

Art Progression

| National Curriculum Objectives | EYFS | Key stage 1 | Key stage 2 |
|--------------------------------|--|---|--|
| | <p><u>Expressive Arts and Design</u></p> <p>Creating with Materials</p> <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. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Physical Development</u></p> <p>Fine Motor Skills</p> <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. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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>Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. |

| Cycle 1 | Autumn 1 | Autumn 2 | Spring | | Summer 1 | Summer 2 |
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| KS1 – Updated 2024 | Strand/s – Drawing & Colour Media/Material – pencil, pastel and crayon Topic link – N/A Artist focus – James Rizzi | DT Focus | Strand – Texture, Print & Form Media/material – Natural resources / the outside world, paint and paper Topic link – Science (Plants) Artist focus – Andy Goldsworthy | DT Focus – Windmills Links to Form and Structure | Strand – Printing & Pattern Media/material – Paint, paper and a range of printing tools to explore Topic link – N/A Artist focus – Dan Mather & William Morris | DT Focus |
| Unit Specific Vocab | Style, artist, representation, media, thick, soft, broad, thin, narrow, fine, line, pattern, shape, crosses, zig zag, spirals, circles, primary colour, light, dark & contrasting colour. | | Texture, shape, media, form, natural materials, sculpture, rubbing, rough, spiky & design. | | Print, smudge, reverse, rotate, pressure, surface, image, score, repeat, decoration & background. | |
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| LKS2 – Updated 2024 | Strand/s – Colour Media/Material – paint and paper Topic link – History / Prehistoric Britain Artist focus – N/A | DT Focus Links to Texture with textiles 'Cushions' unit | Strand/s – Drawing Media/Material – pencil and pastels Topic link – N/A Artist focus – Paul Sezanne (still life) | DT Focus Links to Form, Texture and Structure – 'Pavilions' | Strand/s – Printing & Pattern Media/Material – press printing, paint, paper, etc Topic link – N/A Artist focus – William Morris | DT Focus |
| Unit Specific Vocab | Symbolism, care, art, print, stencils, dotting, splashing, scratching & natural. | | Sketching, crosshatching, pastel, close observation, accurate drawings, blending, shading techniques, texture, observational, pressure, line, shape, hatching, scribble, stipple, tint and tone. | | Pattern, repeated pattern, texture, symmetry, light, dark, symmetrical, colour pallet and tones | |

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| UKS2 – Updated 2024 | Strand/s – Drawing & Colour Media/Material – Pencils, maths equipment for scaling, coloured pencils and paper Topic link – N/A Artist focus – Andy Warhol / Pop Artists | DT Focus Links to Texture / Textiles 'Stuffed Toys' | Strand/s – Printing Media/Material – papyrus, paint foam sheets, carving tools, hieroglyphics and paper Topic link – Ancient Egypt Artist focus – N/A | DT Focus Links to Form 'Structures' | Strand/s – Drawing (Shading / portraits) Media/Material – Pencils and paper Topic link – N/A Artist focus – Da Vinci | DT Focus – Food Technology |
| Unit Specific Vocab | Pop art, repetition, scaling, shape, contrasting colours, vibrant, vivid, mood, WWII | | Repetition, printing, colour choice, layering, calligraphy, poster paint, cutting, scoring, stencilling, carving, relief & hieroglyphics | | Full person, Vitruvian Man, shading, sketching, proportion, stippling, cross hatching, smudging, hardness scale of pencils. | |

| Cycle 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KS1 – Updated 2024 | DT Focus | Strand/s – Texture & Colour (Decoupage) Media/Material – pencil, pastel, paint, collage, glue and scissors Topic link – History (Guy Fawkes) Artist focus – Picasso | Strand/s – Form Media/Material – Clay, clay tools and a range of decorating materials Topic link – Science (animals / habitats) Artist focus – N/A | DT Focus Links to Form with 'Moving Monsters' unit. | Strand/s – Pattern & Colour (Tessellation) Media/Material – ICT / Computing Topic link – Computing / Maths Artist focus – Bridget Riley, Escher | DT Focus 'Pouches' Links to Textiles and Texture. |
| Unit Specific Vocab | | Texture, media, pattern, glue, stick, attach, scissors, rough, smooth, layers, layering, contrast, soft, hard & materials | Clay, clay cutters, sculpting tools, shape, form, decoration, modelling, pinching, scoring, joining & texture | | Tessellation, tiles, regular shapes, honeycomb, architecture & repeating | Pattern, repeating, template & overlap |
| LKS2 – Updated 2024 | Strand/s – Form Media/Material – clay, paint, glue, etc Topic link – History / Early Civilisations Artist focus – Barbara Hepworth / Henry Moore | DT Focus Links to Texture with textiles 'Fastenings' unit | Strand/s –Colour & Pattern (pointillism) Media/Material – Paper, paint, felt tip pens, etc Topic link – N/A Artist focus – George Seurat | Strand/s – Pattern & Colour Media/Material – Pencils, felt tips, paints, pastels, coloured pencils and paper Topic link – N/A Artist focus – Andy Warhol | Strand/s – Drawing Media/Material – Pencils, watercolour, paper, etc Topic link – N/A Artist focus – Picasso | Arts Week Strand/s – Pattern (tessellation) Media/Material – ICT Topic link – Computing Artist focus – N/A DT Focus - Mechanisms |
| Unit Specific Vocab | Slip, score, form, clay, sculpt, sculpture, blend, cutting, shaping & impressing. | | Pointillism, tint, tone, shade, colour wheel, primary, secondary, George Seurat, spacing, optical illusion & graduating. | Engraving, complimentary colour, Andy Warhol, print, pop art, sketch, dark, media, pastels, printing, pattern, form, acrylic paint & roller. | Painting, primary colours, hatching, scumbling, stipple, pressure, sketching, scale, proportion, abstract, cubism, viewpoints, geometric shape, texture, soft and hard, H pencils and B pencils. | |
| UKS2 – Updated 2024 | Strand/s – Colour & Printing | DT Focus | Strand/s – Form & Texture | DT Focus | Strand/s – Drawing (monochrome) | Strand/s – Colour & Drawing |

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| | Media/Material – Water, inks, paper and Science information on planets etc Topic link – Science (Earth and Space) Artist focus – N/A | Links to Textiles, Pattern and Printing ‘Waist Coats’ Includes tie dying. | Media/Material – foil, mod roc, paint, etc Topic link – History / Ancient Greeks Artist focus – N/A | Links to Form and Structure ‘Automata Toys’ | Media/Material – Pencils, charcoal, paper and eraser Topic link – Local studies Artist focus – N/A | Media/Material – paints, inks, etc Topic link – N/A Artist focus – Van Gogh |
| Unit Specific Vocab | Marbling, colour charts, tie dying, inks, fabric, calico, surface prints, texture. | Spiral, crumple stripes. | Mod roc, head dress, twisting, looping, scrunching, mould, structure, embellishment. | Use of colour to attract target audience. | Monochrome, light, shadow, contrast, negative. | Colour, tine, mood, palette, strokes, texture, impressionist, layered, intense, modern. |

| | Drawing | Colour | Texture | Form | Printing | Pattern |
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| KS1 | Cycle 1 – Autumn 1 Cycle 2 - | Cycle 1 – Autumn 1 Cycle 2 - Autumn 2 & Summer 1 | Cycle 1 – Spring 1 Cycle 2 – Autumn 2 & Summer 2 – DT link | Cycle 1 – Spring 1 & Spring 2 DT link Cycle 2 – Spring 1 / Spring 2 DT link | Cycle 1 – Spring 1 & Summer 1 Cycle 2 - | Cycle 1 – Summer 1 Cycle 2 – Summer 1 |
| LKS2 | Cycle 1 – Spring 1 Cycle 2 – Summer 1 | Cycle 1 – Autumn 1 Cycle 2 – Autumn 2 DT links, Spring 1 & Spring 2 | Cycle 1 – Autumn 2 Textiles DT link Cycle 2 – Autumn 2 Textiles DT link | Cycle 1 – Spring 2 DT link Cycle 2 – Autumn 1 | Cycle 1 – Summer 1 Cycle 2 – | Cycle 1 – Summer 1 Cycle 2 – Spring 1, Spring 2 |
| UKS2 | Cycle 1 – Autumn 1 & Summer 1 Cycle 2 – Summer 1 & Summer 2 | Cycle 1 – Autumn 1 Cycle 2 – Autumn 1 & Summer 2 | Cycle 1 – Autumn 2 DT link Cycle 2 – Autumn 2 DT links & Spring 1 | Cycle 1 – Spring 2 DT link Cycle 2 – Spring 1 & Spring 2 DT links | Cycle 1 – Spring 1 Cycle 2 – Autumn 1 | Cycle 1 – Cycle 2 – Autumn 2 |

Vocabulary (completed by WALK Hub)

| | Drawing | Colour | Texture (inc Textiles) | Form (inc Sculpture) | Printing | Pattern |
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| EYFS | <p><u>line, lines, crosses, zig zags, spirals, circles</u></p> <p>smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard. wet, dry, flaky, fixed, mix, cut, sweep.</p> | <p>primary colours, colour, colour wheel, shade and tone, mixing, palette, combine, primary, secondary, powder paint, poster paint & create</p> | <p>Colour, marks, lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, wet, dry, flaky, fixed, mix, cut, sweep, spikes, squeeze, prod & pinch</p> | <p>Join, attach, squeeze, prod, pinch, shape & model</p> <p>In addition to this please see 'Talk Through the Day' red words in relation to art: colour mixing, hole punch, split pins, paper clips and treasury tags.</p> | <p>Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, repeating patterns, print, press, AB, AAB, ABC patterns, colours, shapes, letters, jagged, bumpy, soft and hard. wet, dry, flaky, fixed, mix, cut, sweep.</p> <p>To also include language linked to texture.</p> | <p>Repeating, print, press, colours, shapes & letters.</p> <p>Inc vocab linked to texture.</p> |
| KS1 | <p><u>Poonac Vocab Vault</u> <u>Poonac, Style, media, artist, repetition</u></p> <p><u>Texture,</u></p> <p>Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p> <p>Comparison, still life</p> | <p>Primary colours, Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright</p> <p>Secondary colours, Bright, Pointillism, Colour wash.</p> | <p>Rug canvas, wool, cotton, binka, knot, running stitch, fabric, colour, pattern, shape, texture, glue, stick, scissors, sew, needle, felt, hessian, scraps, yarn, thread, fur, tweed, silk, satin, net, weave</p> | | <p>Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p> <p>Repeat, Rotate, Mon-print, Two-tone print.</p> | |
| LKS2 | <p>Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p> <p>Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p> | <p><u>Cave Art Vocab Vault</u> <u>Primary, secondary, tertiary, cave painting, colour wheel, mixing,</u></p> <p>Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p> | <p>Mark out, join, template, plan, design, mixed media, applique, layers, combine, opinion,</p> | | <p>Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p> <p>ounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p> | |

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| | | Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon. | | | | |
| UKS2 | <p>Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p> <p>Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p> | <p>Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p> <p>Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p> | | | <p>Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p> <p>Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> | |

| | <i>By the end of Reception</i> | <i>By the end of Year 2</i> | <i>By the end of Year 4</i> | <i>By the end of Year 6</i> |
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| Drawing (Pencil, charcoal, inks, chalk, pastels, ICT software) | <p>I am beginning to use a variety of media to explore making marks.</p> <p>I can ascribe meaning to the marks I make.</p> <p>I can use my drawings to tell a story.</p> <p>I can investigate different lines. (lines, crosses, zig zags, spirals, circles)</p> <p>I will explore the textures of different media.</p> <p>My drawings of people are becoming more accurate showing some recognisable form. (E.g. circle for head)</p> | <ul style="list-style-type: none"> I can draw using a variety of tools. C1 & C2 I can explore different textures. (Clay, textile, print media, natural and manmade resources) C1, C2 & DT Link I can observe and draw landscapes. (James Rizzi) C2 I can observe and create patterns (repeating, etc) C1 & C2 I will experiment with different tools and surfaces when working with texture and form. (Clay, Goldsworthy, textiles) C1, C2 & DT Link I can record experiences and feelings through drawing. (Poonac link to emotions / PHSCE links in floor books) C1 I can discuss use of shadows and use of light and dark. (Guy Fawkes) C2 I can sketch to make quick records. (Sketch books) C1 & C2 <p>Cycle 1</p> <p>Media / material Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc).</p> <p>Topic Link Science - plants</p> <p>Artist Link Poonac, Andy Goldsworthy and Dan Mather</p> | <p>I can draw using pencils, pastels and chalks (Ben Mosely / Picasso). C1 & C2</p> <p>I will experiment with various pencils. (hardness, pressure, shading, etc). (Ben Mosely / Picasso). C1 & C2</p> <p>I can draw positive and negative shapes. (Ben Mosely / Miro) C1 & C2</p> <p>I can accurately draw people – particularly faces (Picasso) C2</p> <p>I can create a sketch as preparation for painting. (Seurat / Picasso) C1 & C2</p> <p>I can accurately use scale and proportion in my work. C1, C2 & DT Link</p> <p>I can work on a variety of scales. (A5, A4, A3 and a variety of heights and depths with form and structure) C1, C2 & DT Link</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p>Topic Link History – Prehistoric Britain</p> <p>Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material</p> | <p>I can use the effect of light on objects and people from different directions. (Da Vinci / monochrome) C1 & C2</p> <p>I can interpret the texture of a surface. (Da Vinci, Van Gogh / monochrome) C1 & C2</p> <p>I can draw positive and negative shapes. (monochrome) C2</p> <p>I can produce increasingly accurate drawings of people. (Da Vinci) C1</p> <p>I understand the concept of perspective. – (Da Vinci) C1</p> <p>I can accurately use scale and proportion in my work. (Warhol) C1</p> <p>I can use a computer to generate drawings. – Links to computing work on vector drawing C2</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p>Topic Link History – Ancient Egypt</p> <p>Artist Link Da Vinci & Andy Warhol</p> <p>Cycle 2</p> <p>Media / material</p> |

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| | | <p><u>Cycle 2</u></p> <p><u>Media / material</u> Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc), pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc)</p> <p><u>Topic Link</u> Computing Maths History (Guy Fawkes) Science (Animals / Habitats)</p> <p><u>Artist Link</u> Bridget Riley</p> | <p>Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p><u>Topic Link</u> History – Early Civilisations</p> <p><u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso</p> | <p>Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p><u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies</p> <p><u>Artist Link</u> Van Gogh</p> |
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| | <i>By the end of Reception</i> | <i>By the end of Year 2</i> | <i>By the end of Year 4</i> | <i>By the end of Year 6</i> |
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| <p>Colour</p> <p>(Painting, ink, dye, textiles, pencils, crayons, pastels)</p> | <p>I can experiment with and use primary colours.</p> <p>I can name some colours.</p> <p>I can mix colours.</p> <p>I know the names of different tools that bring colour.</p> <p>I can use a range of tools to make coloured marks on paper. (ink, pastel, paints, crayons)</p> <p>Media / material Power paints, poster paints, chalk and pastels.</p> <p>Activities: Colour wheel intro Shade and tone intro Exploring colours in provision Links to stories: mixed and colour monster Collage with colour</p> | <p>I can name all primary and secondary colours. C1 & C2</p> <p>I can mix colours. C1 & C2</p> <p>I can find collections of colour. C1 & C2</p> <p>I can apply colour with a range of tools. (Poonac) C1 & C2</p> <p>I can use white to make as many tones of a colour as possible. C1 & C2</p> <p>I can darken colour without using black. C1 & C2</p> <p>I can use colour on a large scale. – Andy Goldsworthy pieces created in the outdoor environment as groups using natural materials</p> <p>Cycle 1</p> <p>Media / material Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc).</p> <p>Topic Link Science - plants</p> <p>Artist Link Poonac, Andy Goldsworthy and Dan Mather</p> <p>Cycle 2</p> <p>Media / material Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc),</p> | <p>I can mix colours. C1 & C2</p> <p>I can make a colour wheel. C1 & C2</p> <p>I am aware of and can use different types of brushes. (Clay, Miro & Picasso) C2</p> <p>I can use new techniques such as dotting, scratching and splashing. (Seurat / William Morris) C2</p> <p>I can further explore colour – mixing, matching, tinting, toning and shading. (Picasso, Seurat, Textiles and Sezanne) C2</p> <p>I can observe colours. – In all work, focus to be on use and range of colours used</p> <p>I can use appropriate colours to reflect mood. (Picasso) C2</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p>Topic Link History – Prehistoric Britain</p> <p>Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed</p> | <p>I have knowledge of and can use colour hue, tint, tone, shades and mood. (Van Gogh, monochrome & Andy Warhol) C1, C2 & DT Link</p> <p>I am able to explore the use of texture in colour. (Van Gogh) C2</p> <p>I can use colour for a variety of purposes. (Printing, dyeing, pop art & painting) C1, C2 & DT Link</p> <p>I have knowledge of and can use colour hue, tint, tone, shades and mood. C1, C2 & DT Link</p> <p>I am able to explore the use of texture in colour. (Van Gogh & printing) C1 & C2</p> <p>I can use colour for a variety of purposes. C1 & C2</p> <p>I can use colour to express feelings. (Van Gogh) C2</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p>Topic Link History – Ancient Egypt</p> <p>Artist Link Da Vinci & Andy Warhol</p> <p>Cycle 2</p> |

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| | | <p>pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc)</p> <p><u>Topic Link</u> Computing Maths History (Guy Fawkes) Science (Animals / Habitats)</p> <p><u>Artist Link</u> Bridget Riley</p> | <p>paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p><u>Topic Link</u> History – Early Civilisations</p> <p><u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso</p> | <p><u>Media / material</u> Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p><u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies</p> <p><u>Artist Link</u> Van Gogh</p> |
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| | <i>By the end of Reception</i> | <i>By the end of Year 2</i> | <i>By the end of Year 4</i> | <i>By the end of Year 6</i> |
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| Texture (textiles, clay, sand, plaster, stone) | <p>I can handle, manipulate and enjoy using materials.</p> <p>I enjoy using my senses to explore texture. (messy play, touch, taste, smell)</p> <p>I can create a simple collage.</p> <p>I can create a simple weave.</p> <p>Media / material: Playdough, sand, paint, mud, clay & stone</p> <p>Activities: Messy play, playdough, clay diva lamps, mud kitchen & sand area</p> | <p>I can weave. C2 DT Link</p> <p>I can create a collage using natural materials inspired by the artist Andy Goldsworthy. C1</p> <p>I can sort resources according to specific qualities. (Goldsworthy / Decoupage / Textiles / Science Link) C1 & C2 DT Link</p> <p>I understand how textiles are using to create things. C1, C2 and DT Link</p> <p>I can overlap and overlay to create effects. (Goldsworthy / Clay / Decoupage) C1, C2 and DT Link</p> <p>I can do running stitches using a large eyed needle. (Textiles Pouches) C2 DT Link</p> <p>I can create simple applique work. (Textiles Pouches) C2 DT Link</p> <p>Cycle 1</p> <p>Media / material Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc).</p> <p>Topic Link Science - plants</p> <p>Artist Link Poonac, Andy Goldsworthy and Dan Mather</p> <p>Cycle 2</p> | <p>I can use smaller eyed needles and finer threads. C1, C2 and DT Link</p> <p>I can weave. (Pavillions / Decoration) DT Link</p> <p>I can use a wider variety of stitches. C1, C2 and DT Link</p> <p>I am able to observe and design textural art. (Clay / William Morris / DT) C1, C2 & DT Link</p> <p>I can experiment with creating mood, feeling and movement in my pieces of art. C1, C2 & DT Link</p> <p>I am able to compare different fabrics. C1, C2 & DT Link</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p>Topic Link History – Prehistoric Britain</p> <p>Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling,</p> | <p>I can use stories as stimuli. (Ancient Greek Gods) C2</p> <p>I can use the tie dye method of dying fabric. C2 & DT Link</p> <p>I can collage using a range of textiles. C1 & DT Link</p> <p>I can use a range of buttons, sequins and material to embellish. C1, C2 & DT Link</p> <p>I can practise different methods of joining materials. C1, C2 & DT Link</p> <p>I know about different artists who use textiles in their work. – Explored in C1 textiles unit on waistcoats when studying a range of textiles / patterns from around the world</p> <p>I am able to developing my experiences in embellishing. C1, C2 & DT Link</p> <p>I am able to apply knowledge of different techniques to express feelings. C1 & C2</p> <p>I can work collaboratively on a larger scale. – Links to DT work on Mechanisms / whole school displays or Arts Week</p> <p>Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p>Topic Link</p> |

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| | | <p><u>Media / material</u> Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc), pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc)</p> <p><u>Topic Link</u> Computing Maths History (Guy Fawkes) Science (Animals / Habitats)</p> <p><u>Artist Link</u> Bridget Riley</p> | <p>square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p><u>Topic Link</u> History – Early Civilisations</p> <p><u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso</p> | <p>History – Ancient Egypt</p> <p><u>Artist Link</u> Da Vinci & Andy Warhol</p> <p><u>Cycle 2</u></p> <p><u>Media / material</u> Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc) and charcoal.</p> <p><u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies</p> <p><u>Artist Link</u> Van Gogh</p> |
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| | By the end of Reception | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
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| <p>Form</p> <p>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> | <p>I can handle, feel and enjoy manipulating materials such as dough and clay.</p> <p>I can use materials such as dough and clay to shape, model and construct.</p> <p>I enjoy destroying (deconstructing) my models.</p> <p>Media / material: Lego, junk modelling materials, playdough, crates, tyres, large construction pieces, wooden bricks & loose parts.</p> <p>Activities: Junk modelling, playdough (fine motor), outdoor modelling (large scale) & construction</p> | <p>I can shape, form, model and construct (malleable and rigid materials) (Clay / Decoupage / DT Link / Goldsworthy) C1, C2 & DT Link</p> <p>I can use materials to make known objects for a purpose. (Clay / Decoupage / DT Link / Goldsworthy) C1, C2 & DT Link</p> <p>I am able to carve malleable materials. (Clay) C2</p> <p>I can pinch and roll coils and slabs using a modelling media. (Clay) C2</p> <p>I can make simple joins. (Clay, Paper, Card, Printing Materials) C1, C2 & DT Link</p> <p>I am aware of natural and man-made forms. (Goldsworthy / Printing / DT) C1, C2 & DT Link</p> <p>I can express personal experiences and ideas through my work. Encouraged through all work</p> <p>I can shape and form from direct observation (malleable and rigid materials). (Clay / Decoupage / DT Link / Goldsworthy) C1, C2 & DT Link</p> <p>I am able to use decorative techniques. (Clay / Decoupage / DT Link) C1, C2 & DT Link</p> <p>I can replicate patterns and textures in a 3-D form. (Clay / Decoupage / DT Link / Goldsworthy) C1, C2 & DT Link</p> | <p>I can shape, form, model and construct (malleable and rigid materials). (Clay / Textiles / Card / Construction Materials) C1, C2 & DT Link</p> <p>I understand different adhesives and methods of construction. C1, C2 & DT Link</p> <p>I can experience surface patterns / textures. (Clay / Textiles / Card / Construction Materials / DT Link) C1, C2 & DT Link</p> <p>I can discuss my own work and work of other sculptors. (Links to History / Clay / Structures) C1, C2 & DT Link</p> <p>I am able to analyse and interpret natural and manmade forms of construction.</p> <p>I can plan and develop my ideas with increasing confidence. C1, C2 & DT Link Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p>Topic Link History – Prehistoric Britain</p> <p>Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material</p> | <p>I can plan and develop my ideas with confidence. C1, C2 & DT Link</p> <p>I can shape, form, model and join with accuracy. (DT Link / Mod Roc / Foil Modelling / Construction Materials) C1, C2 & DT Link</p> <p>I can use observational skills or my imagination. (DT Link / Mod Roc / Foil Modelling / Structures) C1, C2 & DT Link</p> <p>I understand properties of media. C1, C2 & DT Link</p> <p>I can discuss and evaluate my own work and that of other sculptors with confidence.</p> <p>I can plan and develop my ideas with confidence. C1, C2 & DT Link Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal.</p> <p>Topic Link History – Ancient Egypt</p> <p>Artist Link Da Vinci & Andy Warhol</p> <p>Cycle 2</p> |

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| | | <p>I can discuss the work of other sculptors (Barbara Hepworth / Henry Moore) C2</p> <p><u>Cycle 1</u></p> <p><u>Media / material</u> Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc).</p> <p><u>Topic Link</u> Science - plants</p> <p><u>Artist Link</u> Poonac, Andy Goldsworthy and Dan Mather</p> <p><u>Cycle 2</u></p> <p><u>Media / material</u> Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc), pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc)</p> <p><u>Topic Link</u> Computing Maths History (Guy Fawkes) Science (Animals / Habitats)</p> <p><u>Artist Link</u> Bridget Riley</p> | <p>Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p><u>Topic Link</u> History – Early Civilisations</p> <p><u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso</p> | <p><u>Media / material</u> Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal.</p> <p><u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies</p> <p><u>Artist Link</u> Van Gogh</p> |
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| | By the end of Reception | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
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| Printing (found materials, fruit/veg, wood blocks, press print, lino, string) | <p>I can create rubbings</p> <p>I can print with a variety of objects</p> <p>I can print with block colours</p> <p>Media / material: Mud, sand, clay, paint & natural materials</p> <p>Activities: Printing with natural materials, paint, rubbings, mud, sand and clay.</p> | <p>I can create patterns. (Explore patterns in work / linked to Dan Maher and Bridget Riley) C1 & C2</p> <p>I am able to relief print. (Explore through use of a range of materials) C1</p> <p>I can print with a growing range of objects. (Explore through use of a range of materials) C1</p> <p>I am able to identify the different forms printing takes. C1 & C2 Cycle 1</p> <p>Media / material Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc). Topic Link Science - plants Artist Link Poonac, Andy Goldsworthy and Dan Mather</p> <p>Cycle 2</p> <p>Media / material Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc), pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc) Topic Link</p> | <p>I can relief and impress print. (Builds on work completed in KS1 / William Morris) C1</p> <p>I can record textures/patterns. (William Morris) C1</p> <p>I can monoprint. (William Morris) C1</p> <p>I can colour mixing through overlapping colour prints. (William Morris) C1</p> <p>I can interpret environmental and manmade patterns. (William Morris) C1</p> <p>I am able to modify and adapt print. (William Morris) C1 Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc). Topic Link History – Prehistoric Britain Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling,</p> | <p>I can combine prints. (Ancient Egypt / Science Linked) C1 & C2</p> <p>I can design my own prints – both multi-layered and monochrome. (Papyrus Prints / Water Surface Printing) C1 & C2</p> <p>I am able to discuss and evaluate my own work and that of others. (Evaluation section of each unit) C1 & C2</p> <p>I am able to build up images of whole or parts of items using various techniques. (Papyrus Prints / Water Surface Printing) C1 & C2</p> <p>I can impress and water transfer print. (Papyrus Prints / Water Surface Printing) C1 & C2</p> <p>I can explore printing techniques used by various artists. (Ancient Egyptian artists / Water Surface Printing artists) C1 & C2 Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal. Topic Link History – Ancient Egypt Artist Link Da Vinci & Andy Warhol</p> |

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| | | Computing Maths History (Guy Fawkes) Science (Animals / Habitats) <u>Artist Link</u> Bridget Riley | square section timber, corner triangles, glue guns, hacksaws, saw frames, etc). <u>Topic Link</u> History – Early Civilisations <u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso | <u>Cycle 2</u> <u>Media / material</u> Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal. <u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies <u>Artist Link</u> Van Gogh |
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| | <i>By the end of Reception</i> | <i>By the end of Year 2</i> | <i>By the end of Year 4</i> | <i>By the end of Year 6</i> |
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| <p>Pattern</p> <p>(paint, pencil, textiles, clay, printing)</p> | <p>I can create repeating patterns</p> <p>I can create irregular painting patterns</p> <p>I can use simple symmetry</p> <p>Media / material: Pegs, beads, counters, threading beads.</p> <p>Activities: Provocations of display – looking at the pattern in the environment, including animals. Links to maths planning.</p> | <p>I show an awareness and discussion of patterns natural and manmade. (Goldsworthy / Dan Maher / Bridget Riley) C1 & C2</p> <p>I can create repeating patterns. (Dan Maher / Bridget Riley / Tessellation / Computing Link) C1 & C2</p> <p>I can use symmetry in my art work. (Goldsworthy / Bridget Riley / Dan Maher) C1 & C2</p> <p>I can experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. (Goldsworthy / Bridget Riley / Dan Maher / Tessellation) C1 & C2</p> <p>I am able to discuss regular and irregular patterns. C1 & C2</p> <p>I can observe patterns in the environment. (Goldsworthy / Science Link) C1 Cycle 1</p> <p>Media / material Pencils, pens, felt tip pens, coloured pencils, paints, scissors, natural materials (leaves, twigs, grasses, etc), paper, card, and printing resources (string, pasta, card, etc). Topic Link Science - plants Artist Link</p> | <p>I can observe patterns in the environment. (Science Link) C1</p> <p>I can design my own patterns. (Inspired by William Morris / Joan Miro / George Seurat) C1 & C2</p> <p>I can use ICT to create patterns. – Links to Computing units of work, i.e. vector drawing, etc</p> <p>I can make patterns on a range of surfaces. (Clay / Textiles / Construction / Paper) C1 & C2</p> <p>I can use more complex symmetrical patterns in my work. (William Morris / Textiles) C1 & C2 Cycle 1</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, ready mixed paints, printing materials (string, card, glue, etc), scissors and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc). Topic Link History – Prehistoric Britain Artist Link Ben Mosley and William Morris</p> <p>Cycle 2</p> <p>Media / material Pencil, paper, sketch books, pastels, chalk, felt tip pens, water colours, ready mixed</p> | <p>I am able to create pattern for purposes with increasing confidence. (Tie Dye / Printing / Science Link / Textiles) C1, C2 & DT Link</p> <p>I can create my own abstract patterns to reflect personal experiences and expression in the style of Andy Warhol. C1</p> <p>I can use computing technology to create a range of patterns both symmetrical and non-symmetrical. (Computing Links) C1 & C2 Cycle 1</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal. Topic Link History – Ancient Egypt Artist Link Da Vinci & Andy Warhol (other Pop Art artists)</p> <p>Cycle 2</p> <p>Media / material Pencil, paper, sketch books, coloured pencils, paint, water, inks, dyes, printing materials (Calico, foam boards, carving tools, paint rollers, etc), Construction Materials (Doweling, glue guns, corner</p> |

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| | | <p>Poonac, Andy Goldsworthy and Dan Mather</p> <p><u>Cycle 2</u></p> <p><u>Media / material</u> Pencils, glue, scissors, decoupage materials (tissue paper, crepe paper, etc), pens, coloured pencils, clay, clay tools, paints, ICT / Computing equipment, paper, card, and textiles materials (felt, calico, ribbon, cotton thread, needles, threaders, etc)</p> <p><u>Topic Link</u> Computing Maths History (Guy Fawkes) Science (Animals / Habitats)</p> <p><u>Artist Link</u> Bridget Riley</p> | <p>paints, printing materials (string, card, glue, etc), scissors, clay, clay tools and DT construction materials (card, doweling, square section timber, corner triangles, glue guns, hacksaws, saw frames, etc).</p> <p><u>Topic Link</u> History – Early Civilisations</p> <p><u>Artist Link</u> George Seurat, Joan Miro and Pablo Picasso</p> | <p>reinforcement triangles, hacksaws, saw frames, tape, glue, square section timber, etc) and charcoal.</p> <p><u>Topic Link</u> Science – Earth and Space History – Ancient Greece Geography / History – Local Studies</p> <p><u>Artist Link</u> Van Gogh</p> |
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