



The Art Curriculum at Neroche

Through our carefully designed curriculum, where knowledge is built upon and learning progresses, artists at Neroche are inspired and challenged to express their feelings, ideas and imagination through their own works of art, craft and design. At Neroche, we equip our pupils with the knowledge and skills to experiment, invent, create and think critically in order to develop a rigorous understanding of art and design. Our art curriculum is designed to enable pupils to progressively acquire the skills and techniques in order to become proficient drawers, painters, sculptors and crafters. In order to do this, we acknowledge that art needs context and meaning, therefore, we provide our pupils with the opportunity to learn about great artists, designers and craft makers and the ways in which they have shaped history and culture. Our pupils are given the opportunity to share and celebrate their own work, visit museums and galleries and spend time with local artists and crafters so that their experiences are real and hold meaning.



Table to show each year group and objectives and programme of study statement explaining the Intent.

| EYFS | | | | | | |
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| <i>At this stage of learning is not necessarily a linear process. Children’s interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.</i> | | | | | | |
| Possible key learning emphasis to facilitate progression (alongside children’s interests) | All about me/starting school New beginnings Harvest Autumnal changes People who help us | Festivals and Celebrations Diwali Bonfire night Remembrance Winter Christmas | Toys New Year Valentine’s Day Pancake Day Superheroes Teddies Vehicles | Fantasy and Adventure (Storytelling) Signs of Spring Mothering Sunday Easter Superheroes Traditional tales | Science and investigation Growing plants Animals Insects Dinosaurs Changes | Places Seaside Summer Transition to Yr1 Food around the world Our environment |
| Expressive Art and Design | | | | | | |
| <u>KNOWLEDGE</u> 2 year old curriculum | <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations | | | | | |
| <u>KNOWLEDGE</u> 3 and 4 year old curriculum | <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Adult suggestions to support their developing ideas. Children to draw from their imagination and observations, using shapes and lines to express their thinking. | <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them, with adult support to offer suggestions. Begin to create closed shapes to represent objects, with adult support and guidance, helping to add details | <ul style="list-style-type: none"> Join different materials with an understanding of how to secure them together without adult support. Independently create closed shapes with continuous lines and begin to use these shapes to represent objects. Spending sustained time on these activities with independence (although some adult support will still be required and appropriate for this stage). Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. | | | |

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| <p>KNOWLEDGE Reception curriculum</p> | <ul style="list-style-type: none"> • Experiment and build models using larger blocks/loose parts by stacking vertically and horizontally • Say whether they enjoyed/disliked working with different tools and media • Explore sculpture with a range of malleable materials • Hold a paintbrush correctly • Explore paint with different consistencies, e.g. watercolour, with additives such as sand and soap (e.g. soap flakes) • Explore different artistic effects, e.g. painting, sculpting, and crafting, to express their ideas and feelings. • Use a mark making implement to create their own artwork, exploring different surfaces and textures. • Explore colour in painting and drawing, accurately naming the colours • Make simple pictures by printing with objects, fingers, hands. • Use stencils to create pictures • Exploring construction materials independently and with adult support. • Learn to work safely with a range of tools (e.g. hole-punch) • Explore mixing materials (e.g. clay with sticks) • Enjoy playing with a range of fabrics and textiles • Decorate a piece of fabric • Work from imagination | <ul style="list-style-type: none"> • Experiment and build models using smaller blocks, to build a stable structure to express their ideas • Say what they have done when working on their own artwork and constructions • Learn skills for sculpting such as rolling, pinching, squeezing and pulling, to express their ideas and feelings. • Learn to use a paintbrush to create different brush strokes • Use junk modelling materials in a planned way • Look at artists work, making links to their own experiences • Comparing indirectly: children can then move on to using one thing to compare with two others, if, for example, asked to put things in order of height, weight or capacity. • Paint by mixing colours together, identifying hot and cold colours • Explore relief printing in sand, clay and playdough • Plan with an adult to use materials to then construct with more independence • Arrange and glue materials to different background (e.g. fabric to wooden spoons to make characters) | <ul style="list-style-type: none"> • Using their increasing knowledge, create models using materials, blocks and tools to create different types of structures in order to express their ideas • Identify skills/concepts they found challenging and how they tried to overcome these • Learn to carve with clay and join pieces together to express their ideas and feelings. • Use a range of brush strokes and choose when to use them appropriately. • Look at artists work and express opinions, making links to their own experiences. Begin to understand that there are no right or wrong answers. • Use their knowledge of different artist's work to inspire their own creations • Work in groups to make something, in order to allow for creative collaboration, sharing ideas, resources and skills. • Paint by mixing colours, knowing primary and secondary colours (introducing a colour wheel) • Make rubbings from different textured surfaces • Plan and use construction materials and tools to use and create independently • Make choices about the materials they use when constructing and creating artwork • Experience simple weaving, e.g. paper, twigs, thread |
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| <p>KNOWLEDGE Reception ELG</p> | <p>ELG: Expressive Arts and Design - Creating with Materials Children at the expected level of development will: 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 Make use of props and materials when role playing characters in narratives and stories.</p> |
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Year 1

| | Year 1 | | |
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| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
| Unit of Learning | Abstract Art | Nature and Poppy Sculptures | Fabricate |
| Purpose / intent of the unit | To explore abstract artists in order to make comparisons and links to their own work. To use drawing and paint to express and develop their ideas, experiences and imagination. To develop use of colour, pattern, line and shape to create their own artwork. | To understand what sculpture is and how this differs to the work of artists who paint and draw. To create their own sculptures in the style of Andy Goldsworthy using Remembrance and flowers for inspiration. | To learn about how craft makers create designs on different materials to produce artwork. To design and create their own crafts using different materials, developing their use of texture, shape and form. |
| KNOWLEDGE National Curriculum coverage | <p>Explore the artists: - Wassily Kandinsky - Paul Klee - Romero Britto</p> <p>Pupils should be taught...</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <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>Explore the sculpture artist Andy Goldsworthy</p> <p>Pupils should be taught...</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p>Paper weaving and Batik</p> <p>Pupils should be taught...</p> <p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <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> |
| Outcome of the learning opportunity | To create art pieces in the style of Wassily Kandinsky, Romero Britto and Paul Klee for a classroom art gallery. | To create temporary artwork in the style of Andy Goldsworthy. To link their artwork with Remembrance to create poppy sculptures. | To create a batik style piece of clothing. |
| Specific vocabulary linked to the unit of learning | Wassily Kandinsky, Paul Klee, Romero Britto, art, artists, brush strokes, lines, expression, background, landscape/portrait, light/heavy, bright/dull, abstract, primary colours, secondary colours, warm, neutral, tones, dab, contrast, compliment, vertical, horizontal, equipment, famous, exhibition, museum, pattern, shape, roll, pinch, pull, smooth, scratching, clay, mould, tools, texture, paint, pattern, shape, cubism, tint, mix, blot | Sculpture, sculptor, art / artists, nature, natural, lines, light/heavy, bright/dull, vertical, horizontal, equipment, famous, exhibition, museum, pattern, shape, roll, pinch, pull, smooth, scratching, clay, mould, tools, texture, Andy Goldsworthy, petal, stem, leaf | Colour, Soft, cut, make, stick, pattern, materials, fabric, waterproof, wet, dry, pattern, push, press, block, print, mark make, pattern, roll, ink |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for this each of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Year 2

| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
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| Unit of Learning | Animal Drawings/Portraits | What a Load of Rubbish! Recycled Art | Impressionism: Monet/Renoir |
| Purpose / intent of the unit | To explore drawing techniques in order to create drawings of their favourite animals. To express their ideas through drawing. To develop techniques to begin more accurate use of line and shape, drawing lines of varying thickness and using dots and lines to show pattern and texture. | To explore the use of a wide range of materials that can be recycled into artwork. To learn first-hand from a sculptor about techniques for creating artwork out of recycled materials. To develop their use of shape, pattern, form and space. | To learn about famous impressionists Monet/Renoir and how their artwork influenced other artists in the past and artist to this day. To experiment and develop techniques using texture, colour and shape to create paintings with an impressionist style. |
| KNOWLEDGE National Curriculum coverage | <p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <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>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <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> |
| Outcome of the learning opportunity | An art gallery of their animal drawings in the school hall for the school community to view. | To work with a local artist to create a piece of artwork made from recycled materials for our school grounds. | Artwork in the style of Monet/Renoir to be shared with family members. |
| Specific vocabulary linked to the unit of learning | Line, shape, colour, <i>shading, vertical, horizontal</i> | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, stick, cut, shape, attach, pattern, arrange, materials | Brush, line, shape, colour, mix, <i>vertical, horizontal, easel, Watercolours, Acrylic, primary colours</i> |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Year 3

| | Year 3 | | |
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| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
| Unit of Learning | Animal Sketching | Plant Printing | Vincent Van Gogh |
| Purpose / intent of the unit | To build upon the animal drawing created in Year 2, experimenting with showing line, tone and texture with different hardness of pencils. To begin to use shading to show light and shadow effects. | To begin to print with more than one colour to layer prints created from replicating patterns from observations. To make their own printing blocks. To create repeated patterns. | To learn about how Vincent Van Gogh's artwork influenced art and design movements. To paint in the style of Van Gogh. To use similar brush techniques to create shapes, textures, patterns and lines. To create different textures and effects with paint in the style of Van Gogh. |
| KNOWLEDGE National Curriculum coverage | 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 | 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 | About great artists, architects and designers in history. 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. |
| Outcome of the learning opportunity | To create sketches that show progression over the course of the learning unit in use of shape, tone and shading. | To share the process of printing with another year in the school through a printing workshop – show casing the skills they have gained through the course of the unit of learning. | To create an art gallery to share their work in the school hall. |
| Specific vocabulary linked to the unit of learning | Line, shape , colour shading, vertical, horizontal, <i>light, shadow, texture, sketching</i> | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, <i>pinch, pattern, technique</i> , push, press, block, print, mark make, pattern, roll, ink, <i>wax resist, stencil, lino, pressure</i> | Brush, line, shape, colour, mix, vertical, horizontal, easel, Watercolours, Acrylic, <i>portrait, landscape,</i> |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Year 4

| | Year 4 | | |
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| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
| Unit of Learning | Seurat and Pointillism | Recycled Art | William Morris |
| Purpose / intent of the unit | To explore the use of small strokes with a paintbrush to create small marks/dots of colour in the style of Seurat – creating different shapes, patterns and lines using this technique. To mix colours effectively using accurate language. | To build upon the recycled artwork completed in Year 2 by experimenting with joining and construction and beginning to understand more about decorating sculptures and adding expression through texture. To learn to cut, make and combine shapes to create recognisable forms and to add materials to the sculpture to create detail. | To progress from the plant printing in Year 3 to combining several layers of colour together in one print piece. Creating print pieces in the style of William Morris. To create repeated patterns with precision. |
| KNOWLEDGE National Curriculum coverage | <p>About great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> | <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> | <p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> |
| Outcome of the learning opportunity | To create a piece of artwork in the style of Seurat using pointillism techniques. | To create an individual piece of recycled artwork. | To create a repeated pattern print to display. |
| Specific vocabulary linked to the unit of learning | Brush, line, shape, colour, mix, vertical, horizontal, easel, Watercolours, Acrylic, <i>portrait, landscape,</i> | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, <i>pinch, pattern, technique,</i> stick, cut, shape, attach, pattern, arrange, materials, <i>texture, tactile</i> | Push, press, block, print, mark make, pattern, roll, ink, <i>wax resist, stencil, lino, pressure,</i> colour, Soft, cut, make, stick, pattern, <i>dye, materials, texture, fabric, waterproof, wet, dry, fashion, knit, stitch, design</i> |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Year 5

| | Year 5 | | |
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| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
| Unit of Learning | Flanders Fields | Japanese Art | Cityscapes |
| Purpose / intent of the unit | To explore and discuss the work of WWI artists, looking into the work of Paul Nash. To understand the power and use of propaganda art in WWI. | To explore the visual elements of different Japanese art styles, e.g. ukiyo-e, origami, calligraphy, folk art and modern art. To know about the importance of light and dark in Japanese artwork. | To explore different styles of art that artists use in order to create cityscapes, e.g. Pop art, photography, ink and watercolour. |
| <u>KNOWLEDGE</u> National Curriculum coverage | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> |
| Outcome of the learning opportunity | To create an artwork inspired by the poem 'In Flanders Fields'. | To create their own artwork in a Japanese art style of their choosing. | To create their own cityscape artwork using a media of their choice. |
| Specific vocabulary linked to the unit of learning | Line, shape, colour, shading, vertical, horizontal, light, shadow, texture, sketching, <i>gesture</i> , <i>drawing</i> , <i>value</i> , <i>proportion</i> , <i>perspective</i> | Brush, line, shape, colour, mix, vertical, horizontal, easel, watercolours, acrylic, portrait, landscape, <i>abstract</i> , <i>form</i> , <i>layering</i> , <i>still life</i> | Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure, <i>layer</i> , <i>etching engrave</i> , <i>mono-printing</i> , <i>collagraph</i> , Brush, line, shape, colour, mix, vertical, horizontal, easel, watercolours, acrylic, portrait, landscape, <i>abstract</i> , <i>form</i> , <i>layering</i> , <i>still life</i> |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Year 6

| | Year 6 | | |
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| | Learning Opportunity 1 | Learning Opportunity 2 | Learning Opportunity 3 |
| Unit of Learning | A sense of place | Express Yourself | Art Illusions |
| Purpose / intent of the unit | To learn about landscape artists, exploring their different styles and how they use perspective. To investigate ways of recreating images accurately to then create their own landscape artwork. | To explore different art techniques from design to drawing to sculpture in order for artists to express themselves (personalities and opinions). | To explore how artists create perspective in their work in order to create realistic interiors and illusions. |
| <u>KNOWLEDGE</u> National Curriculum coverage | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> | <p>Pupils should be taught:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <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> <p>About great artists, architects and designers in history.</p> |
| Outcome of the learning opportunity | To create a piece of landscape art based around the techniques of well-known landscape artists that they have studied. | To create a piece of artwork in their chosen medium to showcase who they are. | To explore and create optical art. |
| Specific vocabulary linked to the unit of learning | Brush, line, shape, colour, mix, vertical, horizontal, easel, watercolours, acrylic, portrait, landscape, <i>form, layering, still life</i> | Line, shape, colour, shading, vertical, horizontal, light, shadow, texture, sketching, gesture, drawing, value, proportion, perspective, brush, mix, portrait, landscape, abstract, form, layering, still life, roll, ball, flat, stick, make, attach, tools, clay, smooth, rough, materials, pinch, pattern, technique, sculptor, 3 dimensional, construct, observation, symmetrical, structure, silhouette, cut, attach, arrange, materials, tactile, composition, soft, cut, dye, materials, fabric, fashion, knit, stitch, design, seam, iron, applique, embroidery. | Line, shape, colour, shading, vertical, horizontal, light, shadow, texture, sketching, <i>gesture, drawing, value, proportion, perspective</i> |
| <p>Progression of Skills - Key art skills will be taught and developed alongside the art knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p> | | | |

Key art **skills and terminology** underpin the progression of our art curriculum at Neroche.

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---------|---|--|---|---|
| Drawing | <p>Children begin holding a pencil correctly and making marks using a pencil, chalk, felt tips, charcoal crayons and pastels. They might make lines, faces, patterns. Children will begin giving meaning to these marks.</p> <p>To use drawing and develop their fine motor and art techniques children can:</p> <ol style="list-style-type: none"> a) Have a range of drawing materials available in continuous provision. E.g in a mark making area. * b) Adults to model drawing skills in play c) Children to have more directed mark making opportunities e.g can you draw a picture of ...?? d) Celebration opportunities of drawing completed. | <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> a) draw lines of varying thickness; b) use dots and lines to demonstrate pattern and texture; c) use different materials to draw, for example pastels, chalk, felt tips; d) use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> a) experiment with showing line, tone and texture with different hardness of pencils; b) use shading to show light and shadow effects; c) use different materials to draw, e.g. pastels, chalk, felt tips; d) show an awareness of space when drawing; e) use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> a) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b) depict movement and perspective in drawings; c) use a variety of tools and select the most appropriate; d) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. |

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|----------|--|--|---|--|
| Painting | <p>Children can explore using a variety of different brushes to see what happens in child initiated areas. They can explore using primary schools and mixing these colours.</p> <p>To use painting in their learning children can:</p> <ol style="list-style-type: none"> Name the colours they are using Experiment with different brushes and painting tools. These brushes and painting tools need to be available for use in continuous provision.* Use resources to mix colours Have painting techniques modelled to them in play. Have celebration opportunities available. | <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. |

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------|---|--|--|--|
| Sculpture | <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.</p> <p>To use sculpture in their learning the children can:</p> <ol style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting e.g clay, straw and card. Experiment with a variety of techniques in child initiated activities. Have adults model sculpture techniques in play Have resources such as clay and playdough and sculpture tools readily available in continuous provision.* | <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ol style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ol style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. |

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Textiles | <p>Children will have the opportunity to learn and practice a variety of techniques linked to textiles, such as weaving. Children will learn how to add detail to their textiles.</p> <p>Children can:</p> <ol style="list-style-type: none"> Learn the skills in weaving Explore how textiles can be changed in colour and pattern Decorate textiles using glue and fabric pens Have textiles readily available in their continuous provision* Have adults model using textiles in play | <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>Children can:</p> <ol style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>Children can:</p> <ol 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; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. |
| Printing | <p>Children investigate and experiment with shape and pattern, looking at repeated patterns.</p> <p>Children can:</p> <ol style="list-style-type: none"> Talk about print Practise using a variety of resources e.g sponges, fruit, blocks. Practise using a range of techniques such as rolling, pressing, stamping and rubbing. Have printing opportunities readily available in their continuous provision* Have adults model how to use printing materials in their play. | <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. | <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Children can:</p> <ol style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Children can:</p> <ol style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; |

Art Skills Vocabulary

| Key Vocabulary | Drawing | Painting | Sculpture | Collage | Textiles | Print |
|---|---|--|---|--|---|--|
| EYFS | Line, shape, colour, pencils | Brush, line, shape, colour, mix | Roll, ball, flat, stick, make, plastercine, clay, tools, tape | Stick, cut, shape | Colour, Soft, cut, make, stick, | Push, press, block, print, mark make |
| Key stage 1 Elm & Beech | Line, shape, colour, shading, vertical, horizontal | Brush, line, shape, colour, mix, vertical, horizontal, easel, Watercolours, Acrylic, primary colours | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials | Stick, cut, shape, attach, pattern, arrange, materials | Colour, Soft, cut, make, stick, pattern, materials, fabric, waterproof, wet, dry, pattern | Push, press, block, print, mark make, pattern, roll, ink |
| Lower Key stage 2 Popular & Willow | Line, shape, colour, shading, vertical, horizontal, light, shadow, texture, sketching | Brush, line, shape, colour, mix, vertical, horizontal, easel, Watercolours, Acrylic, portrait, landscape, | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, pinch, pattern, technique | Stick, cut, shape, attach, pattern, arrange, materials, texture, tactile | Colour, Soft, cut, make, stick, pattern, dye, materials, texture, fabric, waterproof, wet, dry, fashion, knit, stitch, design | Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure |
| Upper Key stage 2 Pine & Oak | Line, shape, colour, shading, vertical, horizontal, light, shadow, texture, sketching, gesture, drawing, value, proportion, perspective | Brush, line, shape, colour, mix, vertical, horizontal, easel, Watercolours, Acrylic, portrait, landscape, Abstract, form, layering, still life | Roll, ball, flat, stick, make, attach, tools, clay, shape, smooth, rough, materials, pinch, pattern, technique, sculptor, 3dimensional, construct, observation, symmetrical, structure, silhouette. | Stick, cut, shape, attach, pattern, arrange, materials, texture, tactile, layer, composition | Colour, Soft, cut, make, stick, pattern, dye, materials, texture, fabric, waterproof, wet, dry, fashion, knit, stitch, design, seam, iron, applique, embroidery | Push, press, block, print, mark make, pattern, roll, ink, wax resist, stencil, lino, pressure, layer, etching engrave, mono-printing, collagraph |