



Art and Design Curriculum

Art and Design

Intent, Implementation and Impact

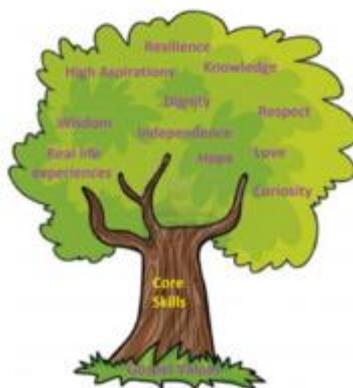
Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.

INTENT

At St. Giles' and St. George's, our Christian vision to enable all to flourish in mind, body, heart and spirit, and our gospel values guide everything we do. Through Art and Design, children explore their creativity as a reflection of God's creation and as a way to express who they are.

Our curriculum inspires curiosity, imagination, and confidence. From EYFS to Year 6, pupils build skills and knowledge step by step, learning to use different materials and techniques to share ideas and emotions.

By studying a range of artists and cultures, children learn how art shapes and reflects our world. They leave St. Giles' and St. George's with a love of creativity, a strong sense of self, and the confidence to use their talents to make a positive difference.



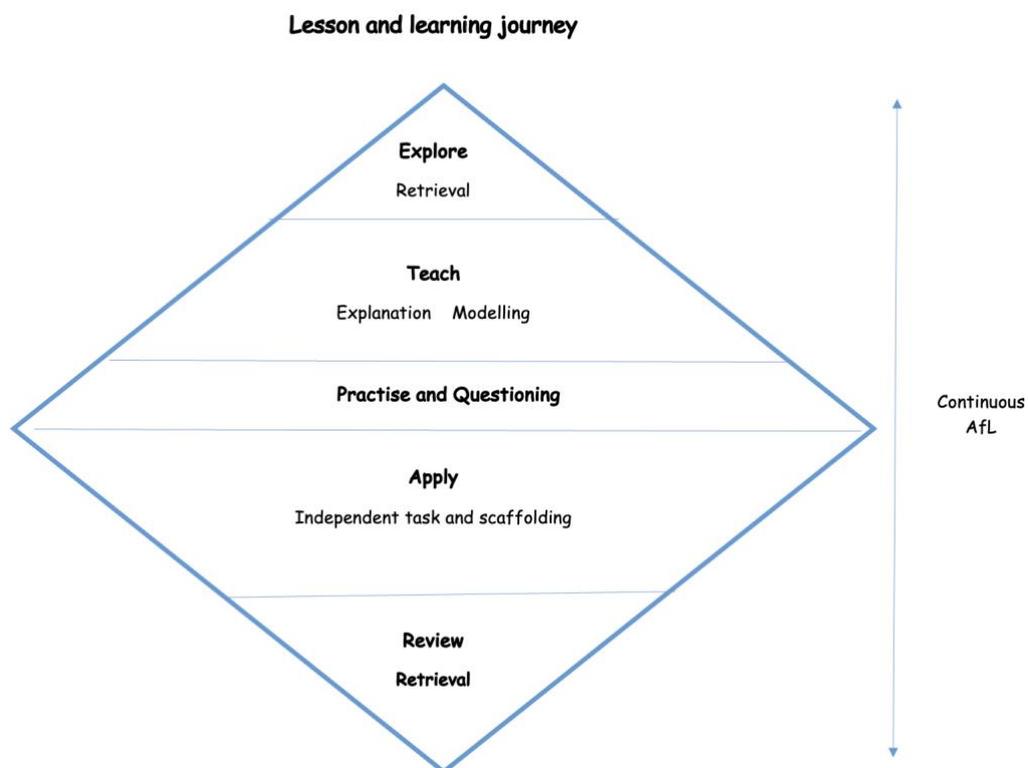
IMPLEMENTATION

Art and Design at St. Giles' and St. George's is taught through four key areas: **Drawing, Painting and Mixed Media, Craft and Design, and Sculpture and 3D**. Each unit develops:

- Generating ideas
- Using sketchbooks
- Knowledge of artists
- Evaluating and analysing
- Making skills (including formal elements)
- Knowledge of line, shape, form, texture, tone, pattern, and colour

Units follow a spiral curriculum, revisiting and building skills and knowledge in increasing complexity from EYFS to Year 6. Lessons are taught weekly or fortnightly, starting with prior learning before introducing new concepts and key vocabulary.

Each lesson follows a clear sequence: **Recall - Explore – Teach - Practise – Apply – Review**, with assessment and feedback guiding next steps. Children record their learning in sketchbooks, reflecting their progress and creative journey.



EYFS



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

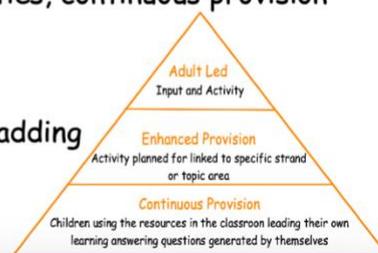
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



Art is taught as part of the Expressive Art and Design area of the EYFS learning and development. Children in Reception have an Art or DT lesson once per week, following the units on the yearly overview. Where appropriate, lessons and units will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their art skills in the enhanced and child-initiated continuous provision. Evidence of Art lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statements and ELG.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<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.

IMPACT

In addition to the outcomes on our curriculum tree, the Art and Design learning journey at St. Giles' and St. George's ensures that children will:

- | |
|---|
| <ul style="list-style-type: none"> Produce creative work, exploring and recording their ideas and experiences |
| <ul style="list-style-type: none"> Be proficient in drawing, painting, sculpture and other art, craft and design techniques |
| <ul style="list-style-type: none"> Evaluate and analyse creative works using subject-specific language |
| <ul style="list-style-type: none"> Know about great artists and the historical and cultural development of their art |
| <ul style="list-style-type: none"> Meet the end of key stage expectations outlined in the National Curriculum for Art and Design |

Formative assessment takes part in each lesson, leading to misconceptions and next steps being the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching, using the topic overview documents below. A best-fit approach to statements achieved results in an end of year summative grade.

Adaptive teaching strategies

In our Art and Design lessons, we cater for our SEN children using the following strategies.

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> Alternative methods of recording (talking tins, laptops, creative tasks) Differentiated tasks Visual supports Pre-teaching of vocabulary Teaching of key skills Timers and chunked activities 	<ul style="list-style-type: none"> Talking tins Pre-teaching language Visuals to support Now/Next Increased focus on Oracy and developing talk opportunities Thinking time Explicit instructions Makaton signs Steps to success (one task at a time) 	<ul style="list-style-type: none"> Brain and movement breaks Calm Brain Reward time Reflection areas (weighted blankets) Sensory/fidget toys Sit near to the teacher Steps to success (one task at a time) Peer buddies 	<ul style="list-style-type: none"> Own learning space (workstation) Brain breaks Appropriate seating Fidget toys Adapted resources (scissors, rulers etc.) Sloping board Alternative methods of recording Wobble cushions Use of a sensory areas (tent) Chew buddies Pencil grips/sloping boards

Gospel Values

EYFS

Loving and Compassionate

In what different ways do we celebrate the people we love?

Grateful and Generous

How can we show that we are grateful to the people who help us?

Curious and Active

Which animals live by the seaside?

Intentional & Prophetic

Why is it important to make the right choices?

Learned and Wise

How can we make sure that we keep our minds and bodies healthy?

Faith-filled and Hopeful

Can having faith help us to grow?

KS1

Loving and Compassionate

Why do children love their toys?

Grateful and Generous

How can I help people less fortunate than me?

Curious and Active

Does eating healthily help us to be active?

Attentive and Discerning

What kind of world has God made for us?

Learned and Wise

Why do we need renewable energy in the form of windmills?

Faith-filled and Hopeful

What celebrations would you find in other religions?

LKS2

Loving and Compassionate

If you make a sculpture of someone does that show that you love them?

Grateful and Generous

What did the Stone Age teach us?

Curious and Active

How does Jesus shine a light in our lives?

Attentive and Discerning

What artistic talents has God given you?

Learned and Wise

Why were the Greeks good at building?

Faith-filled and Hopeful

What effect does religious art have on our faith?

UKS2

Loving and Compassionate

How could you use art to show someone you love them?

Grateful and Generous

Who could you donate your automata toy to?

Curious and Active

Is healthy eating a way to praise God?

Attentive and Discerning

How does your card/story give joy to others?

Learned and Wise

How does Art/DT celebrate God?

Faith-filled and Hopeful

What does the past teach us about the future?

Art and Design Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Art and Design Drawing: Marvellous Me (Marvellous me)</p>   <p>What is your favourite colour and why?</p>		<p>Art and Design Painting and mixed media: Bear Hunt</p>   <p>What makes you afraid?</p>			<p>Art and Design Painting and mixed media: Commotion in the Ocean</p> 
KS1 Year A	<p>Art and Design Drawing: Making your mark</p>   <p>What makes me, me?</p>	<p>Art and Design Painting and mixed media: Colour splash</p>  <p>(History: Local Area Study - link with Clarice Cliff)</p>  <p>Do different colours have different moods?</p>			<p>Art and Design Craft and design Woven wonders</p>   <p>What is the most beautiful thing in the world?</p>	
KS1 Year B		<p>Art and Design Painting and mixed media: Life in colour</p>   <p>How does the weather affect our mood?</p>			<p>Art and Design Sculpture and 3D: Clay houses</p>  <p>(History: GFOL – make Tudor style house tiles)</p>  <p>How can I demonstrate compassion?</p>	

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

LKS2
Year A

Art and Design
Painting and mixed media:
Prehistoric paintings
 (History: Stone Age)



What does it mean that beauty is in the eye of the beholder?



Spring 1

Spring 2

Summer 1

Summer 2

LKS2
Year B

Art and Design
Drawing:
Power Prints



Art and Design
Craft and design:
Fabric of nature
 (Geography: Rainforests)



What is the purpose of the earth?



Summer 1

Summer 2

UKS2
Year A

Art and Design
Drawing:
I need space
 (Science: Space)



What else is there to discover?



Art and design
Sculpture and 3D:
Mega Materials
 (Science: Materials)



What is a perfect world? How can we make the world perfect?



Summer 1

Summer 2

UKS2
Year B

Art and Design
Painting and mixed media:
Artist study



What do you feel when you look at different types of art?



Spring 1

Spring 2

Summer 1

Summer 2

Skills and Knowledge Progression – Art and Design

General Skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Generating ideas	<ul style="list-style-type: none"> To generate ideas from a given stimulus To annotate ideas with key words 	<ul style="list-style-type: none"> To generate ideas from a range of given stimuli To record ideas with annotations from what has been taught 	<ul style="list-style-type: none"> To develop ideas independently from their own research. To record ideas and evaluations with annotations linked to research
Sketchbooks	<ul style="list-style-type: none"> To use sketchbooks to explore ideas using key vocab 	<ul style="list-style-type: none"> To use sketchbooks to record ideas and research using drawing and annotations 	<ul style="list-style-type: none"> To use sketchbooks to record observations and research, testing materials and evaluating.
Evaluating and analysing	<ul style="list-style-type: none"> To describe features of their own and other's artwork To begin to talk about how they can improve their own work 	<ul style="list-style-type: none"> To compare features of their own and other's artwork To explain how their work can be improved giving reasons from their research 	<ul style="list-style-type: none"> To discuss processes used by themselves and by other artists To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge of artists	<ul style="list-style-type: none"> To talk about art they have seen, using some appropriate subject vocabulary. To be able to make links between pieces of art. 	<ul style="list-style-type: none"> To use subject vocabulary to describe and compare creative works. To use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> To discuss the ideas and approaches of artists across a variety of disciplines To be able to describe some historical and cultural influences

Making skills (including formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<ul style="list-style-type: none"> ▪ Use a range of drawing materials to mark make ▪ To reflect surface texture through mark-making. ▪ To experiment with drawing on different surfaces ▪ To explore tone using a variety of pencil grade (HB, 2B, 4B) ▪ To show form by drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> ▪ To develop drawing through direct observation ▪ To independently select a range of drawing materials ▪ To use tonal shading ▪ To show awareness of proportion and perspective. 	<ul style="list-style-type: none"> ▪ To use a broader range of stimulus to draw from, such as architecture, culture and photography. ▪ To explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
Painting and mixed media	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. 	<ul style="list-style-type: none"> ▪ Select and use a variety of painting techniques ▪ Mix different hues of primary and secondary colours ▪ Choosing and adapting collage materials to create contrast 	<ul style="list-style-type: none"> ▪ Use paint and painting techniques to suit a purpose. ▪ Explore contrasting and complimentary colours. ▪ Add collage to a painted, printed or drawn background for effect.
Sculpture and 3D	<ul style="list-style-type: none"> ▪ Use their hands and tools to manipulate a range of modelling materials. ▪ Develop and create understanding of 3D forms to construct and model simple forms. ▪ Develop basic skills for shaping and joining clay, including exploring surface texture 		<ul style="list-style-type: none"> ▪ Use techniques to mould and form malleable materials ▪ Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). ▪ Experiment with combining found objects and recyclable material to create sculpture
Craft and design	<ul style="list-style-type: none"> ▪ Begin to develop skills such as measuring materials, cutting, and adding decoration. ▪ Follow a plan for a making process 	<ul style="list-style-type: none"> ▪ Learn a new making technique and apply it as part of their own project. ▪ Design and make creative work for different purposes 	

Knowledge (Art – formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Pattern	<ul style="list-style-type: none"> ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> ▪ Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin) ▪ Know that the starting point for a repeating pattern is called a motif, and a motif. 	<ul style="list-style-type: none"> ▪ Know that pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) ▪ Know that artists create pattern to add expressive detail to art works.
Texture	<ul style="list-style-type: none"> ▪ Know that different marks and drawing techniques (hatching, scribbling, stippling, and blending can create surface texture) can be used to represent the textures ▪ Know that collage materials can be overlapped and overlaid to add texture. 	<ul style="list-style-type: none"> ▪ Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> ▪ Know that applying thick layers of paint to a surface is called impasto, and is used by artists describe texture
Tone	<ul style="list-style-type: none"> ▪ Know that ‘tone’ in art means ‘light and dark’ 	<ul style="list-style-type: none"> ▪ Know some basic rules for shading when drawing, ▪ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> ▪ Know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images. ▪ Know that tone can help show the foreground and background in an artwork.
Colour	<ul style="list-style-type: none"> ▪ Know the primary colours and that they can be mixed to make secondary colours. 	<ul style="list-style-type: none"> ▪ Know that adding black or white creates tint or shade. ▪ Know that different amounts of paint and water can be used to mix hues of secondary colours. 	<ul style="list-style-type: none"> ▪ Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or ‘clash’ is created.
Form	<ul style="list-style-type: none"> ▪ Know that we can use wool in different ways, threading, plaiting, knotting and weaving. ▪ Know that three-dimensional art is called sculpture. 	<ul style="list-style-type: none"> ▪ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ▪ Know that simple structures can be made stronger by adding layers, folding and rolling. 	<ul style="list-style-type: none"> ▪ Know that the surface textures created by different materials can help suggest form in two-dimensional artwork. ▪ Know that the size and scale of three-dimensional artwork changes the effect of the piece.
Shape	<ul style="list-style-type: none"> ▪ Know that paper can be shaped by cutting and folding it. ▪ Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> ▪ Know that negative shapes show the space around and between objects. ▪ Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Know that a silhouette is a shape filled with a solid flat colour that represents an object.
Line	<ul style="list-style-type: none"> ▪ Know that drawing tools can be used in a variety of ways to create different lines 	<ul style="list-style-type: none"> ▪ Know that lines can represent movement in drawings. 	<ul style="list-style-type: none"> ▪ Know how line is used beyond drawing and can be applied to other art forms. ▪ Know that lines can be used by artists to control what the viewer looks at within a composition

National Curriculum Coverage - Art and Design

Key Stage 1					Key Stage 2					
Making your mark	Colour splash	Woven wonders	Clay Houses	Life in colour	Prehistoric paintings	Fabric of nature	Power prints	I need space	Mega materials	Artist study
To use a range of materials creatively to design and make products					To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.					
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination					To create sketch books to record their observations and use them to review and revisit ideas.					
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space					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].					
To learn 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 learn about great artists, architects and designers in history.					

Topic overviews (for planning and assessment)

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught		Next step skills
KS1 Drawing Making your mark			
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using a tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Use a range of drawing materials to mark make To reflect surface texture through mark-making. To experiment with drawing on different surfaces To explore tone using a variety of pencil grade (HB, 2B, 4B) To show form by drawing light/dark lines, patterns and shapes. Know that different marks and drawing techniques (hatching, scribbling, stippling, and blending can create surface texture) can be used to represent the textures Know that drawing tools can be used in a variety of ways to create different lines 		<ul style="list-style-type: none"> Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
Key Vocabulary:			
Hard Soft Thin Thick Long Rough Smooth Curve Squiggle	Short Zig zag Pen Drawing Straight Wavy Line Pencil Mark making	Horizontal Vertical Diagonal Cross-hatched Broken Waves Dots Circle Observe	Shade Shape Medium Abstract 2D Shapes 3D shapes Continuous Firmly Lightly
Shading Contrast Shadow Proportion Perspective Symmetry Parallel Highlight Composition Observational drawing			

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 Painting and mixed media Colour splash		
<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. 	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. ▪ Know the primary colours and that they can be mixed to make secondary colours. ▪ Know that collage materials can be overlapped and overlaid to add texture. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> ▪ Use paint and painting techniques to suit a purpose. ▪ Explore contrasting and complimentary colours.
Key Vocabulary:		
Dab Dot Wet Sticky Splat Glide	Squelchy Smooth Slippery Slimy Splatter Stroke Blend Hue Kaleidoscope Pattern Mix Primary colour Secondary colour	Print Shade Shape Space Texture Thick Composition Pigment Tone

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 Craft and design Woven Wonders		
	<ul style="list-style-type: none"> • Begin to develop skills such as measuring materials, cutting, and adding decoration. • Follow a plan for a making process • Know that we can use wool in different ways, threading, plaiting, knotting and weaving. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> • Learn a new making technique and apply it as part of their own project.
Key Vocabulary:		
	Artist Craft Knot Loom Plait	Thread Threading Warp Weaving Weft
	Repeat Texture Theme Pattern Designer	

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills		
KS1 Painting and mixed media Life in colour				
<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. 	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. ▪ Know the primary colours and that they can be mixed to make secondary colours. ▪ Know that collage materials can be overlapped and overlaid to add texture. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> • Use paint and painting techniques to suit a purpose. • Explore contrasting and complimentary colours. 		
Key Vocabulary:				
Dab Dot Wet Sticky Splat Glide Wipe	Squelchy Smooth Slippery Slimy Splatter Stroke	Collage Detail Primary colour Secondary colour	Surface Texture Mixing Overlap	Composition Pigment Tone

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught		Next step skills
KS1 Sculpture and 3D Clay houses			
<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. 	<ul style="list-style-type: none"> • Use their hands and tools to manipulate a range of modelling materials. • Develop and create understanding of 3D forms to construct and model simple forms. • Develop basic skills for shaping and joining clay, including exploring surface texture • Know that three-dimensional art is called sculpture. 		<ul style="list-style-type: none"> ▪ Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).
Key Vocabulary:			
Sculpture Flatten Squash Roll Pinch Smooth	Model Design 3D Join Clay	Detail Roll Flatten Smooth Slip Join Glaze Score Shape Ceramic	Casting Cut Impressing Sculpture Sculptor Surface Plaster Three Dimensional Negative space Positive space Abstract

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills			
LKS2 Painting and mixed media Prehistoric paintings					
<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. 	<ul style="list-style-type: none"> • Select and use a variety of painting techniques • Mix different hues of primary and secondary colours • Choosing and adapting collage materials to create contrast • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • Know that different amounts of paint and water can be used to mix hues of secondary colours. • Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Explore contrasting and complimentary colours. 			
Key Vocabulary:					
Blend Hue Shade Detail Surface	Primary colour Secondary colour Texture Thick Mixing	Charcoal Composition Negative image Pigment Positive image	Scaled up Sketch Smudging Tone Prehistoric Proportion	Abstract Justify Analyse Inference Tableau Translate	Convey Interpret Medium Mixed media Technique

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 Drawing Power prints		
<ul style="list-style-type: none"> ▪ Use a range of drawing materials to mark make ▪ To reflect surface texture through mark-making. ▪ To experiment with drawing on different surfaces ▪ To explore tone using a variety of pencil grade (HB, 2B, 4B) ▪ To show form by drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> ▪ To develop drawing through direct observation ▪ To independently select a range of drawing materials ▪ To use tonal shading ▪ To show awareness of proportion and perspective. ▪ Know some basic rules for shading when drawing, ▪ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. ▪ Know that lines can represent movement in drawings. ▪ Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
Key Vocabulary:		
Horizontal Vertical Diagonal Cross-hatched Broken Waves Dots Circle Observe	Shade Shape Medium Abstract 2D Shapes 3D shapes Continuous Firmly Lightly	Collaboratively Composition Collage Contrast Hatching Monoprint Mixed media Highlight
		Pattern Observational drawing Shadow Shading Proportion Print making Symmetry Parallel
		Decision Purpose Revisit Process Imagery Repetition Culture Technique Stimulus

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

LKS2

Craft and design

Fabric of nature

- | | |
|--|--|
| <ul style="list-style-type: none"> • Begin to develop skills such as measuring materials, cutting, and adding decoration. • Follow a plan for a making process • Know that we can use wool in different ways, threading, plaiting, knotting and weaving. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. | <ul style="list-style-type: none"> ▪ Learn a new making technique and apply it as part of their own project. ▪ Design and make creative work for different purpose ▪ Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) ▪ Know that the starting point for a repeating pattern is called a motif, and a motif. ▪ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ▪ Know that negative shapes show the space around and between objects. ▪ Know how to use basic shapes to form more complex shapes and patterns. |
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Key Vocabulary:

Artist
Craft
Knot
Weaving
Weft

Loom
Plait
Thread
Threading
Warp

Batik
Designer
Inspiration
Pattern
Colour palette
Imagery
Mood board

Repeat
Develop
Organic
Symmetrical
Theme
Texture
Motif

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

**UKS2
Drawing
I need space**

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| <ul style="list-style-type: none"> ▪ To develop drawing through direct observation ▪ To independently select a range of drawing materials ▪ To use tonal shading ▪ To show awareness of proportion and perspective. ▪ Know some basic rules for shading when drawing, ▪ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. ▪ Know that lines can represent movement in drawings. ▪ Know how to use basic shapes to form more complex shapes and patterns. | <ul style="list-style-type: none"> ▪ To use a broader range of stimulus to draw from, such as architecture, culture and photography. ▪ To explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. ▪ Know how line is used beyond drawing and can be applied to other art forms. ▪ Know that lines can be used by artists to control what the viewer looks at within a composition ▪ Know that a silhouette is a shape filled with a solid flat colour that represents an object. |
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Key Vocabulary:

Collaboratively
Composition
Collage
Contrast
Hatching
Monoprint
Mixed media
Highlight

Pattern
Observational drawing
Shadow
Shading
Proportion
Print making
Symmetry
Parallel

Purpose
Develop
Composition
Printmaking
Imagery
Process
Collagraph

Decision
Futuristic
Propaganda
Stimulus
Technique
Revisit
Evaluate

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

UKS2
Sculpture and 3D
 Mega materials

(KS1)

- Use their hands and tools to manipulate a range of modelling materials.
- Develop and create understanding of 3D forms to construct and model simple forms.
- Develop basic skills for shaping and joining clay, including exploring surface texture

- Use techniques to mould and form malleable materials
- Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).
- Experiment with combining found objects and recyclable material to create sculpture
- Know that the size and scale of three-dimensional artwork changes the effect of the piece.

Key Vocabulary:

Detail
 Smooth
 Shape
 Ceramic
 Casting
 Cut

Impressing
 Sculpture
 Sculptor
 Surface
 Plaster
 Three Dimensional

Abstract
 Carving
 Figurative
 Form
 Found objects
 Hollow
 Typography

Template
 Visualisation
 Organic shape
 Texture
 Secure
 Two dimensional

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

UKS2

Painting and mixed media

Artist study

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| <ul style="list-style-type: none"> • Select and use a variety of painting techniques • Mix different hues of primary and secondary colours • Choosing and adapting collage materials to create contrast • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • Know that different amounts of paint and water can be used to mix hues of secondary colours. • Know how to use basic shapes to form more complex shapes and patterns. | <ul style="list-style-type: none"> ▪ Use paint and painting techniques to suit a purpose. ▪ Explore contrasting and complimentary colours. ▪ Add collage to a painted, printed or drawn background for effect. ▪ Know that applying thick layers of paint to a surface is called impasto, and is used by artists describe texture ▪ Know that pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) ▪ Know that artists create pattern to add expressive detail to art works. ▪ Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. ▪ Know that tone can help show the foreground and background in an artwork. ▪ Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created ▪ Know that the surface textures created by different materials can help suggest form in two-dimensional artwork. |
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Key Vocabulary:

Composition
Negative image
Pigment
Positive image

Sketch
Smudging
Tone
Proportion

Abstract
Justify
Analyse
Inference
Tableau
Translate

Convey
Interpret
Medium
Mixed media
Technique

