







Art and Design

Subject Lead Mrs. K Pearson

LITTLETON GREEN COMMUNITY SCHOOL

Subject Overview



"As Art lead, my vision is that every child is encouraged to develop their artistic skills by giving them opportunities to appreciate and **express themselves** through the **diverse** range of cultures, artists, artworks, and art movements they explore."

Art and Design Curriculum Aims

- **produce** creative work, **exploring** their ideas and **recording** their experiences
- become **proficient in drawing, painting, sculpture** and other **art, craft and design techniques**
- **evaluate** and **analyse** creative works **using** the **language of art**, craft and design
- **know about great artists**, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS and Art and Design

Expressive arts and design educational programme

In EYFS, children develop their creativity and imagination through regular opportunities to explore a wide range of materials, tools and artistic experiences. High-quality exposure to music, art, stories and role-play helps them build self-expression, vocabulary and confidence. Frequent and varied creative experiences support children in understanding and responding to the world around them.

Linked Early Learning Goals:

Expressive Arts & Design – Creating with Materials:

- Explore and use a variety of materials, tools and techniques safely.
- Experiment with colour, texture, design, form and function.
- Share and talk about their creations.
- Use props and materials when role-playing stories.

Physical Development – Fine Motor:

- Use a range of small tools, including scissors and paintbrushes.

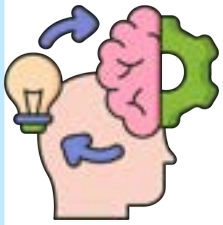
Curriculum Intent

Our Art and Design Curriculum is designed to...

encourage ALL children to explore ideas, try new techniques and express themselves creatively. It supports Littleton Green's aim to build confident, curious learners who approach challenges with resilience and imagination, while following the National Curriculum aims for developing artistic skills and understanding.

We aim for pupils to...

appreciate art as a way of communicating and understanding the world. Children learn to value different cultures and viewpoints, reflect on their work and take responsibility for improving their skills so that, by the end of each key stage, they can use a range of techniques confidently and talk about art with clarity.



Learning is sequenced so that...

skills build steadily over time, allowing all pupils to progress with confidence.

This structured approach ensures pupils revisit key techniques, deepen their knowledge and leave each stage well prepared to succeed as creative, thoughtful artists within our school community.



Curriculum Implementation

The teaching of Art and Design is supported by high-quality resources and a carefully sequenced scheme, ensuring progression in knowledge and skills.

We use Kapow Primary to support planning, while adapting lessons to our context so all pupils can access and succeed.

Art and Design Learning Journey

UNIT INTRODUCTION
Includes the big question, a significant artist/designer, and a knowledge organiser outlining prior knowledge, key techniques and tiered vocabulary.

Individual Lesson Sequence

Retrieval Practice	Hook	Core Learning	Reflection
Revisit prior knowledge, activate long-term memory and make links with current learning.	A short, engaging stimulus (big question, model, or quick investigation) to spark curiosity.	• Explicit vocabulary teaching (subject terms and talk frames) • Modelling and demonstration of techniques and processes • Guided practice with responsive scaffolds • Independent/practical making with opportunities to refine	Review learning against success criteria through discussion, critique, or applying skills in a new context.

A piece (or series) that showcases progress in technique, creative decision-making and accurate use of vocabulary, recorded in books or displays.

Lessons are adapted so all pupils, including those with SEND, EAL and disadvantaged backgrounds, can access and succeed.

Please see our page on Adaptive teaching for further information.

Curriculum Impact

We know our Art and Design curriculum works when pupils can explain key vocabulary and artistic processes, apply techniques independently and with increasing control, and create thoughtful work that shows progression over time.

Through ongoing formative checks, end-of-unit tasks, work in sketchbooks and pupil voice, we see secure knowledge retained and built upon—so pupils are well prepared for the next stage, with confident use of media, accurate terminology and purposeful creative decision-making.

Assessment Technique	What this means
 Formative Assessment	Ongoing assessment throughout lessons. This includes opportunities such as: questioning, retrieval practice, and interactive activities. Teachers observe and assess in real-time and adapt accordingly.
 Summative Assessment	End of unit quiz to assess pupils knowledge and understanding. This helps teachers understand knowledge and skills over time.
 Written Outcomes	Learning is shown in different ways, including creative tasks, labelled drawings and, when needed, short pieces of written work.
 Pupil Voice	Our learning sequence encourages children to talk, reflect and explain their thinking. Teachers use these moments to check understanding through questioning, discussion and simple recorded responses.

Inclusion and Adaptation

At Littleton Green, we want every child to feel included and inspired in Art and Design. Our curriculum helps pupils see themselves reflected in what they learn and introduces them to a wide range of artists, cultures and creative traditions. This broad exposure helps children challenge stereotypes, respect different viewpoints and understand art as a global and diverse subject.

We explore artists and art forms from many backgrounds and time periods, including painting, sculpture, textiles, craft, digital media and architecture. Pupils are encouraged to respond thoughtfully and personally to work from cultures that may differ from their own.

How We Adapt Art & Design for All Learners

Our Art and Design lessons are structured so that every child can take part and make progress. Learning is broken down into clear, manageable steps, and teachers plan tasks that can be adapted to suit different needs.
To support pupils with SEND, EAL or those who may need additional help, teachers use:

- Scaffolded tasks and flexible outcomes
- Visual supports, examples and demonstrations
- Clear, structured instructions
- Choice of materials or tools to support comfort and confidence
- Adjusted pacing to give children time to practise
- Targeted feedback and opportunities to revisit skills

These approaches help pupils grow in independence, develop confidence and feel proud of what they can create.

By increasing the challenge gradually and avoiding sudden jumps in difficulty, we ensure that every child—regardless of ability—can enjoy Art and Design and experience success.

Our aim is simple: **every pupil feels included, every pupil makes progress, and every pupil discovers the joy of being creative.**

Pupil Voice



Ella. Year 1

"I love to draw and colour at school but I really liked it in class when we made a bowl out of clay."

Lydia. Year 3

"My favourite art is painting and using the clay. We went on a trip once and made clay bowels and engraved our names into them with tools."

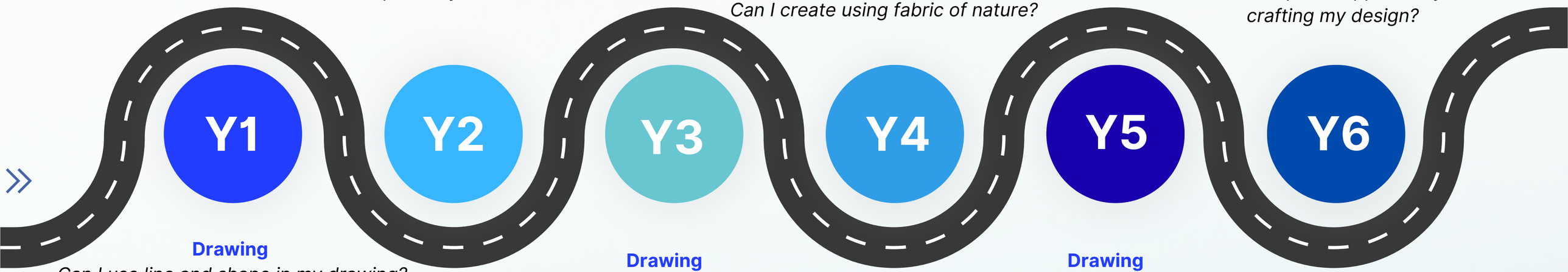
Bailen. Year 5

"We made modern art in the classroom by setting up chairs and tables and other things from around the room and photographing it. It was a brilliant lesson, such fun!"

Charlie. Year 6

"I can draw from memory. I use sketching to make sure I don't go wrong. I can help others with this. "

Art and Design Unit Overview



Y1

Drawing

Can I use line and shape in my drawing?

Painting and mixed-media

Can I colour-splash with paint in art?

Sculpture and 3D

Can I sculpt using paper?

Craft and design

Can I create woven wonders using crafts?

Y2

Drawing

Can I understand tone and texture?

Painting and mixed-media

Can I create life in colour through art?

Sculpture and 3D

Can a make a clay house?

Craft and design

Can I map out my ideas for craft?

Y3

Drawing

Can I develop my drawing skills?

Painting and mixed-media

Can I create a prehistoric style of painting?

Sculpture and 3D

Can I create using abstract, shape and space?

Craft and design

Can I create ancient Egyptian scrolls?

Y4

Drawing

Can I draw with realism, exploring tone, texture and proportion?

Painting and mixed-media

Can I use light and dark in my painting?

Sculpture and 3D

Can I sculpt using mega materials?

Craft and design

Can I create using fabric of nature?

Y5

Drawing

Can I use depth, emotion and movement in my drawing?

Painting and mixed-media

Can I create a portrait?

Sculpture and 3D

Can I use interactive installation in my sculpture?

Craft and design

Can I be an architect?

Y6

Drawing

Can I express my ideas through drawing?

Painting and mixed-media

Can I create an artist's study?

Sculpture and 3D

Can I make memories using sculpture?

Craft and design

Can I take a photo opportunity when crafting my design?

Curriculum Design

Our Art and Design curriculum is carefully sequenced so that pupils **build knowledge and skills year on year,** progressing from early exploration of materials to increasingly confident, purposeful and skilled artistic outcomes.

Core techniques, including **drawing, painting, sculpture and digital media,** are revisited and developed across each phase to ensure secure progression from EYFS to Key Stage 2.

Oracy is embedded throughout the curriculum, enabling pupils to **discuss, evaluate and justify** their creative choices using subject-specific vocabulary.

Through the study of **diverse artists, cultures and artistic traditions,** pupils gain valuable **cultural capital,** broaden their understanding of the world and develop respect for different perspectives.

The curriculum reflects our **PURPLE values**, encouraging pupils to be Proud, Unique, Reflective, Positive, Loving and Empowered in their creative journey.

It also promotes **British Values** through opportunities to celebrate diversity, respect others, express individuality and engage thoughtfully with different viewpoints.









Progression of Knowledge and skills

Year 1		Generating Ideas	Using sketchbooks	Making Skills	Knowledge of Artists	Evaluating and Analysing
Unit 1 Drawing: Can I use line and shape in my drawing?	Skills	Explore their own ideas using a range of media.	Using sketch books to explore ideas.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculpture. Make choices about which materials to use to create effect. Develop observational skills to look more closely.	Understand how artist choose materials based on their properties in order to achieve certain effects.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
	Knowledge			**Shape:** A range of common shapes so they can identify and use them in their art work. **Line:** Using different tools or the same tools in different ways create different types of lines. **Pattern:** Know a pattern is a design in which shapes, colours or lines are repeated. **Pattern:** Know lines can create pattern like zig zags and wavy lines. **Texture:** Different tools, and how they are used, create different types of marks. **Tone:** Changing pressure when drawing can create light and dark tones. **Space:** They can arrange parts of a familiar subject so their art work looks recognisable.	Some artists are influenced by things happening around them. Sometimes artist concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw.	Art is made in different ways. Art is made by all different kinds of people. An artis is someone who creates.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Pupils can explore their own ideas and make independent choices about the lines, shapes, and marks they use. This encourages creativity and supports children in expressing themselves freely through drawing.	**Reflective and Positive** Children practise using different tools and marks, learning that drawing can take time, effort, and repeated attempts to improve control and outcomes.	**Wassily Kandinsky** • Famous for abstract art using **lines, shapes, and colours** • Helps children see how simple shapes can create imaginative artwork • Links strongly to experimenting with circles, lines, and patterns	**Artist** **control** **line** **pressure** **shape**	**Visit or virtual exploration of a local gallery or online museum (e.g. Tate Kids)**

Oracy opportunities	Gallery walk talk – Display drawing around the room and discuss art shown. To be carried out at the start and end of the topic.					
Sentence stems	**Give opinions** I like my drawing because... I am proud of... because... I think this works well because... I would change... because... My favourite part is... because... I like the way I used...	**Comparing and Contrasting** This is the same as... because... This is different because... My drawing is similar to... because... This line is different from that line because... Both drawings use... but...	**Explaining Choices** I chose to use... because... I decided to add... to show... I used this material because... This helps my drawing look...	**Predict and Improve** Next time I will... because... I could improve by... If I change... it will... I think it will look better if...	**Talking like an artist** I used **texture** to make it feel... The **pattern** repeats because... I created **space** by... The **tone** is darker/lighter because...	**Discussing others' work** I like... because... I agree with... because... I think they used... to show... They could add... to improve... I can see... in their work
End product	**Klee portraits-** Developing control of tools and materials to colour portrait drawings inspired by Paul Klee.					

Progression of Knowledge and skills

Year 1		Generating Ideas	Using sketchbooks	Making Skills	Knowledge of Artists	Evaluating and Analysing
Unit 2: Painting and mixed-media Can I colour splash with paint in art?	Skills	Explore their own ideas using a range of media.	Using sketch books to explore ideas.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculpture. Make choices about which materials to use to create effect. Develop observational skills to look more closely.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
	Knowledge			**Colours:** Know that the primary colours are red, yellow and blue. **Colour:** Know primary colours can be mixed to make secondary colours. **Shape:** A range of common shapes so they can identify and use them in their artwork. **Line:** Using different tools or using the same tool in different ways can create different types of lines. **Pattern:** Know lines can create pattern like zig zags and wavy lines. **Texture:** Different tools, and how they are used, create different types of marks. **Tone:** Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.		Art is made in different ways. Art is made by all different kinds of people. An artis is someone who creates.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Mutual respect and tolerance Children learn that everyone may use colour differently and that all artwork is special. They respect each other's creative choices and ideas.	**P – Positive** Children are encouraged to have a positive attitude towards experimenting with paint, mixing colours, and trying new techniques—even if it doesn't turn out as expected.	**Jackson Pollock** • Famous for **splatter and drip painting techniques** • Perfect link to "colour splash" and expressive painting • Encourages freedom, movement, and experimentation with paint	blend hue kaleidoscope pattern mix primary colour print	secondary colour shade shape space texture thick	**Exploring famous paintings or creating a class "gallery"**

Oracy opportunities	Paint and explain					
Sentence stems	**Giving opinions:** I like my painting because... My favourite part is... because... I think this looks good because... I like the way I used... I enjoy using... because...	**Comparing and contrasting:** This is different because... This is the same because... My painting is similar to... because... This colour is different from... because... Both paintings use... but...	**Explaining choices:** I used ___ because... I chose ___ to show... I mixed ___ and ___ to make... I used this tool because... I made this effect by...	**Predict and improve:** Next time I will... because... I could improve by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Talking like an artist:** I used texture to make it look... The colours blend because... The pattern looks like... I created a shade by... I used splatter to show...	**Discussing others work:** I like ___ because... I agree with ___ because... they used ___ to show... One thing they did well was... They could add ___ to improve...
End product	**Clarise Cliff plates-** Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.					

Progression of Knowledge and skills

Year 1		Generating Ideas	Using sketchbooks	Making Skills	Knowledge of Artists	Evaluating and Analysing
	Skills	Explore their own ideas using a range of media.	Using sketch books to explore ideas.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculpture. Explore and analyse a wider variety of ways to join and fix materials in place.		Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
	Knowledge			**Form:** Know paper can change from 2D to 3D by folding, rolling and scrunching it. **Form:** Know that 3D art is called sculpture. **Shape:** A range of common shapes so they can identify and use them in their artwork. **Shape:** Know paper can be shaped by cutting and folding it. **Space:** They can arrange parts of a familiar subject so their art work looks recognisable.	Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw.	Art is made in different ways. Art is made by all different kinds of people. An artis is someone who creates.

Unit 3 Sculpture and 3D Can I sculpt using paper?	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
	Democracy Children can share ideas, make choices about how to shape their paper, and take turns discussing and evaluating each other's sculptures, listening to everyone's voice	**E – Empowered** Children feel confident to manipulate materials (fold, roll, bend, cut) and make independent decisions about how to build their sculptures.	**Antony Gormley** • A British sculptor known for **3D human forms and structures** • Helps children understand sculpture as something that exists in space • Links to exploring shape, form, and arrangement	bend fold overlap roll sculpture scrunch spiral three dimensional (3D) zig-zag	**Exploring sculptures in the environment or galleries**

Oracy opportunities	Gallery Walk. Pupils present their work to the class, explain materials, shapes and meaning.					
Sentence stems	**Giving Options** I like my sculpture because... My favourite part is... because... I think this looks good because... I like the way I used... I enjoy using paper because...	**Comparing and Contrasting** This is different because... This is the same because... My sculpture is similar to... because... This shape is different from... because... Both sculptures have... but...	**Explaining Choices** I used ___ because... I chose to bend/fold/roll because... I made this shape by... I joined the paper by... I chose this material because...	**Predict and Improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will be stronger if... I will try ___ next time	**Talking like and artist** My sculpture is 3D because... I used overlap to... I bent the paper to make... The shape looks like... I made a structure by...	**Discussing others' work** I like ___ because... I agree with ___ because... I think they made this by... One thing they did well was... They could change ___ to improve...
End product	**Giant spider model- Practising using a sponges and brushes for painting large areas, then finishing and decorating the class sculpture.**					

Progression of Knowledge and skills

Year 1		Generating Ideas	Using sketchbooks	Making Skills	Knowledge of Artists	Evaluating and Analysing
Unit 4 Craft and design Can I create woven wonders using crafts?	Skills	Explore their own ideas using a range of media.	Using sketch books to explore ideas.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculpture. Make choices about which materials to use to create effect. Develop observational skills to look more closely. Explore and analyse a wider variety of ways to join and fix materials in place.	Describe similarities and differences between practices in Art and design, eg painting and sculpture and link to own work.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
	Knowledge			Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it.	Some artists are influenced by things happening around them. Sometimes artist concentrate on how they are making something rather than what they make. Artists choose materials that suit what they want to make or draw. Artists choose materials that suit what they want to make or draw.	Art is made in different ways. Art is made by all different kinds of people. An artis is someone who creates. Craft is making something creative and useful.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Mutual Respect and Tolerance Children explore craft traditions and understand that different people and cultures create different types of woven and crafted work. They learn to value and respect these differences	L – Loving Children take care with materials, share resources, and show pride and appreciation for their own and others' creations.	Anni Albers • A textile artist known for **weaving** • Helps children understand that fabric and weaving are forms of art • Links strongly to pattern, texture, and craft techniques	art artist craft knot loom plait	thread threading warp weaving weft	**Exploring weaving and crafts from different cultures** Looking at baskets, fabrics, and woven materials from around the world Helps children see craft as part of history and everyday life

Oracy opportunities	Weave and Explain- partner work. Pupils weaving using paper or thread, pause half way and explain to a partner.					
Sentence stems	Giving Opinions I like my craft because... My favourite part is... because... I think this looks good because... I like the way I used... I enjoyed weaving because...	Comparing and Contrasting This is different because... This is the same because... My weaving is similar to... because... This pattern is different from... because... Both crafts use... but...	Explaining choices I used ___ because... I chose this material because... I made the pattern by... I used over and under (weaving) because... I chose these colours to show...	Predict and Improve I used ___ because... I chose this material because... I made the pattern by... I used over and under (weaving) because... I chose these colours to show...	Talking like an artist I used warp and weft to... The pattern repeats because... I tied a knot to... I created a pattern by... This is weaving because...	Discussing others' work I like ___ because... I agree with ___ because... I think they used ___ to show... One thing they did well was... They could change ___ to improve...
End product	Fibre art- **Combining fibre art skills learned during the unit and creating a finished weaving on their box looms**					

Progression of Knowledge and skills

Year 2		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 1 Drawing Can I understand tone and texture?	Skills	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.
	Knowledge			Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. **Shape:** Shapes can be organic (natural) and irregular. **Shape:** Patterns can be made using shapes. **Shape:** Objects can be recreated by identifying and combining basic shapes. **Line:** Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. **Pattern:** Patterns can be used to create texture. **Texture:** Texture means 'what something feels like.' **Texture:** Different marks can be used to represent the textures of objects. **Space:** 'Composition' means how things are arranged on the page. **Space:** Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	Some artists create art to make people aware of good and bad things happening in the world around them. Artists use line and tone to show how people feel. Artists try out different combinations of collage materials to create the effect they want.	People make art to share their feelings. People make art to explore an idea in different ways.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual Liberty Children explore and express their own ideas using tone and texture, making independent choices about how their drawings look	**R – Reflective** Children look carefully at their work and others' work, thinking about how they can improve tone (light/dark) and texture in their drawings	**Vincent van Gogh** Famous for using **texture and expressive brushstrokes/marks** Great example of how marks and shading create feeling and depth Links clearly to exploring tone and texture	grip mark making materials refine	shading sketch texture tone	**Studying famous paintings with visible texture and tone** - Children explore artworks (e.g. Van Gogh paintings) and notice brushstrokes and shading Virtual visits to galleries such as The National Gallery

Oracy opportunities	Light and Dark Compare Task- Pupils compare 2 drawings, focus on tone differences.					
Sentence stems	**Giving opinion** I like my drawing because... My favourite part is... because... I think this looks effective because... I like the way I used... I enjoyed drawing because...	**Comparing and contrasting** This is different because... This is similar because... My drawing is similar to... because... The texture is different from... because... Both drawings show... but...	**Explaining choices** I used ___ because... I chose this technique because... I created tone by... I made texture by... I changed the pressure to...	**Predict and improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One thing they did well was... They could add ___ to improve...	**Talking like an artist** I created tone by... The shading is darker/lighter because... The texture looks... because... I used different marks to... This part shows light/dark because...
End product	**Observational drawing/digital photo-** Applying an understanding of tone and texture to create an observational drawing.					

Progression of Knowledge and skills

Year 2		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 2 Painting and mixed-media Can I create life in colour through art?	Skills	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Use sketchbooks to help make decisions about what to try out next.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.
	Knowledge			**Colour:** Different amounts of paint and water can be used to mix hues of secondary colours. **Colour:** Colours can be mixed to 'match' real life objects or to create things from your imagination. **Shape:** Collage materials can be shaped to represent shapes in an image. **Shape:** Patterns can be made using shapes. **Shape:** Objects can be recreated by identifying and combining basic shapes. **Pattern:** Patterns can be used to create texture. **Texture:** Collage materials can be chosen to represent real-life textures. **Texture:** Collage materials can be overlapped and overlaid to add texture. **Texture:** Painting tools can create varied textures in paint. **Tone:** Different amounts of paint and water can be used to mix hues of secondary colours. **Space:** 'Composition' means how things are arranged on the page.		

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Mutual Respect and Tolerance Children understand that artwork can represent different ideas, cultures, and stories. They respect and value how others choose to express themselves through colour and materials.	**Unique** Children learn that their artwork is personal and individual. They use colour and mixed media to create something that reflects **their own ideas and imagination**	**Pablo Picasso** Explored **different styles, colours, and abstract art** Shows children that art does not have to look realistic	collage detail mixing overlap	primary colour secondary colour surface texture	**Exploring abstract and figurative art in galleries (real or virtual)** Children see how artists represent real life and imagination differently Encourages discussion about meaning, stories, and feelings in art

Oracy opportunities	Texture Talk- Investigation- Explore collage materials, describe how it feels, looks like					
Sentence stems	**Giving opinions** I like my artwork because... My favourite part is... because... I think this looks effective because... I like the way I used... I enjoyed using different materials because...	**Comparing and contrasting** This is different because... This is similar because... My artwork is similar to... because... The colours are different because... Both pieces use... but...	**Explaining choices** I used ___ because... I chose these materials because... I mixed ___ and ___ to create... I made texture by... I layered materials to...	**Predict and Improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Talking like an artist** I blended colours to... The texture looks... because... I layered materials to create... The pattern repeats because... I used light and dark tones to...	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One thing they did well was... They could add ___ to improve...
End product	**Christmas theme collage creation- Using colour mixing skills to produce a painting in the style of Gillian Ayres.**					

Progression of Knowledge and skills

Year 2		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 3 Sculpture and 3D Can a make a clay house?	Skills	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.
	Knowledge			**Form:** Pieces of clay can be joined using the 'scratch and slip' technique. **Form:** A clay surface can be decorated by pressing into it or by joining pieces on. **Shape:** Patterns can be made using shapes. **Shape:** Objects can be recreated by identifying and combining basic shapes. **Line:** Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. **Texture:** Different marks can be used to represent the textures of objects. **Space:** Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.	People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual Liberty Children are encouraged to design and build their own clay house, making independent choices about shape, structure, and decoration.	**Positive** Children develop a positive attitude towards working with clay, understanding that techniques like joining and shaping may take practice and perseverance.	**Antoni Gaudí** Famous for building imaginative, detailed structures (e.g. Sagrada Familia, Park Güell) Uses unusual shapes and textures that link well to clay modelling	flatten pinch pot roll score	sculpture shape slip surface	Exploring buildings and architecture (local and global)

Oracy opportunities	How did you build it? Talk- Pupils question each other's techniques.					
Sentence stems	**Giving opinions** I like my sculpture because... My favourite part is... because... I think this looks effective because... I like the way I shaped... I enjoyed using clay because...	**Comparing and contrasting** This is different because... This is similar because... My sculpture is similar to... because... This shape is different from... because... Both houses have... but...	**Explaining choices** I used ___ because... I shaped the clay by... I joined the clay using... I used scoring and slip because... I added details by...	**Predict and Improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will be stronger if... I will try ___ next time	**Talking like an artist** I used the pinch/roll method to... I scored the surface to... The shape looks like... I added texture by... My sculpture is 3D because...	**Discussing other work** I like ___ because... I agree with ___ because... I think they used ___ to show... One thing they did well was... They could add ___ to improve...
End product	**Design a house tile**-Rolling, joining and pressing into clay to create 3D houses tiles.					

Progression of Knowledge and skills

Year 2		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 4 Craft and Design Can I map out my ideas for craft?	Skills	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas.	Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.
	Knowledge			**Shape:** Shapes can be organic (natural) and irregular. **Texture:** Collage materials can be chosen to represent real-life textures. **Space:** 'Composition' means how things are arranged on the page.	Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Democracy Children share and discuss their ideas, contribute to design choices, and listen to others when planning and creating craft work from a brief.	**Empowered** Children feel confident to plan, design, and create their own craft work, making decisions about materials, shapes, and layout.	**William Morris** Famous for patterns and decorative design	abstract composition curator design brief evaluate gallery	imaginary inspired layer material mosaic overlap	pattern relief shape stained glass texture three-dimensional (3D) two-dimensional (2D)	Exploring design in everyday life (patterns, fabrics, wallpaper, products)

Oracy opportunities	Improve my design- Reflection: Pupils evaluate their design before making the final piece.					
Sentence stems	**Giving opinions** I like my design because... My favourite part is... because... I think this design works well because... I like the way I arranged... I enjoyed planning my design because...	**Explain choices** I used ___ because... I chose these shapes because... I arranged the design by... I repeated this pattern to... I placed this here because...	**Compare and contrast** This is different because... This is similar because... My design is similar to... because... This pattern is different from... because... Both designs use... but...	**Talking like an artist** My composition shows... The pattern repeats because... I arranged the shapes to... This is abstract because... I created a design by...	**Predict and improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One thing they did well was... They could change ___ to improve...
End product	**Create a class gallery experience**-Evaluating the success of their collaborative and individual artworks against the original design brief; making choices about how to organise and display their artworks in a classroom gallery.					

Progression of Knowledge and skills

Year 3		Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 1 Drawing Can I develop my drawing skills?	Skills	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.		Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
	Knowledge		**Form:** Three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). **Line:** Combining more complex lines and marks can represent texture, tones and patterns. **Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. **Tone:** 'Tone' in art means 'light and dark'. **Tone:** Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. **Tone:** Shading creates different tones in artwork by changing the applied pressure. **Tone:** Shading helps make drawn objects look realistic by giving them form (dimension). **Space:** Careful observation helps them decide how to place objects and shapes to create a clear composition.	Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.	Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual Liberty Children develop their own drawing style, making independent choices about how to use tone, texture, and shading to represent form and communicate ideas.	**Reflective** Children evaluate and refine their drawing techniques, thinking carefully about how tone, texture, and composition improve their work.	**Leonardo da Vinci** Famous for detailed **sketches and observational drawings** Master of **tone, shading, and form** Excellent example of using drawing to study the world and improve accuracy	blend even tones observation organic	**Studying sketchbooks and observational drawings from great artists**

Oracy opportunities	Be the Artist- role play. Pupils present work as an artist, explaining techniques and idea they used Leonardo da Vinci)					
Sentence stems	**Talk like an artist** I created tone using... The shading creates form because... The texture looks... because... I blended tones to... This drawing shows form because...	**Predict and improve** Next time I will... because... I could improve by... If I change ___ it will... I think it will look more realistic if... I will refine ___ next time	**Explaining choices** I used ___ because... I chose this technique because... I created tone by... I developed texture by... I observed ___ carefully to...	**Comparing and contrasting** This is different because... This is similar because... My drawing is similar to... because... The tone is different because... Both drawings show... but...	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One strength of this drawing is... They could refine ___ to improve...	**Giving opinions** I like my drawing because... My favourite part is... because... I think this is effective because... I like the way I used tone to... I enjoyed drawing from observation because...
End product	**Cave wall painting- Hands on a cave wall. Handprints onto a textured background as a collaborative piece of prehistoric art**					

Progression of Knowledge and skills

Year 3		Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 2 Painting and Mixed media Can I create a prehistoric style of painting?	Skills	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
	Knowledge		**Shape:** Negative shapes show the space around and between objects. **Line:** Combining more complex lines and marks can represent texture, tones and patterns. **Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. **Tone:** Shading creates different tones in artwork by changing the applied pressure. **Tone:** Shading helps make drawn objects look realistic by giving them form (dimension).	Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed.	Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Mutual respect and tolerance Children will value each other's ideas and cultural perspectives, and show. **individual liberty** Children will make their own creative choices in their artwork.	**Reflective** – Pupils think carefully about their artwork, make improvements, and learn from both their own ideas and others' work to develop their creativity	**Lascaux** Recognising how their work helps us understand life in the past and the origins of artistic expression. **Lascaux cave paintings** provide a powerful real-world example of prehistoric art, helping pupils understand how early humans used natural materials to create images of animals and tell stories.	charcoal composition negative image pigment positive image prehistoric	proportion scaled up sketch smudging texture tone	**Studying prehistoric times art** Children develop an understanding of prehistoric life by exploring cave paintings and how early humans used art to communicate stories and experiences.

Oracy opportunities	Make and Tell- children paint or draw, stop and tell their partner what they are doing.					
Sentence stems	**Giving opinions** I like my artwork because... My favourite part is... because... I think this looks good because... I like the way I used... I enjoyed making this because...	**Compare and contrast** This is different because... This is the same because... My artwork is similar to... because... This looks different from... because... Both pictures show... but...	**Explaining choices** I used ___ because... I chose ___ to show... I made this effect by... I changed the colour by... I added detail by...	**Predict and improve** Next time I will... because... I could make this better by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Talking like an artist** I used shading to make it darker/lighter The texture looks... because... I used smudging to... This picture shows... I created this by...	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One good thing is... They could make it better by...
End product	**Tells a story-large/small art**- Exploring how art can be made for different purposes and places and creating a small-scale idea to help think about art in a larger format.					

Progression of Knowledge and skills

Year 3		Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 3 Sculpture and 3D Can I create using abstract, shape and space?	Skills	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.
	Knowledge		**Colour:** Using light and dark colours next to each other creates contrast. **Form:** Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). **Form:** Organic forms can be abstract. **Shape:** Negative shapes show the space around and between objects. **Shape:** Artists can focus on shapes when making abstract art.	Artists make decisions about how their work will be displayed.	Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be. People can have their own opinions about art, and sometimes disagree.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual liberty Making their own creative choices when designing and constructing their sculptures.	**Reflective** – Pupils evaluate their sculptures, make changes, and think carefully about how shape and space improve their final piece.	**Barbara Hepworth**, understanding how her abstract sculptures explore shape, space, and form, and how her work has influenced modern sculpture	abstract found objects negative space positive space	Sculptor sculpture structure three-dimensional	**Exploring abstract sculpture** The children will be learning that art does not always represent real-life objects and can express ideas, shapes, and emotions in different ways across cultures and time periods.

Oracy opportunities	**Gallery walk. Pupils present their work to the class, explain materials, shapes and meaning.**					
Sentence stems	**Explaining choices** I used ___ because... I chose ___ to show... I made this effect by... I changed the colour by... I added detail by...	**Compare and contrast** This is different because... This is the same because... My artwork is similar to... because... This looks different from... because... Both pictures show... but...	**Giving opinions** I like my artwork because... My favourite part is... because... I think this looks good because... I like the way I used... I enjoyed making this because...	**Talking like an artist** I used shading to make it darker/lighter The texture looks... because... I used smudging to... This picture shows... I created this by...	**Predict and improve** Next time I will... because... I could make this better by... If I change ___ it will... I think it will look better if... I will try ___ next time	**Discussing others work** I like ___ because... I agree with ___ because... I think they used ___ to show... One good thing is... They could make it better by...
End product	**Create an abstract sculpture-** Applying what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.					

Progression of Knowledge and skills

Year 3		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 4 Craft and design Can I create ancient Egyptian scrolls?	Skills	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.	
	Knowledge			Line: Combining more complex lines and marks can represent texture, tones and patterns. Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.	People make art to explore big ideas, like death or nature. One artwork can have several meanings.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Mutual respect and tolerance. The children will be learning about Ancient Egyptian culture and valuing beliefs and traditions different from their own, while showing individual liberty Also through their own creative interpretations in their designs	Reflective – Pupils think carefully about their designs, patterns, and use of line, improving their work and considering how meaning is shown in their final scrolls	Ancient Egyptian scribes. The children will be recognising their important role in recording information and creating detailed scrolls using symbols and patterns that communicated ideas across time.	ancient audience civilisation colour composition convey design	Egyptian fold imagery inform layout material painting	papyrus pattern process scale scroll sculpture shape	**Exploring Ancient Egyptian art and symbolism.** Understanding how scrolls, patterns, and hieroglyphics were used to communicate meaning, beliefs, and stories in the past.

Oracy opportunities	Historical connection talk. Pupils discuss what we can learn from the ancient Egyptians use of symbols instead or words.					
Sentence stems	Generating ideas I was inspired by Ancient Egyptian _____ because it shows _____ and helped me design...	Materials and process I used _____ materials (e.g. paper/papyrus effect) because they helped me create...	Line and pattern I used lines and patterns to represent _____ and to create a sense of...	Imagery and symbolism The symbols/images in my scroll represent _____ because in Ancient Egypt they meant...	Artist/craftsperson influences Ancient Egyptian scribes influenced my work by _____, and I included this by...	Evaluation and improvement If I improved my scroll, I would change _____ to make the meaning clearer/more detailed...
End product	Make a zine- **Creating a contemporary response (zine) to share learning about the Ancient Egyptians and their art.**					

Progression of Knowledge and skills

Year 4		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 1 **Drawing** Can I draw with realism, exploring tone, texture and proportion?	Skills	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Use subject vocabulary confidently to describe and compare creative works.	Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
	Knowledge			**Form:** Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. **Shape:** How to use basic shapes to form more complex shapes and patterns. **Line:** Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. **Texture:** Complex marks can represent the textures and qualities of different surfaces. **Tone:** Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. **Tone:** Tone can create contrast between light and dark, adding shadows and highlights to an artwork. **Space:** Objects can appear in the foreground or background and size can be used to show distance.	Artists use drawing to plan ideas for work in different media.	Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Artists evaluate what they make and talking about art is one way to do this.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual liberty The children will be developing their own drawing style and creative choices, and show.	**Positive** – Pupils show a positive attitude by persevering with challenging techniques such as proportion and shading, building confidence and resilience in their drawing skills	**Leonardo da Vinci** Recognising how his detailed observational drawings and understanding of proportion have influenced realistic art and scientific study.	collage composition form highlight	proportion shadow three-dimensional	**Realistic drawing techniques.** The children will be understanding how artists use tone, texture, and proportion to represent the world accurately and communicate ideas across time and cultures.

Oracy opportunities	Think-Pair-Share. Pupils observe an object or art work and discuss with a partner, I noticed that... The texture looks...					
Sentence stems	**Describing techniques** *I used _____ to create _____ in my drawing.* *The use of light and dark tones helped to show _____.*	**Explaining processes** *First, I started by _____, then I _____ to improve my work.* *I developed my idea further by _____*	**Evaluating own work** *One strength of my drawing is _____ because _____.* *Next time, I would improve my work by _____.*	**Comparing artists or works** *This artwork is similar to _____ because _____.* *Unlike _____, my drawing shows _____*	**Discussing key concepts** (proportion, realism) *I showed proportion by _____.* *My drawing looks realistic because _____.*	**Making artistic choices** *I chose to use _____ because _____.* *The materials I used helped to create _____.*
End product	**Create a collaborative piece of art using tone, texture and correct proportion- Exploring artwork that is made in different ways; creating a collaborative piece of artwork inspired by an artist.**					

Progression of Knowledge and skills

Year 4		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 2 Painting and Mixed-media Can I use light and dark in my painting?	Skills	Generate ideas from a range of stimuli, using research and evaluation of techniques to	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.
	Knowledge			**Colour:** Adding black to a colour creates a shade. **Colour:** Adding white to a colour creates a tint. **Form:** Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. **Shape:** How to use basic shapes to form more complex shapes and patterns. **Line:** Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. **Texture:** Complex marks can represent the textures and qualities of different surfaces. **Tone:** Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. **Tone:** Tone can create contrast between light and dark, adding shadows and highlights to an artwork.		Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty The children will be making their own creative choices when using light and dark in their artwork.	**Proud** – Pupils take pride in developing their control of tone and confidently present artwork that shows growing skill and creativity.	**Caravaggio** The children will be recognising how his dramatic use of light and shadow (chiaroscuro) creates powerful effects and influences how stories and emotions are shown in art.	abstract composition contrasting dabbing paint detailed figurative formal grid	landscape mark-making muted paint wash patterned pointillism portrait	shade shadow stippling paint technique texture three dimensional (3D)	**Exploring how artists use light and dark (tone)** The children will create mood, depth, and meaning, understanding how these techniques are used across different art forms and time periods.

Oracy opportunities	Compare and contrast discussion. Compare 2 paintings (students and artists). Both paintings use... However one is more effective because...					
Sentence stems	**Describing techniques** (Tone, Shade, Tint, Contrast) *I created a darker tone by _____.* *I used contrast to show _____ in my painting*	**Explaining processes** (How I worked with paint and media) *First, I mixed _____ to create _____.* *I improved my work by adding _____ to show light and dark.*	**Evaluate own work** *A strength of my painting is _____ because _____.* *Next time, I will change _____ to improve _____.*	**Comparing Artists/Style** (such as Caravaggio) *This painting is similar to Caravaggio's work because _____.* *Unlike _____, my artwork uses light and dark to _____.*	**Discussing key concepts** (light, mood, composition) *The light in my painting creates a mood of _____.* *I used composition to draw attention to _____.*	**Making artists choices** (materials and meaning) *I chose to use _____ because it helps show _____.* *My artwork communicates _____ through the use of light and dark*
End product	**Still life art- Create a still life painting in their own style.**					

Progression of Knowledge and skills

Year 4		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 3 Sculpture and 3D Can I sculpt using mega materials?	Skills	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece.
	Knowledge			**Form:** Simple 3D forms can be made by creating layers, by folding and rolling materials. **Shape:** How to use basic shapes to form more complex shapes and patterns. **Tone:** Tone can create contrast between light and dark, adding shadows and highlights to an artwork.	Art can communicate powerful statements about right and wrong. How and where art is displayed has an effect on how people interpret it. Artists can choose particular materials to communicate a message.	Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual liberty The children will be making creative choices when designing and constructing with large-scale materials. **Mutual respect and tolerance.** The children will be discussing and valuing different interpretations and ideas in sculpture.	**Empowered** – Pupils feel empowered to experiment with materials and scale, confidently creating bold sculptures that express their own ideas and messages.	**Antony Gormley** The children will be recognising how his large-scale sculptures explore space, the human form, and how art interacts with the environment and audience.	abstract bending carving ceramics form joining organic recycled	sculpture surface three-dimensional (3D) twisting two-dimensional (2D) wire	**Exploring large-scale and public sculptures.** The children will be understanding how art can communicate powerful messages, influence communities, and be displayed in different environments.

Oracy opportunities	Design pitch (before making)- Pupils present their sculpture ideas to the class. My sculpture will be made from…. It will stand… be displayed…					
Sentence stems	**Describing techniques** (form, shape, structure) *I created form by _____ (bending/folding/joining) _____.* *The shape of my sculpture is _____ because _____.*	**Explaining processes** (making and constructing) *First, I constructed _____, then I added _____ to strengthen it.* *I changed my design by _____ to improve the structure.*	**Evaluating own work** *One strength of my sculpture is _____ because _____.* *Next time, I would improve it by _____ (e.g. making it stronger / clearer in meaning)*	**Comparing artists/style** (Anthony Gormley) *My sculpture is similar to Anthony Gormley's work because _____.* *Unlike Gormley, my sculpture focuses on _____.*	**Discussing key concepts** (space, scale, meaning) *My sculpture interacts with space by _____.* *The large/small scale makes the viewer feel _____.*	**Making artistic choices** (materials and message) *I chose to use _____ materials because _____.* *My sculpture communicates _____ through its form and materials.*
End product	**Create a recycled piece of art-** Taking inspiration from the work of sculptor El Anatsui, children explore different ways to join recycled materials to create their own 3D piece					

Progression of Knowledge and skills

Year 4		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 4 Craft and Design Can I create using fabric of nature?	Skills	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does, by collating ideas to generate a theme.	Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
	Knowledge			**Shape:** How to use basic shapes to form more complex shapes and patterns. **Pattern:** Patterns can be irregular, and change in ways you wouldn't expect. **Texture:** Complex marks can represent the textures and qualities of different surfaces.	Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.	Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty The children will be making their own creative choices when designing with fabric and natural forms.	**Unique** – Pupils celebrate their individuality by creating original designs inspired by nature, using their own ideas to produce distinctive and creative outcomes.	**William Morris.** The children will be recognising how his nature-inspired patterns and textile designs have influenced decorative arts and design over time.	batik colour palette craft craftsperson design develop designer	imagery industry inspiration mood board organic pattern repeat	repeating rainforest symmetrical texture theme	**Exploring how designers use nature as inspiration** Understanding how patterns, textures, and shapes from the natural world influence art, fashion, and everyday design.

Oracy opportunities	Vocabulary talk challenge. Pupils must use pattern, texture, repeat, organic, symmetrical, design- e.g. explain the symmetrical pattern.					
Sentence stems	**Explaining process** (design and making) *First, I designed _____, then I used _____ to create it.* *I developed my idea by changing _____ to improve my design.*	**Describing technique** (pattern, shape, texture) *I created this pattern by _____ (repeating/arranging) _____.* *The texture in my design feels/looks _____ because _____*	**Comparing artists/designers** (William Morris) *My design is similar to William Morris' work because _____.* *Unlike Morris, my design uses _____.*	**Discussing key concepts** (nature, pattern, inspiration) *I was inspired by _____ from nature.* *The repeating pattern creates _____*	**Making creative choices** (materials and purpose) *I chose fabric/materials _____ because _____.* *My design could be used for _____ and would appeal to _____.*	**Evaluating own work** *A strength of my design is _____ because _____.* *Next time, I would improve it by _____.*
End product	**Create a fabric design with repeating pattern- Learning how fabric is printed by craftspeople and on an industrial scale. Evaluating batik and surface pattern techniques and considering how fabric is used differently.**					

Progression of Knowledge and skills

Year 5		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 1 Drawing Can I use depth, emotion and movement in my drawing?	Skills	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge				Artists are influenced by what is going on around them; for example culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists can choose their medium to create a particular effect on the viewer.	People make art to express emotion. People make art to portray ideas about identity.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual liberty The children will be expressing their own ideas, emotions, and identity through drawing. **Mutual respect and tolerance** The children will be discussing and appreciating different interpretations of artwork.	**Empowered** – Pupils feel empowered to express their own emotions and ideas confidently through drawing, using a range of techniques to create meaningful and personal artwork	**Chila Kumari Singh Burman,** The children will be recognising how her vibrant, expressive work explores identity, culture, and emotion, and how artists draw on personal and cultural experiences.	background composition depth focal point foreground	main subject middle ground printing plate printmaking proportion	**Exploring how artists communicate emotion, movement, and identity** The children will do this through drawing, understanding how art reflects cultural, social, and historical influences

Oracy opportunities	Reflection discussion (end of lesson) Today I improved how I show... My biggest challenge was...					
Sentence stems	**Describing technique** (Depth, movement, line, tone) *I created a sense of depth by using _____ (foreground/back ground/overlapping). The lines in my drawing show movement because _____.*	**Explaining processes** (developing ideas and refinement) *I developed my drawing by changing _____ to improve _____. After evaluating My work, I added _____ to show more _____*	**Evaluating work** (independent reflection) *One successful part of my drawing is _____ because _____. If I refined my work further, I would _____ to improve _____.*	**Comparing artists** (Bhana Kamari Singh) *My work is similar to Bhanu Kamari Singh's because _____. Unlike this artist, I used _____ to show emotion/movement.*	**Discussing key concepts** (emotions, meaning, interpretation) *My drawing expresses _____ through _____. Different viewers might interpret my work as _____ because _____.*	**Making artists choices** (composition and impact) *I chose this composition to focus on _____. I used _____ to create a stronger emotional impact on the viewer.*
End product	**Printing art to tell a story-** Exploring movement and emotion in art; creating portraits using lines, colour and shapes in printing.					

Progression of Knowledge and skills

Year 5		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 2 Painting and Mixed-media Can I create a portrait?	Skills	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge			**Colour:** Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. **Shape:** Shapes can be used to place the key elements in a composition and help to create compositions with depth. **Line:** Lines and marks can be expressive and show movement or emotion. **Pattern:** Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. **Tone:** Tone can help show the foreground and background in an artwork.	Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery with paint or print.	People make art to portray ideas about identity.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty The children will be expressing their own identity and ideas through portrait work. **Mutual respect and tolerance.** The children will be appreciating and discussing how different artists represent themselves and others.	**Proud** – Pupils take pride in creating personal portrait artwork, confidently sharing their ideas, identity, and artistic choices.	**Frida Kahlo** The children will be recognising how her self-portraits communicate identity, culture, and personal experiences through colour and symbolism	art medium atmosphere background carbon paper collage composition continuous line	Drawing evaluate justify mixed media monoprint multi media paint wash	Portrait printmaking represent research self-portrait texture transfer	**Exploring portraiture across time.** The children will be understanding how artists use colour, tone, and mixed media to represent identity, emotion, and personal stories

Oracy opportunities	Materials detective. Set up stations with different media. Pupils explore and then report back. We discovered that this material can...					
Sentence stems	**Evaluating ideas and planning** I chose this idea for my portrait because..." *I agree because..." or "I would suggest...*	**Explore artists and influences** *This artist uses _____ to show...* *I think this artwork was influenced by...* *I was inspired by this artist to...*	**Developing ideas independently** *I explored different ideas by...* *My research showed that...* *I recorded my ideas by...*	**Using sketch books to record and test** *In my sketchbook, I tried...* *This experiment helped me understand...* *I improved my idea by...*	**Working with a range of media and effects** *In my sketchbook, I tried...* *This experiment helped me understand...* *I improved my idea by...*	**Evaluate and improve your work** *Something that worked well was...* *Next time, I will improve by...* *I changed my idea because...*
End product	**Create a mixed-media portrait-** Concluding their investigation of portraits by evaluating ideas and giving feedback, then creating finished self-portraits in their chosen materials					

Progression of Knowledge and skills

Year 5		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 3 Sculpture and 3D Can I use interactive installation in my sculpture?	Skills	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	
	Knowledge			**Form:** The size and scale of three-dimensional artwork changes the effect of the piece. **Shape:** Shapes can be used to place the key elements in a composition and help to create compositions with depth. **Space:** Creating a foreground, Middle ground and background creates depth, making artwork look like it has space and distance. **Space:** An art installation is often a room or environment in which the viewer 'experiences' the art all around them.		

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty The children will be making creative choices when designing interactive installations. **Mutual respect and tolerance** The children will be considering how others will experience and respond to their work.	**Empowered** – Pupils feel empowered to design and create interactive artworks, confidently making decisions about how their work will be experienced by others.	**Yayoi Kusama,** The children will be recognising how her immersive installations use repetition, pattern, and space to create engaging experiences and impact the viewer.	analyse art medium atmosphere concept culture display elements evaluate	experience features influence installation art interact interactive location	mixed media performance art props revolution scale scaled down	**Exploring installation art** The children will be understanding how artists use space, scale, and interaction to create meaningful experiences and communicate ideas within different environments.

Oracy opportunities	Guess the meaning. Pupils show artwork silently, others try to guess the feeling, thoughts, message behind the work. Based on colour and style. Artist reveals their intention at the end.					
Sentence stems	**Develop ideas independently/research** *I explored ideas for my installation by...* *My research into _____ helped me understand...* *I developed my idea from _____ to _____ by...*	**Use a sketch book to record and improve** *In my sketchbook, I recorded...* *I tested materials such as _____ and found that...* *I improved my design by...*	**Work with materials, techniques and effects** *I used _____ to create a 3D effect of...* *This technique worked well because...* *I experimented with _____ to achieve...*	**Explore artists and cultural influences** *This artist creates installation art by...* *I think this work was influenced by...* *I was inspired by _____ to include...*	**Discuss and evaluate artwork** *This installation is effective because...* *The viewer might feel/experience _____ because...* *The artist made choices about _____ to impact the viewer by...*	**Evaluate and improve my own work** *A strength of my installation is...* *To improve my work, I will...* *If I changed _____, it would make...*
End product	**How will the viewer see my art- Viewer experience.** Learning how art installations can be interactive, presenting their final ideas and showing how the viewer will experience their installation					

Progression of Knowledge and skills

Year 5		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 4 Craft and Design Can I be an architect?	Skills	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
	Knowledge				Artists are influenced by what is going on around them; for example culture, politics and technology. Visual designs can represent big ideas like harmony with nature or peace.	Art, craft and design can be functional and affect human environments and experiences. People make art to portray ideas about identity. People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty The children will be designing their own architectural ideas and solutions, and show **Mutual respect and tolerance** The children will be considering how buildings meet the needs of different people and communities.	**Empowered** – Pupils feel empowered to think like architects, designing purposeful structures and confidently developing creative solutions to real-world problems	**Zaha Hadid** The children will be recognising how her innovative architectural designs use shape, form, and creativity to challenge traditional structures and influence modern architecture.	abstract annotate architect architectural architecture bird's-eye view built environment commemorate	composition crop design design brief design intention elevation evaluate	external form futuristic individuality interpret legacy	**Exploring architecture from different time periods and cultures** The children will be understanding how buildings reflect society, purpose, and technological development, as well as how design can influence people's lives.

Oracy opportunities	The Client question (fun twist). The rest of the class become the clients and ask questions. How is your building safe? Why/how did you choose those materials? How does your design help people?					
Sentence stems	**Develop ideas independently/research** *I explored architectural ideas by...* *My research into _____ helped me learn...* *I developed my design idea from _____ to _____ by...*	**Use a sketchbook to record and test ideas.** *In my sketchbook, I drew and labelled...* *I tested my design by...* *I improved my design after...*	**Work with materials, techniques and effects** *I used _____ to build my structure because...* *This material was effective because...* *I used techniques such as _____ to make my design stronger/more detailed...*	**Explore architects and influences** (culture, history, environment) *This architect designed buildings that...* *I think this structure was influenced by...* *I was inspired by _____ to include...* *Architecture can reflect society because...*	**Discuss and evaluate designs** *This design is successful because...* *The designer achieved their outcome by...* *One feature I notice is...*	**Evaluate and improve my work** *A strength of my design is...* *To improve my structure, I will...* *If I changed _____, my design would...*
End product	**Design a monument-** Designing a monument by reflecting on something important and evaluating how successfully the monument conveys meaning.					

Progression of Knowledge and skills

Year 6		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 1 Drawing Can I express my ideas through drawing?	Skills	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge			**Shape:** Elements such as perspective, depth and abstraction can change how shapes appear in a composition. **Tone:** Variations in tone can enhance composition and create spatial illusion. **Space:** Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. **Space:** Using a vanishing point on a horizon can create a sense of distance in their artwork.	Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it.	Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Individual liberty The children will be expressing their own ideas, opinions, and viewpoints through drawing. **Mutual respect and tolerance** The children will be discussing and appreciating different interpretations of artwork, including social and political messages	**Unique** – Pupils develop and express their own individual ideas and viewpoints, creating artwork that reflects their personal voice and creativity.	**Banksy** The children will be recognising how art can be used to express opinions, challenge ideas, and create powerful messages about society	depth graffiti horizon mural one point perspective	proportion realism scale street art vanishing point	**Exploring how art can communicate important messages, ideas, and viewpoints.** Children will be understanding how artists respond to cultural, social, and historical contexts

Oracy opportunities	The Art Debate. What is the artist saying? In groups, each have a piece of artwork. Share what the artist is trying to say? *We think the artist is communicating..." "This is shown by..." "The use of _____ suggests...*					
Sentence stems	**Develop idea independently** (experience and research) *I developed my idea by combining my experience of _____ with research about...* *My starting point for this drawing was...*	**Use a sketchbook** (record, test, refine) *In my sketchbook, I tested _____ and discovered that...* *I refined my idea by changing _____ because...*	**Create expressively/techniques and materials** *I chose to use _____ to express _____ because...* *I combined techniques such as _____ and _____ to create...*	**Use formal elements** (shape, tone, space, perspective) *I used perspective/scale to create the effect of...* *The tone in my drawing helps to show depth by...*	**Artist influence and content** *This artist's work influenced mine because...* *The artwork reflects its cultural or social context by...*	**Evaluate and communicate ideas** *My drawing communicates _____ to the viewer because...* *I think my work is successful because...*
End product	**Street art- Scaling up a street-art-spired design that conveys a message using perspective, scale and proportion.**					

Progression of Knowledge and skills

Year 6		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 2 Painting and Mixed - media Can I create an artist's study?	Skills	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.	Give reasoned evaluations of their own and others' work which takes account of context and intentions. Discuss how art is sometimes used to communicate social, political or environmental views. Independently use their knowledge of tool, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge			**Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Shape:** Elements such as perspective, depth and abstraction can change how shapes appear in a composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Texture:** Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. **Tone:** Variations in tone can enhance composition and create spatial illusion.	Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way.	Art doesn't have a literal representation of something. It can sometimes be imaginative and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty Children will be creating personal responses inspired by artists' work. **Mutual respect and tolerance.** Children will be exploring and valuing different artistic styles, cultures, and interpretations.	**Reflective** – Pupils evaluate their work and the work of artists, thoughtfully refining their ideas and techniques to improve their final outcomes	**Vincent van Gogh**, Children will be recognising how his use of colour, brushwork, and pattern expresses emotion and personal experience, influencing modern art.	abstract analyse artist compose compositions convey evaluation	inference interpret justify meaning medium mixed media narrative	respond tableau technique thought-provoking translate	**Studying a range of artists and understanding how art reflects cultural, social, and historical contexts.** Children will learn how materials, colour, and symbolism can communicate meaning.

Oracy opportunities	Steal the style. Have images from different related artists that have been studied (Van Gogh and other realists) in groups get a different artist secretly.						
Sentence stems	**Develop ideas independently** (experience and research) *I developed my ideas by researching _____ and exploring...* *My starting point was inspired by...*	**Use a sketch book** (record, test, refine) *In my sketchbook, I experimented with _____ and found that...* *I refined my artist study by changing _____ because...*	**Create expressively using materials and techniques** *I chose to use __ to reflect the artist's style because...* *I combined materials such as __and ___ to create...*	**Use formal elements** (colour, shape, line, texture, tone) *I used colour symbolically to represent...* *The shapes and lines in my work help to show...* *I applied texture to create the effect of...* *I used tone to add depth and...*	**Explore artists and influences** (context and meaning) *This artist's work reflects __ because...* *I think the artist was influenced by...* *The meaning behind this artwork could be...*	**Discuss and evaluate artwork** *This artwork is effective because...* *The artist conveys meaning by...* *One interpretation of this work is...*	
End product	**Create art from an artist-** Demonstrating independent skills and knowledge of materials to create a piece of art formed from sketchbook ideas and artist research.						

Progression of Knowledge and skills

Year 6		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 3 Sculpture and 3D Can I make memories using sculpture?	Skills	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how are forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	Give reasoned evaluations of their own and others' work which takes account of context and intentions. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge			**Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Form:** The surface textures created by different materials can help suggest form in 2D art work. **Shape:** Elements such as perspective, depth and abstraction can change how shapes appear in a composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas: this can lead to new techniques being developed. Artists can make work by collecting ready-made objects to create 'assemblage'.	Art doesn't have a literal representation of something. It can sometimes be imaginative and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.

British Values	Purple Values	Significant Person	Key Vocabulary			Cultural Capital
Individual liberty Children will be expressing personal memories and ideas through sculpture, **Mutual respect and tolerance** Children will be sharing and valuing the different meanings and interpretations behind each other's work.	**Loving** – Pupils show care and respect for their own and others' personal ideas and memories, creating a supportive environment where everyone's work is valued.	**Louise Bourgeois,** Children will be recognising how her sculptures explore memory, emotion, and personal experiences, and how artists use 3D forms to express deeper meanings.	assemblage attribute collection composition embedded expression identity	juxtaposition literal manipulate originality pitfall relief	representation sculpture self symbolic tradition	Exploring how artists use sculpture to represent memories, experiences, and abstract ideas.

Oracy opportunities	Sculpture challenge. Create teams and give each a secret memory theme such as a happy moment, a journey, a challenge, friendships, a place etc. Sketch or build a mini sculpture idea to represent their memory work and present to class.					
Sentence stems	**Develop ideas independently** (experience and research) *I developed my sculpture idea from my memory of _____ and research about...* *My starting point was inspired by...*	**Use a sketch book** *In my sketchbook, I explored different ways to show _____ by...* *I refined my idea by changing ____ so that...*	**Create expressively using materials and techniques** *I chose to use ____ materials because they represent...* *I combined techniques such as _____ and ____ to create...*	**Use formal elements** (form, shape, line, pattern, colour) *The form of my sculpture shows...* *I used shape and space to suggest...* *I used pattern/texture to represent...* *Colour in my sculpture symbolises...*	**Exploring artists and influences** *This artist represents memories by...* *I was influenced by ____ because they...* *This artwork may reflect personal or cultural experiences such as...*	**Discuss and evaluate/evaluate your own work** *This sculpture communicates meaning by...* *The viewer might interpret this as...* *One possible meaning of this work is...* *A strength of my sculpture is...* *To improve my work, I would...* *I adapted my idea by...*
End product	**Memory sculpture-** Creating a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence and craftsmanship.					

Progression of Knowledge and skills

Year 6		Generating ideas	Using sketch books	Making skills	Knowledge of artists	Evaluating and analysing
Unit 4 Craft and design Can I take a photo opportunity when crafting my design?	Skills	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how are forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	Give reasoned evaluations of their own and others' work which takes account of context and intentions. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Knowledge			**Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Shape:** Elements such as perspective, depth and abstraction can change how shapes appear in a composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Tone:** Variations in tone can enhance composition and create special illusions.	Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas: this can lead to new techniques being developed. Art forms are always evolving as materials and techniques change over time.	Art doesn't have a literal representation of something. It can sometimes be imaginative and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that's challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Mutual respect and tolerance Children will be valuing different interpretations and responses to visual imagery	**Positive** – Pupils develop confidence by experimenting with photography and mixed media, embracing new techniques and maintaining a positive attitude towards refining and improving their work.	**David Hockney,** Children will be recognising how he has used photography creatively (e.g. photo collages) to challenge traditional perspectives and explore new ways of seeing.	album arrangement cityscape composition Dada digital editing emulate	focus frame grid image layout macro monochromatic	monochrome photography photomontage photorealism photorealistic portrait	**Exploring how photography can be used in art and design.**

Oracy opportunities	Freeze frame designers. In groups give a theme such as a memory, message about the world, personal story, moment in time. Create a FF as a group of this theme. Ask others if they can identify? Explain to class what the FF is of.					
Sentence steam	**Develop ideas independently** (experience and research) *I developed my idea using inspiration from _____ and research into...* *My starting point for this design was...*	**Use a sketchbook** (record, test, refine) *In my sketchbook, I explored different design ideas by...* *I refined my design by changing _____ so that...*	**Create expressively using materials, photography and techniques** *I used photography alongside _____ to create...* *I chose this material/technique because it helped me show...*	**Use formal elements** (colour, shape, line, pattern, tone) *I used colour symbolically to represent...* *The shapes and lines in my design help to...* *I used pattern to create...* *Tone in my work helps to show...*	**Explore artists and influences** (storytelling and context) *This artist tells a story by...* *I was influenced by _____ because they...* *This work reflects ideas or experiences such as...*	**Meaning, ideas and personal expression** (Y6 depth) *My design represents _____ because...* *I used photography to capture/change the idea of...* *I want the viewer to think about _____ when they see my work...*
End product	**Photorealistic self-portraits-** Exploring the work of photorealistic artists and recreating photographic portraits using a grid drawing technique.					