



ART

CURRICULUM

Inspiring creativity, building skills, expressing ideas

EVERYONE IS AN ARTIST



EXPLORE

Investigate ideas
and develop
understanding.



CREATE

Experiment, refine
and bring ideas
to life.



EVALUATE

Reflect, analyse
and improve
with confidence.



INSPIRE

Express ideas,
celebrate creativity
and inspire others.



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS

OUR ART GOLDEN THREADS



CRAFT

Using materials and techniques
to create with purpose.



PAINTING & COLOUR

Exploring colour, tone and
texture to express ideas.



DRAWING & COMPOSITION

Developing ideas using line,
tone, shape and composition.



SCULPTURE

Shaping, forming and
building in three dimensions.

Year 1 Art Medium Term plans

Year 1	<u>Dinosaurs</u> <u>Roars, Claws and Clay</u>	<u>The Great Fire and the City of London</u> <u>Flames Through the City</u>	<u>Journeys Near and Far</u> <u>Wheels, Wings and Wonders</u>
Prior learning	• Can explore and manipulate different materials. • Can roll, squash and shape malleable materials. • Can talk about the marks and textures they create. • Can create simple models from observation and imagination.	• Can explore painting using a range of colours. • Can recognise and name simple colours. • Can make different marks using a variety of tools. • Can talk about their artwork and ideas.	• Can explore different materials and textures. • Can cut, tear and arrange materials. • Can create simple pictures using collage materials. • Can talk about the choices they have made.
Year 1	Dinosaur Sculptures Enquiry Question: How can sculptors create dinosaurs from clay? Sculptor Henry Moore	Fire of London Enquiry Question: How can artists use colour to show the Great Fire of London? Artist Jan Griffier the Elder	Transport Collage Enquiry Question: How can artists use different materials to create transport artwork? Artist Henri Matisse
Explore 1	WALT: explore and manipulate malleable materials using rolling, pinching and pressing techniques. Children: • Explore clay using their hands. • Roll, pinch, squeeze and press clay. • Compare clay with other malleable materials. • Discuss how clay changes shape. Skills: • Manipulates malleable materials. • Explores different modelling techniques.	WALT: identify and mix primary colours to create secondary colours. Children: • Explore red, blue and yellow paint. • Investigate what happens when colours are mixed. • Create colour charts. • Record colour discoveries. Skills: • Mixes primary colours. • Identifies secondary colours. • Explores colour through practical investigation.	WALT: explore the properties of paper, fabric, metal and plastic. Children: • Handle a range of materials. • Compare properties. • Sort materials. • Discuss observations. discussion: Why would an artist choose: • fabric? • paper? • foil?

	• Uses artistic vocabulary to describe materials. Vocabulary: clay, sculpture, roll, pinch, press, shape	Vocabulary: primary colour, secondary colour, mix, paint, colour	• card? Explore the bold colours and shapes used in Henri Matisse's collages. Skills: • Explores materials. • Identifies material properties. • Uses appropriate vocabulary. Vocabulary: paper, fabric, metal, plastic, material
Explore 2	WALT: understand that sculptures are three-dimensional artworks. Children: • Explore examples of sculptures. • Compare sculptures and drawings. • View sculptures from different angles. • Create simple three-dimensional shapes. -Compare sculptures by Henry Moore with children's clay models. -Discuss similarities and differences. Identify shape, form and texture. Skills: • Identifies features of sculpture. • Recognises three-dimensional form. • Makes simple sculptural forms. Vocabulary: sculpture, three-dimensional, form, shape, viewpoint	WALT: select and use colour purposefully to represent ideas and observations. Children: • Explore images of fire. • Discuss warm colours. • Experiment with painting flames. • Compare colour choices. Skills: • Selects colours purposefully. • Represents observations through paint. • Describes colour choices. Vocabulary: warm colours, flame, brushstroke, colour, observe	WALT: investigate how different materials create texture. Children: • Explore material surfaces. • Compare rough and smooth textures. • Create texture samples and rubbings. • Discuss findings. Skills: • Investigates texture. • Compares materials. • Records observations. Vocabulary: texture, rough, smooth, surface

Create 1	WALT: use tools and techniques to create texture in sculpture. Children: • Explore dinosaur skin patterns. • Investigate tools that create marks. • Press patterns into clay. • Experiment with different textures. Skills: • Creates texture using tools. • Observes patterns in nature. • Uses artistic techniques purposefully. Vocabulary: texture, pattern, imprint, tool, surface	WALT: use line, shape and space to record observations through drawing. Children: • Observe images of London in 1666. • Identify shapes within buildings. • Sketch simple houses and landmarks. • Compare different building shapes. Place objects in foreground and background. Overlap buildings to create depth. Make some objects appear nearer and others further away. Skills: • Draws from observation. • Uses line and shape. • Records visual information. Vocabulary: line, shape, sketch, observation, drawing	WALT: cut and arrange materials to create a collage. Children: • Observe images of transport. • Identify simple shapes. • Cut and arrange materials. • Create vehicle outlines. Skills: • Cuts and arranges materials. • Creates simple collages. • Selects appropriate shapes. Vocabulary: collage, cut, arrange, shape
Create 2	WALT: join clay pieces to construct a simple sculpture. Children: • Explore joining techniques. • Attach clay pieces together. • Build a simple dinosaur structure. • Evaluate the strength of joins. Skills: • Joins clay successfully.	WALT: explore how different drawing tools create different marks. Children: • Experiment with Pastels/chalk, crayons, pencils and pens • Compare marks and textures. • Draw flames, smoke and buildings. • Discuss favourite tools. Skills: • Explores drawing tools.	WALT: select and join materials for a purpose. Children: • Investigate joining methods. • Explore how materials behave. • Add details to transport designs. • Review effectiveness. Skills: • Joins materials successfully. • Selects materials for purpose. • Develops control when constructing.

	• Constructs three-dimensional forms. • Evaluates practical outcomes. Vocabulary: join, attach, construct, structure, model	• Creates a range of marks. • Makes comparisons between media. Vocabulary: pastel, crayon, pencil, pen, mark-making, texture	Vocabulary: join, attach, combine, material
Create 3	WALT: apply sculpture techniques to create a three-dimensional dinosaur. Children: • Review modelling techniques. • Use reference images. • Create a complete dinosaur sculpture. • Add texture and detail. Skills: • Combines modelling techniques. • Creates a finished sculpture. • Applies knowledge independently. Vocabulary: sculptor, detail, texture, form, sculpture	Can I create a Great Fire of London artwork? WALT: combine drawing and painting techniques to create an artwork. Children: • Review previous work. • Plan a final composition. • Combine drawing and painting techniques. • Create a Great Fire scene. Place objects in foreground and background. Overlap buildings to create depth. Make some objects appear nearer and others further away. Skills: • Combines artistic techniques. • Creates a finished artwork. • Applies knowledge independently. Vocabulary: foreground, background, artwork, composition	WALT: create a collage using a range of materials and textures. Children: • Review previous learning. • Plan a transport design. • Create a final collage. • Add texture and detail. Skills: • Combines materials effectively. • Creates a finished artwork. • Applies knowledge independently. Vocabulary: design, texture, collage, artwork

Reflect 1	WALT: evaluate sculptures using artistic vocabulary. Children: • Take part in a gallery walk. • Discuss their artwork. • Identify strengths and next steps. • Compare work with others respectfully. Skills: • Evaluates artwork. • Uses artistic vocabulary. • Reflects on the creative process. Vocabulary: evaluate, improve, artist, sculpture, texture	WALT: evaluate artwork using artistic vocabulary. Children: • Participate in a gallery walk. • Discuss artistic choices. • Identify strengths and improvements. • Reflect on learning. Skills: • Evaluates artwork. • Uses artistic vocabulary. • Reflects on artistic decisions. Vocabulary: evaluate, artist, improve, artwork, technique	WALT: evaluate material choices and explain artistic decisions. Children: • Take part in a gallery walk. • Discuss material choices. • Compare artwork. • Reflect on learning. Skills: • Evaluates artwork. • Explains artistic choices. • Uses artistic vocabulary. Vocabulary: evaluate, artist, improve, material, texture
Assessment	Enquiry Question: How can sculptors create dinosaurs from clay? Children will demonstrate understanding by: • Using rolling, pinching and pressing techniques. • Creating texture using tools. • Joining clay pieces securely. • Creating a three-dimensional dinosaur sculpture. • Evaluating artwork using artistic vocabulary.	Enquiry Question: How can artists use colour to show the Great Fire of London? Children will demonstrate understanding by: • Mixing primary colours to create secondary colours. • Using colour to represent fire and light. • Drawing buildings using line and shape. • Exploring different drawing tools. • Combining drawing and painting techniques. • Evaluating artistic choices using appropriate vocabulary.	Enquiry Question: How can artists use different materials to create transport artwork? Children will demonstrate understanding by: • Identifying different materials. • Describing material properties. • Creating texture using materials. • Cutting, arranging and joining materials. • Creating a transport collage. • Explaining material choices using artistic vocabulary.

End Point	By the end of this unit, children will understand that sculptures are three-dimensional artworks which can be viewed from different angles. They will know that clay can be shaped, textured and joined to create forms. Children will create a dinosaur sculpture using a range of modelling techniques and explain the artistic choices they have made.	By the end of this unit, children will understand that artists use colour and drawing to communicate ideas and represent events. They will know how primary colours can be mixed to create secondary colours. Children will create artwork inspired by the Great Fire of London and explain the artistic choices they have made.	By the end of this unit, children will understand that artists choose materials for different purposes and effects. They will know that paper, fabric, metal and plastic have different properties and textures. Children will create a transport-themed collage and explain the choices they have made.
Substantive Knowledge (What children need to remember)	Children will know: • Clay is a malleable material that can be shaped. • Sculptures are three-dimensional artworks. • Clay can be rolled, pinched, pressed and joined. • Texture can be added using tools and patterns. • Sculptors create artwork that can be viewed from different angles. • Artists can represent real and imaginary objects through sculpture.	Children will know: • Red, blue and yellow are primary colours. • Primary colours can be mixed to create secondary colours. • Artists use colour to represent what they see and imagine. • Different drawing tools create different marks. • Lines can be thick, thin, curved or straight. • Drawing can be used to record observations.	Children will know: • Paper, fabric, metal and plastic have different properties. • Materials can be cut, folded, torn and joined. • Texture can be created using different materials. • Artists choose materials for different purposes. • Collage combines different materials to create artwork.
Disciplinary Knowledge (Thinking like an artist)	Children will: • Explore clay and other malleable materials. • Roll, pinch and shape clay. • Create simple textures. • Join pieces together securely. • Create a sculpture from observation and imagination. • Reflect on and evaluate artwork.	Children will: • Explore colour mixing. • Use a range of brushes and painting techniques. • Create different lines and marks. • Draw from observation. • Select colours for a purpose. • Evaluate artwork using artistic vocabulary.	Children will: • Explore and compare materials. • Create texture using materials. • Cut, arrange and join materials. • Create simple collages. • Select materials for a purpose. • Evaluate finished artwork.

Adaptive Teaching	Support • Adult modelling of techniques. • Visual instruction cards. • Vocabulary mats with pictures. • Pre-prepared clay pieces for joining practice. • Additional adult support during modelling. Challenge • Add detailed textures and patterns. • Create more complex dinosaur forms. • Explain artistic choices using subject vocabulary. • Compare their work with that of a sculptor.	Support • Colour mixing guides. • Visual examples. • Pre-drawn building outlines where appropriate. • Adult modelling and support. • Vocabulary mats with images. Challenge • Mix colours independently. • Add additional detail to drawings. • Experiment with multiple drawing tools. • Explain how colour communicates ideas and feelings.	Support • Pre-cut shapes where appropriate. • Adult-supported cutting and joining. • Visual examples. • Vocabulary mats with images. • Simplified collage templates. Challenge • Create more detailed vehicle designs. • Select materials independently. • Justify material choices. • Compare the effects of different textures.
Assessment for Learning	Throughout the unit, teachers will assess understanding through: • Observation of modelling techniques. • Discussion and questioning. • Review of work in progress. • Retrieval of key vocabulary. • Evaluation of final sculptures. • Pupil reflections during Reflect sessions.	Throughout the unit, teachers will assess understanding through: • Observation of colour mixing. • Sketchbook work. • Discussion and questioning. • Retrieval of key vocabulary. • Evaluation of final artwork. • Pupil reflections during Reflect sessions.	Assessment for Learning Throughout the unit, teachers will assess understanding through: • Observation of practical skills. • Discussion and questioning. • Review of work in progress. • Retrieval of key vocabulary. • Evaluation of final collages. • Pupil reflections during Reflect sessions.
Curriculum coverage	Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use sculpture to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques using shape, form and texture. • Learn about the work of artists, craft makers and designers and describe	Pupils should be taught to: • Use drawing and painting creatively to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques using colour, pattern, line, shape and texture. • Learn about the work of artists and describe similarities and differences between practices. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Pupils should be taught to: • Use a range of materials creatively to design and make products. • Develop techniques in collage and mixed-media artwork. • Use colour, pattern, texture, shape and form in practical artwork. • Learn about how artists select materials for different purposes.

	similarities and differences between practices.		
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ART PROGRESSION

Building creativity, confidence and skills step by step



YEAR	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Exploring and discovering	Exploring and beginning	Developing and experimenting	Developing and refining	Applying and creating	Confidently applying and designing	Mastering and creating independently
DRAWING & COMPOSITION	- Makes marks with confidence. - Explores lines and shapes freely.	- Uses lines and shapes to represent ideas. - Draws from observation with support.	- Explores a range of lines and marks. - Begins to show simple movement and detail.	- Uses line, tone and texture in drawings. - Begins to show depth and perspective.	- Creates tone and texture with confidence. - Uses perspective to show depth and space.	- Uses line, tone, texture and perspective to create mood. - Plans and refines compositions.	- Uses a range of drawing techniques confidently. - Creates atmosphere, emotion and meaning in detailed work.
PAINTING & COLOUR	- Explores colour freely. - Notifies and names colours.	- Mixes primary colours to make secondary colours. - Begins to create tints and shades.	- Mixes colours to create tints and shades. - Uses colour to represent ideas.	- Explores warm and cool colours. - Selects colour purposefully to create mood and effect.	- Mixes and applies colours with care. - Creates mood using tone and colour combinations.	- Uses colour theory, including complementary colours and tones. - Applies colour to create atmosphere.	- Uses advanced colour mixing and techniques. - Creates sophisticated effects to communicate emotion and atmosphere.
SCULPTURE (3D)	- Explores and manipulates malleable materials. - Uses simple tools and hands.	- Shapes and models clay and other materials. - Builds simple structures.	- Joins materials in different ways. - Creates textures and patterns.	- Develops skills in modelling, joining and shaping. - Adds texture and detail.	- Uses clay and other materials with control. - Creates more complex forms and structures.	- Uses a range of sculptural techniques with increasing independence. - Adds detail and texture to communicate ideas.	- Plans and creates sculptures showing understanding of form, proportion and intent. - Evaluates and refines work.
CRAFT	- Explores materials and textures. - Collages with a variety of materials.	- Cuts, tears and joins materials. - Creates simple collages.	- Selects and combines materials for effect. - Uses patterns and repeated shapes.	- Designs and makes crafts with a purpose. - Begins to sew and use textiles.	- Creates detailed crafts. - Uses textiles, stitching and joining techniques confidently.	- Combines materials and techniques. - Works with textiles with skill and precision.	- Designs and makes high-quality crafts. - Combines techniques to create original, purposeful pieces.
PRINTING & PATTERN	- Explores stamping and printing. - Notifies patterns in the world.	- Makes prints using simple tools. - Explores repeating patterns.	- Uses relief and impression printing. - Creates repeat patterns.	- Explores different printing methods. - Uses pattern to create effect.	- Uses layering and repetition in prints. - Designs patterns with purpose.	- Plans and creates prints with increasing independence. - Uses pattern to communicate ideas.	- Uses a range of printing techniques confidently. - Creates detailed prints with meaning.
ART & DESIGN KNOWLEDGE	- Talks about their own work. - Notifies art in their environment.	- Talks about likes and dislikes. - Begins to talk about artists and art.	- Describes artwork using simple vocabulary. - Knows some artists.	- Discusses artists and their work. - Begins to understand different styles.	- Analyses and compares artwork. - Understands how art reflects history and culture.	- Analyses techniques and intent in art. - Understands art in context (historical, cultural and social).	- Critiques and evaluates artwork. - Understands how art communicates meaning and reflects identity.

LINKING TO OUR
ART GOLDEN
THREADS



CRAFT

We explore and combine materials and techniques to design and make high-quality crafts.



PAINTING & COLOUR

We use colour, tone and texture to create mood, communicate ideas and express ourselves.



DRAWING & COMPOSITION

We develop our drawing skills to show detail, depth, movement and meaning in our artwork.



SCULPTURE

We shape, form and build in three dimensions to create sculptures that communicate ideas.



OUR SCHOOL VALUES



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS



ARTIST PROGRESSION

Inspiring children through the work of artists from around the world



EYFS

Exploring artists and their work through play, observation and imagination.



Artists explored throughout EYFS

- Kandinsky
- Henri Matisse
- Yayoi Kusama
- Jackson Pollock
- Alma Thomas

Focus:

Colour, pattern, shape and expression



YEAR 1

Exploring artists and their work in simple ways.



Wassily Kandinsky
(1866–1944)
Exploring colour and shapes.



Jan Griffier the Elder
(1652–1718)
The Great Fire of London.



Henri Matisse
(1869–1954)
Exploring shapes and collage.



Henry Moore
(1898–1986)
Exploring sculpture and form.

Focus:

Colour, shape, form, materials and texture

YEAR 2

Learning about artists and experimenting with their ideas.



Wassily Kandinsky
(1866–1944)
Using colour to express ideas.



Quentin Blake
(b. 1932)
Exploring line, character and movement.



Yayoi Kusama
(b. 1929)
Exploring pattern, texture and sculpture.

Focus:

Colour, line, pattern, texture and form

YEAR 3

Studying artists in more depth and developing techniques.



Georgia O'Keeffe
(1887–1986)
Exploring colour, form and close observation.



Prehistoric Artists
(Stone Age)
Exploring early art and storytelling through images.



Roman Mosaic Artists
(Ancient Rome)
Exploring pattern, shape and mosaic art.

Focus:

Observation, colour, pattern, texture and early art

YEAR 4

Developing skills and understanding artists' techniques and styles.



Viking Craftspeople
(8th–11th Century)
Exploring patterns and design.



Hans Holbein the Younger
(1497–1543)
Exploring portrait and detail.



Ancient Egyptian Artists
(3100 BCE–30 BCE)
Exploring colour, symbols and storytelling.

Focus:

Detail, pattern, culture, historical art and meaning

YEAR 5

Analysing artists' work and using their techniques to inspire own creations.



Paul Nash
(1899–1946)
Exploring tone, colour and atmosphere.



Peter Thorpe
(1932–2020)
Exploring line, light, shadow and perspective.



John Dunstall & Paulus Fürst
(16th–17th Century)
Exploring printing, symbols and messages.

Focus:

Atmosphere, perspective, technique, printing and symbolism

YEAR 6

Exploring a wide range of artists, evaluating their work and creating original, personal responses.



Henry Moore
(1898–1986)
Exploring form, expression and sculpture.



L. S. Lowry
(1887–1976)
Exploring landscape, perspective and emotion.



Benin Bronze Artists
(Kingdom of Benin)
Exploring culture, storytelling and identity.



Romuald Hazoumé
(b. 1962)
Exploring recycled materials, culture and identity.

Focus:

Evaluation, culture, identity, meaning and personal expression

OUR ARTIST LEARNING JOURNEY



LOOK

Explore and observe artists and their work.



DISCUSS

Talk about ideas, techniques and artistic choices.



EXPERIMENT

Try out ideas and techniques inspired by artists.



CREATE

Make your own artwork using new learning.



EVALUATE

Reflect on your work and the work of others.



INSPIRE

Use what you learn to create original, meaningful art.



Artists inspire us to see the world differently, express our ideas and create a better future.



ART SKILLS PROGRESSION

Building creativity, confidence and skills step by step



OUR ART GOLDEN THREADS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	EXPLORE and discover	BEGIN and develop	DEVELOP and practise	REFINE and improve	APPLY and create	MASTER and evaluate	CREATE and inspire
DRAWING & COMPOSITION Developing ideas using line, tone, shape and composition.	- Makes marks freely. - Explores lines and shapes. - Enjoys drawing from imagination.	- Uses lines and shapes to represent ideas. - Begins to draw from observation with support. - Adds simple details.	- Observes and draws simple objects. - Uses lines to show movement and expression. - Begins to consider composition.	- Uses line, tone and texture in drawings. - Shows awareness of foreground, middle ground and background. - Develops detail and accuracy.	- Uses shading to create tone and depth. - Applies perspective to show distance. - Organises composition to create effect.	- Uses line, tone, light and shadow to create atmosphere. - Applies perspective confidently. - Refines compositions to communicate ideas.	- Uses a wide range of drawing techniques confidently. - Creates atmosphere, mood and meaning in detailed compositions. - Plans, refines and evaluates work.
PAINTING & COLOUR Exploring and applying colour, tone and texture.	- Explores colours freely. - Notifies and names colours. - Enjoys mixing paint.	- Mixes primary colours to make secondary colours. - Explores tints by adding white. - Uses colour to represent ideas.	- Mixes tints and shades by adding white and black. - Uses colour to show feelings and ideas. - Applies paint using different techniques.	- Explores warm and cool colours. - Uses tone and shade for effect. - Selects colours purposefully to create mood.	- Mixes and applies tints, tones and shades confidently. - Uses complementary and contrasting colours. - Creates mood and atmosphere in work.	- Applies colour theory (tints, tones, shades, complementary colours). - Uses colour to create atmosphere and meaning. - Works confidently with paint.	- Uses colour theory confidently and creatively. - Creates sophisticated effects using colour mixing and techniques. - Evaluates and refines colour choices.
CRAFT Using a range of materials and techniques to create artwork.	- Explores materials and textures. - Uses hands and tools safely. - Creates simple collages.	- Cuts, tears and joins materials. - Arranges shapes to create pictures. - Begins to select materials for a purpose.	- Creates collages using a range of materials. - Joins materials using glue, tape or staples. - Selects materials carefully for effect.	- Experiments with different craft materials and techniques. - Creates patterns and textures. - Refines ideas.	- Uses a range of materials purposefully. - Combines techniques to create decorative effects. - Works with care and increasing accuracy.	- Combines materials and techniques confidently. - Uses repeating patterns and detail with precision. - Evaluates and refines craft work.	- Seeks out and combines materials creatively. - Works with increasing independence and precision. - Plans, refines and evaluates craft work.
SCULPTURE (3D) Shaping, forming and constructing three-dimensional artwork.	- Explores 3D materials. - Rolls, squeezes and shapes. - Enjoys building and constructing.	- Uses rollers, pinch and presses. - Makes simple joins. - Creates basic 3D forms.	- Builds sculptures using clay and other materials. - Joins materials successfully. - Adds texture.	- Uses tools to add texture and pattern. - Joins clay using score and slip. - Builds with control and stability.	- Uses a range of techniques (slab, coil, model, join). - Creates texture and detail purposefully. - Refines and improves sculptures.	- Uses sculptural techniques with skill (relief, carving, modelling). - Adds detail and texture accurately. - Evaluates and refines.	- Applies a wide range of sculptural techniques with confidence. - Creates detailed, expressive and purposeful sculptures. - Evaluates and improves work.





ART VOCABULARY JOURNEY

Developing language, deepening understanding, inspiring creativity



KEY CONCEPTS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LINE	mark, line, scribble, straight, wavy, curved, thick, thin	line, straight, curved, wavy, zig zag, thick, thin, dot, mark, pattern	line, thick, thin, curved, zigzag, dot, dash, pattern, outline, detail	line, continuous, broken, contour, cross hatch, pattern, texture, movement	line, contour, tone, hatching, cross-hatching, direction, perspective, emphasis	line, contour, tone, expressive, directional, perspective, accuracy, emphasis	line, contour, tone, expressive, perspective, atmosphere, gesture, detail
SHAPE	shape, circle, square, triangle, rectangle, oval	shape, circle, square, triangle, rectangle, oval, size, big, small	shape, circle, square, triangle, rectangle, oval, size, large, small, pattern	shape, 2D, geometric, organic, regular, irregular, outline, angular	shape, geometric, organic, 2D, 3D, proportion, scale, symmetry	shape, geometric, organic, 2D, 3D, proportion, scale, symmetry, structure	shape, geometric, organic, 2D, 3D, proportion, composition, structure
COLOUR	colour, red, blue, yellow, green, use, mix	colour, red, blue, yellow, green, orange, purple, mix, light, dark	colour, primary, secondary, mix, tone, shade, tint, warm, cool	colour, primary, secondary, tint, tone, shade, warm, cool, contrast, blend	colour, tint, tone, shade, warm, cool, contrast, complementary, vibrant, muted	colour, tint, tone, shade, warm, cool, complementary, harmony, atmosphere	colour, tint, tone, shade, complementary, harmony, mood, atmosphere, symbolism
TONE	light, dark	light, dark, lighter, darker, grey	light, dark, tone, shade, lighter, darker	tone, light, dark, mid-tone, gradient, shadow, highlight	tone, light, dark, mid-tone, contrast, shadow, highlight, depth	tone, light, dark, mid-tone, contrast, shadow, highlight, atmosphere	tone, light, dark, mid-tone, contrast, shadow, highlight, atmosphere, mood
TEXTURE	rough, smooth, bumpy	rough, smooth, bumpy, soft, hard	rough, smooth, bumpy, soft, hard, raised, patterned	texture, rough, smooth, bumpy, patterned, natural, man-made	texture, rough, smooth, bumpy, patterned, fabric, natural, man-made, surface	texture, rough, smooth, bumpy, patterned, fabric, natural, technique, surface	texture, rough, smooth, bumpy, patterned, fabric, natural, technique, surface, detail
FORM (3D)	3D, solid, shape	3D, solid, shape, model, build	3D, solid, shape, model, build, roll, join	form, 3D, solid, model, build, shape, structure, hollow	form, 3D, solid, volume, structure, shape, construction, proportion	form, 3D, solid, volume, structure, shape, construction, proportion, balance	form, 3D, solid, volume, structure, shape, construction, proportion, balance, composition
SPACE	space, near, far	space, near, far, in front, behind	space, near, far, in front, behind, around	space, near, far, foreground, background, middle ground	space, foreground, background, middle ground, perspective, horizon	space, foreground, background, middle ground, perspective, horizon, depth	space, composition, perspective, horizon, depth, scale, atmosphere
EVALUATE & RESPOND	like, don't like, nice, rough, smooth	like, don't like, good, bad, favourite, because	like, don't like, enjoy, favourite, because, better	compare, describe, like, dislike, explain, opinion, improve	analyse, compare, contrast, opinion, describe, evaluate, improve	analyse, compare, contrast, opinion, evaluate, meaning, purpose	analyse, compare, contrast, evaluate, critique, meaning, impact, intention

OUR VOCABULARY GROWS AS WE...



EXPLORE
new words



USE
new words



TALK
about art



APPLY
in our work



REFLECT
and evaluate



GROW
as artists

The more words we know, the more ideas we can share and create!



Everyone is an artist. • Every artwork tells a story. • Every word helps us express our creativity.



ART PROGRESSION TIMELINE

Building creativity, confidence and skills step by step



EYFS Exploring & Discovering	YEAR 1 Exploring & Beginning	YEAR 2 Developing & Experimenting	YEAR 3 Developing & Refining	YEAR 4 Applying & Creating	YEAR 5 Confidently Applying & Designing	YEAR 6 Mastering & Creating Independently
Children explore materials and start to discover their creativity through play, observation and imagination.	Children begin to use art materials with increasing control and develop their ideas through simple experiences.	Children experiment with techniques and materials, developing their ideas and starting to make choices.	Children build their skills and knowledge, refining techniques and exploring art in more depth.	Children apply their knowledge and skills with confidence to create more detailed and considered work.	Children use a wider range of skills and techniques, planning and designing their own work.	Children master techniques, evaluate critically and create original, personal artwork with purpose and confidence.
DRAWING & COMPOSITION	Makes marks freely. Explores lines and shapes. Enjoys drawing from imagination.	Draws with increasing control. Uses line to show detail and movement.	Uses line, tone and texture. Shows form and beginning perspective.	Creates tone and texture with confidence. Uses perspective to show depth and space.	Uses line, tone and light to create mood and atmosphere. Refines compositions.	Creates detailed and expressive drawings. Uses perspective and tone to communicate emotion and meaning.
PAINTING & COLOUR	Explores colour freely. Notices and names colours.	Mixes primary colours to make secondary colours. Uses colour to represent ideas.	Explores warm and cool colours. Uses tone and shade for effect. Creates mood with colour.	Applies tints, tones and shades with skill. Uses colour theory and complementary colours.	Creates atmosphere and mood using colour. Applies advanced colour theory.	Uses colour confidently and creatively. Creates sophisticated effects to communicate ideas and meaning.
SCULPTURE (3D)	Explores and manipulates malleable materials. Uses hands and simple tools.	Rolls, pinches and shapes materials. Creates simple 3D forms.	Develops skills in modelling and shaping. Adds texture and detail.	Uses clay and other materials with control. Creates more complex forms and structures.	Uses a range of sculptural techniques with independence. Adds detail and texture to communicate ideas.	Creates sophisticated sculptures. Shows understanding of form, proportion and intent.
CRAFT	Explores materials and textures. Collages using a variety of materials.	Cuts, tears and arranges materials. Creates simple collages and models.	Designs and makes crafts. Begins to sew and use textiles.	Creates detailed crafts with care. Uses textiles and joining techniques confidently.	Combines materials and techniques purposefully. Works with textiles, printing and pattern.	Designs and makes high-quality crafts. Combines techniques to create original pieces.



OUR ART GOLDEN THREADS
 CRAFT
 PAINTING AND COLOUR
 DRAWING AND COMPOSITION
 SCULPTURE

OUR SCHOOL VALUES
 LEADERSHIP
 ORGANISATION
 RESILIENCE
 INITIATIVE
 COMMUNICATION
 KINDNESS



EVERYONE IS AN ARTIST • EVERY ARTWORK TELLS A STORY • EVERY IDEA MATTERS