



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 2 Art Medium Term plans

<u>Year 2</u>	<u>Castles</u> <u>Kandinsky's Colour World</u>	<u>Queens and the UK</u> <u>Quentin Blake's World</u>	<u>Seaside</u> <u>Patterns in Bloom</u>
Prior learning	• Knows the primary colours and can mix secondary colours. • Can use colour to represent ideas and observations. • Can explore different painting techniques using brushes. • Can talk about artwork using simple artistic vocabulary.	• Can use lines and shapes to create drawings. • Can explore different drawing tools and the marks they make. • Can observe and draw simple objects. • Can talk about their artwork and the work of other artists.	• Knows that sculptures are three-dimensional artworks. • Can roll, pinch, press and join clay. • Can create texture using tools and patterns. • Can evaluate sculptures using simple artistic vocabulary.
Year 2	Paint and Colour – Colour Theory Mixing (Wassily Kandinsky) Enquiry Question: How can artists use colour to communicate feelings and ideas? Artist Wassily Kandinsky.	Topic: Drawing and composition – British Art (Quentin Blake) Enquiry Question: How can illustrators use line to create character and movement? Illustrator Quentin Blake	Topic: Sculpture – Flower Sculpture (Yayoi Kusama) Enquiry Question: How can artists use texture and materials to create three-dimensional sculptures? Craft Maker Yayoi Kusama Kusama sculpture Emma Bridgewater ceramic designs
Explore 1	WALT: identify and mix primary colours to create secondary colours. Children: • Explore the primary colours: red, blue and yellow. • Investigate what happens when colours are mixed. • Create a simple colour wheel. • Record colour discoveries in sketchbooks.	WALT: understand what illustration is and identify its key features. Children: • Explore a range of illustrations from books and magazines. • Discuss how illustrations help tell stories. • Compare illustrations and paintings. • Identify common features of illustrations. Skills: • Observes artwork carefully.	WALT: explore a range of malleable materials and describe how they can be shaped and formed. Children: • Explore clay, plasticine and modelling materials. • Investigate rolling, pinching, coiling and joining. • Compare how materials behave. • Discuss which materials are easiest to shape. Skills:

	Skills: - Identifies primary colours. - Mixes colours accurately. - Uses colour vocabulary appropriately. Vocabulary: primary colour, secondary colour, mix, colour wheel, paint	- Identifies artistic features. - Discusses artwork using artistic vocabulary. Vocabulary: illustration, illustrator, character, image, story	- Explores malleable materials. - Uses basic sculpting techniques. - Describes material properties. Vocabulary: malleable, sculpture, clay, pinch, roll, coil, join
Explore 2	WALT: understand how artists use colour to communicate feelings and ideas. Children: - Explore the artwork of Wassily Kandinsky. - Discuss how colours can make people feel. - Identify colours used in Kandinsky's paintings. - Compare different responses to artwork. Skills: - Observes artwork carefully. - Discusses artistic choices. - Responds to artwork thoughtfully. Vocabulary: artist, mood, feeling, expression, artwork	WALT: understand how Quentin Blake uses line to create movement and character. Children: - Explore the work of Quentin Blake. - Identify how he uses line to show movement. - Discuss how facial expressions and body language show emotion. - Compare Quentin Blake's style with other illustrators. Skills: - Identifies artistic styles. - Analyses expressive line. - Responds to artwork thoughtfully. Vocabulary: Quentin Blake, line, movement, expression, style	WALT: understand how artists use colour, pattern and texture in sculpture. Children: - Explore the work of Yayoi Kusama. - Identify colour, pattern and texture in her sculptures. - Compare her work with other sculptors. - Discuss similarities and differences. Children compare: - Kusama sculpture - Emma Bridgewater ceramic designs Looking at: - pattern - colour - decoration Skills: - Observes and analyses artwork. - Identifies artistic features. - Responds to artists' work thoughtfully. Vocabulary: Yayoi Kusama, pattern, texture, sculpture, artist

Create 1	WALT: mix tints and shades by changing colours. Children: • Explore how colours can be made lighter and darker. • Experiment with adding white and black paint. • Create colour strips showing gradual changes. • Compare the effects created. Skills: • Creates tints and shades. • Controls colour mixing. • Identifies changes in colour. Vocabulary: tint, shade, light, dark, blend	WALT: explore how line can communicate character and emotion. Children: • Experiment with thick, thin, curved and broken lines. • Draw simple characters using different lines. • Explore how lines can show feelings and actions. • Record ideas in sketchbooks. • Position characters in a scene. • Use foreground and background. • Create simple story settings. Skills: • Uses expressive line. • Creates character through drawing. • Develops artistic ideas. Vocabulary: emotion, expression, character, detail, sketch	WALT: develop and record ideas for a three-dimensional sculpture. Children: • Explore seaside textures, shells, flowers and natural forms. • Sketch ideas for a sculpture. • Select colours, patterns and materials. • Record plans in sketchbooks. Skills: • Develops artistic ideas. • Uses sketchbooks to plan. • Makes purposeful design choices. Vocabulary: design, plan, texture, pattern, form
Create 2	WALT: develop and record ideas using colour purposefully. Children: • Explore Kandinsky-inspired artwork. • Experiment with shapes and colour combinations. • Select colours to communicate a chosen feeling. • Record ideas in sketchbooks. Skills: • Develops artistic ideas. • Selects colours purposefully. • Uses sketchbooks to record thinking.	WALT: use pencil, pen and ink to create detail and texture. Children: • Explore different drawing materials. • Compare marks made using pencil, pen and ink. • Practise creating texture and detail. • Complete observational sketches. Skills: • Uses drawing tools appropriately. • Creates detail through mark-making. • Controls drawing media with increasing accuracy. Vocabulary: pencil, pen, ink, detail, texture, mark-making	WALT: use materials and sculpting techniques to create a three-dimensional form. Children: • Use plans from previous lessons. • Create the main structure of a flower sculpture. • Use rolling, pinching, coiling and joining techniques. • Begin adding surface detail. Skills: • Creates three-dimensional forms. • Applies sculpting techniques. • Works from a design plan.

	Vocabulary: composition, abstract, design, plan, colour		Vocabulary: form, structure, sculpt, model, construct
Create 3	WALT: create a painting using mixed colours and purposeful colour choices. Children: • Use plans from previous lessons. • Mix colours independently. • Create a Kandinsky-inspired artwork. • Apply painting techniques with increasing control. Skills: • Mixes colours confidently. • Creates a finished artwork. • Applies artistic techniques independently. Vocabulary: brushstroke, palette, composition, artwork	WALT: create an illustration inspired by Quentin Blake. Children: • Plan an original character or scene. • Use expressive lines and details. • Create a finished illustration. • Apply skills developed throughout the unit. Skills: • Combines drawing techniques. • Creates an original artwork. • Applies artist inspiration independently. Vocabulary: illustration, composition, artist, character, artwork WALT: To create repeating patterns using printing techniques. Children: Create simple printing blocks. Print repeated patterns. Compare results with designer work.	WALT: add texture, pattern and detail to a sculpture. Children: • Layer materials such as paper, fabric, foil and card. • Add patterns inspired by Kusama. • Create textured surfaces. • Refine and complete sculptures. Skills: • Combines materials effectively. • Creates textured surfaces. • Adds detail and pattern. Vocabulary: texture, layer, surface, detail, pattern, collage

Reflect 1	WALT: evaluate artwork using artistic vocabulary. Children: • Take part in a gallery walk. • Discuss colour choices and effects. • Compare artwork with Kandinsky's work. • Reflect on learning and next steps. Skills: • Evaluates artwork. • Uses artistic vocabulary. • Reflects on artistic choices. Vocabulary: evaluate, artist, technique, colour, improve	WALT: evaluate artwork using artistic vocabulary. Children: • Take part in a gallery walk. • Compare artwork respectfully. • Reflect on artistic choices. • Discuss strengths and next steps. Skills: • Evaluates artwork. • Uses artistic vocabulary confidently. • Reflects on learning and artistic development. Vocabulary: evaluate, improve, artist, technique, illustration	WALT: evaluate artwork using artistic vocabulary. Children: • Take part in a gallery walk. • Discuss artistic choices. • Compare work with Kusama's sculptures. • Reflect on strengths and improvements. Skills: • Evaluates artwork. • Uses artistic vocabulary. • Reflects on artistic development. Vocabulary: evaluate, improve, artist, sculpture, technique
Assessment	Enquiry Question: How can artists use colour to communicate feelings and ideas? Children will demonstrate understanding by: • Mixing primary colours to create secondary colours. • Creating tints and shades. • Explaining how colour can affect mood and feeling. • Planning and creating an original artwork. • Evaluating artwork using artistic vocabulary.	Enquiry Question: How can illustrators use line to create character and movement? Children will demonstrate understanding by: • Using line expressively to create movement. • Communicating character and emotion through drawing. • Exploring a range of drawing tools. • Creating an original illustration inspired by Quentin Blake. • Evaluating artwork using artistic vocabulary.	Enquiry Question: How can artists use texture and materials to create three-dimensional sculptures? Children will demonstrate understanding by: • Exploring and manipulating malleable materials. • Creating texture using tools and layered materials. • Using rolling, pinching, coiling and joining techniques. • Combining materials to create a three-dimensional sculpture. • Evaluating artwork using artistic vocabulary.

End Point	Children create a Kandinsky-inspired painting demonstrating colour mixing, tints and shades, and purposeful colour choices to communicate feelings and ideas. By the end of this unit, children will understand that artists use colour deliberately to communicate ideas, feelings and moods. They will know that colours can be mixed, lightened and darkened to create different effects. Children will create a Kandinsky-inspired artwork and explain how their colour choices contribute to meaning and mood.	Children create a Quentin Blake-inspired illustration demonstrating expressive line, movement, character and detail using pencil, pen and ink techniques. By the end of this unit, children will understand that illustrators use line, detail and expression to communicate ideas and tell stories. They will know how Quentin Blake creates movement and character in his illustrations and will create their own expressive illustration using a range of drawing techniques.	Children create a textured flower sculpture inspired by Yayoi Kusama, combining malleable materials with paper, fabric, metal and plastic to create pattern, texture and form. By the end of this unit, children will understand that sculptors use a range of materials to create three-dimensional artwork. They will know how texture, pattern and colour can be used to add interest and meaning to sculptures. Children will create a flower sculpture inspired by Yayoi Kusama and explain how their choice of materials, textures and patterns contributed to the final outcome.
Substantive Knowledge (What children need to remember)	Children will know: • Primary colours can be mixed to create secondary colours. • Colours can be lightened and darkened. • Warm and cool colours create different effects. • Artists select colours deliberately. • Colour can communicate feelings and ideas. • Artists use colour to create mood and atmosphere.	Children will know: • Artists use line to create movement. • Pen and ink can be used to create detail. • Drawings can communicate character and emotion. • Observation improves accuracy in drawing. • Artists develop distinctive styles. • Quentin Blake is a British illustrator known for expressive line drawings.	Children will know: • Texture can be real or implied. • Relief and sculpture are forms of three-dimensional art. • Patterns can be repeated in clay and other materials. • Different materials create different textures and effects. • Artists combine materials to create visual interest. • Yayoi Kusama uses colour, pattern and repetition in her artwork.
Disciplinary Knowledge (Thinking like an artist)	Children will: • Mix colours confidently. • Create tints and shades. • Explore how colour affects mood. • Develop and record ideas in sketchbooks. • Create original artwork inspired by artists. • Evaluate artwork using artistic vocabulary.	Children will: • Experiment with expressive line. • Observe carefully before drawing. • Explore a range of drawing media. • Develop personal responses to artwork. • Create illustrations inspired by artists. • Evaluate artwork using artistic vocabulary.	Children will: • Explore and compare malleable materials. • Use tools to create texture. • Create repeating patterns. • Combine materials effectively. • Plan and create sculptures from their own ideas. • Evaluate artwork using artistic vocabulary.

Adaptive Teaching	Support • Colour mixing guides. • Visual examples and prompts. • Teacher modelling. • Vocabulary mats. • Adult-supported colour mixing. • Pre-prepared colour wheels. Challenge • Mix a wider range of colours independently. • Explain colour choices using artistic vocabulary. • Experiment with more complex colour combinations. • Compare similarities and differences between their work and Kandinsky's. • Use colour purposefully to create a specific mood.	Support • Step-by-step drawing demonstrations. • Line practice sheets. • Visual examples of Quentin Blake's work. • Vocabulary mats with illustrations. • Adult-supported sketching opportunities. Challenge • Create detailed characters independently. • Use a wider variety of marks and lines. • Add background and narrative elements. • Compare Quentin Blake's work with other illustrators. • Explain artistic choices using subject-specific vocabulary.	Support • Step-by-step modelling of sculpting techniques. • Visual examples and photographs. • Vocabulary mats with images. • Pre-prepared shapes and templates where needed. • Adult-supported joining and construction. Challenge • Create more detailed patterns and textures. • Use a wider range of materials independently. • Explain artistic choices using subject-specific vocabulary. • Compare their work with Kusama's work in detail. • Refine sculptures to improve quality and presentation.
Assessment for Learning	Throughout the unit, teachers will assess understanding through: • Observation of colour mixing techniques. • Sketchbook work. • Discussion and questioning. • Retrieval of key vocabulary. • Evaluation of work in progress. • Evaluation of final artwork. • Pupil reflections during Reflect sessions.	Assessment for Learning Throughout the unit, teachers will assess understanding through: • Observation of drawing techniques. • Sketchbook work. • Discussion and questioning. • Retrieval of key vocabulary. • Evaluation of work in progress. • Evaluation of final illustrations. • Pupil reflections during Reflect sessions.	Throughout the unit, teachers will assess understanding through: • Observation of sculpting techniques. • Sketchbook planning. • Discussion and questioning. • Retrieval of key vocabulary. • Evaluation of work in progress. • Evaluation of final sculptures. • Pupil reflections during Reflect sessions.

National Curriculum Links	Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use painting to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour. • Learn about the work of a range of artists, craft makers and designers and understand similarities and differences in their work.	Pupils should be taught to: • Use drawing creatively to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques using line, shape and texture. • Learn about the work of a range of artists, craft makers and designers. • Describe similarities and differences between the work of artists and their own artwork.	Pupils should be taught to: • Use a range of materials creatively to design and make products. • Use sculpture and other art techniques to develop and share ideas. • Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers and understand similarities and differences in their work.
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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.

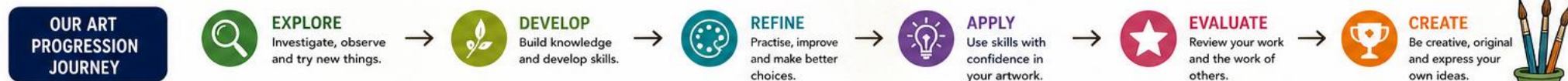


ART SKILLS PROGRESSION

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