a stick.



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Year Four					
Painting, ink, dye, textiles, pencils, crayon, pastels	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>About great artists, architects and designers in history.</p>	<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. I can name the material I am using. I can choose the correct equipment for my work. 	<p><u>Colour</u></p> <ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood 	<p>David Hockney</p> <p>Batik Printing Japanese waves Wax with paint on top</p> <p>Links to the water cycle</p>	<p>David Hockney</p> <p>Batik Printing Japanese waves Wax with paint on top</p> <p>Links to the water cycle</p>
Textiles, clay, sand, plaster, stone	<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 can create a column. I can design a pattern for my column. I can paint a marble texture on the column. 	<p><u>Texture</u></p> <ul style="list-style-type: none"> Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics 	<p>Looking at architecture</p> <p>Roman columns.</p>	<p>Looking at architecture</p> <p>Roman columns.</p>
Paint, pencil, textiles, clay, printing, paint or shoe polish and varnish.	<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 can explore cutting, shaping and impressing patterns into clay/dough. Join pieces of clay using scoring, blending and slip. 	<p><u>Pattern</u></p> <ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation Explore different ways of finishing work: vanish, 	<p>Links to Roman Mosaics</p>	<p>Links to Roman Mosaics</p>



Year Five					
Pencil, charcoal, inks, chalk, pastels, ICT software	To create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"> • I can shine light on my maquette and draw the shadows that fall. • I can notice highlights on my maquette. • I can see the effect of moving light in different places around my maquette. • I can notice the space around the shadow. 	<u>Drawing</u> <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective • Human form in shadow. 	Shadow Maquette Tone Still life Underlighting – shine a light under your face and draw the light and shadows you see on your face. (comic strips/ superheroes/ pop art / studio ghibli)	Life drawing (someone dressed, a full sized person) (moving on from maquette, to full size person) Project the shadows onto a wall.
3D work, clay, dough, boxes, wire, paper sculpture, mod roc	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 can work with textures to create a collage. • I can make a basic version of the human form. • I can make a maquette. 	<u>Form</u> <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors 	Mood Feeling Collage Clay Maquette	Sculpture Lowry
Paint, pencil, textiles, clay, printing	About great artists, architects and designers in history.	<ul style="list-style-type: none"> • I can create a motif. • I can repeat my motif to make a pattern. • I can repeat my motif in a diagonal/ geometric/ radial pattern. • I can repeat my motif changing the shapes/ lines/ colours. 	<u>Pattern</u> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	Tint Shadow Shading Tonal Blending Motif Repeating Diagonal Geometric Radial Lattice Spiral Symmetry	Anglo Saxon patterns William Morris



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Year Six					
Painting, ink, dye, textiles, pencils, crayon, pastels	To create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"> I can use silhouettes to create a foreground. I can blend water colour to create a background. 	<u>Colour</u> <ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings 	<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>	Blitz Skylines, WW2 links
Textiles, clay, sand, plaster, stone	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"> Historic architecture of London 'what period is that from?' Architecture along the Thames 	<u>Texture</u> <ul style="list-style-type: none"> Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale 	<p>Vocabulary of architecture, depending on chosen building</p>	<p>Great Outdoors</p> <p>London Skyline</p> <p>St Pauls?</p>
Found materials, fruit/veg, wood blocks, press print, lino, string	About great artists, architects and designers in history.	<ul style="list-style-type: none"> I can create a colour wheel. I know that light fractures and there are many tones of colour. I can made repeated prints. 	<u>Printing</u> <ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists 	<p>Analog colours</p> <p>Primary Secondary Tertiary</p> <p>Colour theory</p>	Andy Warhol