



# 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 3 Art Medium Term plans

| <u>Year 3</u>  | <u>Dover</u><br><u>Colour theory</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Stone Age to Iron Age</u><br><u>Cave drawings</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Romans</u><br><u>Mosaics</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Prior learning | <ul style="list-style-type: none"> <li>• Knows that primary colours can be mixed to create secondary colours.</li> <li>• Can create tints and shades by adding white and black.</li> <li>• Understands that artists use colour to communicate feelings and ideas.</li> <li>• Can develop and record ideas in a sketchbook.</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Can use line to create character, movement and detail.</li> <li>• Can explore drawing using pencil, pen and ink.</li> <li>• Can observe carefully and draw from observation.</li> <li>• Can develop ideas in a sketchbook.</li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Knows that sculptures are three-dimensional artworks.</li> <li>• Can explore texture, pattern and form using a range of materials.</li> <li>• Can plan artwork using a sketchbook.</li> <li>• Can evaluate artwork using artistic vocabulary.</li> </ul>                                                                                                                                                                                                                                                                      |
| Year 3         | <p>Topic: Paint and Colour – Colour Theory:- (Georgia O'Keeffe)</p> <p>Enquiry Question:<br/>How can artists use contrasting and complementary colours to create impact?</p> <p>Artist<br/>Georgia O'Keeffe</p>                                                                                                                                                                                                                                                                                                                                        | <p>Topic: -Drawing and Composition – Cave Drawings</p> <p>Enquiry Question:<br/>How did prehistoric people use art to record their lives and experiences?</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Topic:-Craft– Roman Mosaics</p> <p>Enquiry Question:<br/>How can artists use pattern, shape and colour to create mosaics?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Explore 1      | <p>WALT: understand colour theory and identify primary and secondary colours.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Explore the colour wheel.</li> <li>• Identify primary and secondary colours.</li> <li>• Mix colours and record observations in sketchbooks.</li> <li>• Discuss colour relationships.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Uses sketchbooks to record observations.</li> <li>• Identifies colour relationships.</li> <li>• Mixes colours with increasing accuracy.</li> </ul> | <p>WALT: understand what cave paintings are and why they were created.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Explore examples of prehistoric cave art.</li> <li>• Discuss what cave paintings can tell us about prehistoric life.</li> <li>• Identify common features and themes.</li> <li>• Record observations in sketchbooks.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Observes artwork carefully.</li> <li>• Identifies features of prehistoric art.</li> <li>• Uses sketchbooks to record observations.</li> </ul> | <p>WALT: understand what mosaics are and why they were important to the Romans.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Explore examples of Roman mosaics.</li> <li>• Discuss how mosaics were used in Roman buildings.</li> <li>• Identify common features, colours and patterns.</li> <li>• Record observations in sketchbooks.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Observes artwork carefully.</li> <li>• Identifies features of Roman mosaics.</li> <li>• Uses sketchbooks to record observations.</li> </ul> |

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|           | <p>Vocabulary:<br/>primary colour, secondary colour, colour wheel, mix, hue</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Vocabulary:<br/>prehistoric, cave painting, Stone Age, archaeologist, evidence</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Vocabulary:<br/>mosaic, Roman, tesserae, pattern, design</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Explore 2 | <p>WALT: explore contrasting colours and explain how artists use them to create visual impact.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Investigate contrasting colours.</li> <li>Explore examples in artwork.</li> <li>Record findings in sketchbooks.</li> <li>Discuss how colour attracts attention.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Observes artwork carefully.</li> <li>Identifies contrasting colours.</li> <li>Records observations in sketchbooks.</li> </ul> <p>Vocabulary:<br/>contrast, impact, emphasis, visual, colour</p> | <p>WALT: explore how prehistoric artists used line, shape and symbols to communicate ideas.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Investigate animals, people and symbols found in cave paintings.</li> <li>Discuss how artists communicated without writing.</li> <li>Sketch examples of prehistoric imagery.</li> <li>Record ideas in sketchbooks.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Identifies symbols and shapes.</li> <li>Makes observations about artistic choices.</li> <li>Develops sketchbook skills.</li> </ul> <p>Vocabulary:<br/>symbol, line, shape, communicate, image</p> | <p>WALT: explore mosaic patterns, shapes and symmetry.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Investigate repeating patterns in Roman mosaics.</li> <li>Explore symmetry and geometric designs.</li> <li>Sketch patterns and shapes in sketchbooks.</li> <li>Record ideas and observations.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Identifies patterns and symmetry.</li> <li>Records observations accurately.</li> <li>Develops sketchbook skills.</li> </ul> <p>Vocabulary:<br/>pattern, symmetry, geometric, repeat, shape</p> |
| Create 1  | <p>WALT: investigate complementary colours and describe their effect in artwork.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Explore complementary colour pairs.</li> <li>Use the colour wheel to identify pairs.</li> <li>Experiment with colour combinations.</li> <li>Review and revisit previous ideas.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Identifies complementary colours.</li> <li>Experiments with colour combinations.</li> <li>Reviews and develops ideas.</li> </ul>                                                               | <p>WALT: experiment with charcoal and drawing techniques to create texture and tone.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Explore charcoal as a drawing medium.</li> <li>Experiment with smudging, blending and shading.</li> <li>Create texture using a range of marks.</li> <li>Record techniques in sketchbooks.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Uses charcoal effectively.</li> <li>Creates tone through shading.</li> <li>Experiments with texture and mark-making.</li> </ul>                                                                                                   | <p>WALT: design an original mosaic pattern using sketchbooks.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>Create a range of mosaic designs.</li> <li>Experiment with colour combinations.</li> <li>Refine ideas through discussion and feedback.</li> <li>Develop a final mosaic design.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Develops artistic ideas.</li> <li>Uses sketchbooks to refine work.</li> <li>Selects colours and patterns purposefully.</li> </ul>                                                                      |

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|          | Vocabulary:<br>complementary, colour wheel, effect, relationship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Vocabulary:<br>charcoal, tone, texture, shading, blend                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary:<br>design, composition, refine, colour, arrangement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Create 2 | <p>WALT: analyse how Georgia O'Keeffe uses colour to create impact in her artwork.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Study selected paintings by Georgia O'Keeffe.</li> <li>• Discuss colour choices and effects.</li> <li>• Sketch and annotate observations.</li> <li>• Identify examples of contrast and emphasis.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Analyses artistic techniques.</li> <li>• Uses sketchbooks to develop ideas.</li> <li>• Makes links between artist and technique.</li> </ul> <p>Vocabulary:<br/>Georgia O'Keeffe, artist, analyse, composition, emphasis</p> | <p>WALT: develop observational drawing skills inspired by prehistoric artwork.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Observe animals commonly found in cave paintings.</li> <li>• Sketch using line, shape and tone.</li> <li>• Develop control when drawing.</li> <li>• Refine sketches using feedback.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Draws from observation.</li> <li>• Uses tone to create form.</li> <li>• Refines artistic techniques.</li> </ul> <p>Vocabulary:<br/>observation, form, proportion, sketch, refine</p> | <p>WALT: explore and select materials for mosaic making.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Investigate paper, card, fabric, foil and recycled materials.</li> <li>• Compare textures and effects.</li> <li>• Create small sample mosaics.</li> <li>• Evaluate which materials are most effective.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Selects materials purposefully.</li> <li>• Explores texture and colour.</li> <li>• Makes informed artistic choices.</li> </ul> <p>Vocabulary:<br/>material, texture, surface, effect, collage</p> |
| Create 3 | <p>WALT: create an artwork using contrasting and complementary colours.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Plan a final composition.</li> <li>• Create a painting inspired by Georgia O'Keeffe.</li> <li>• Apply colour theory knowledge.</li> <li>• Use contrasting and complementary colours purposefully.</li> </ul>                                                                                                                                                                                                                                                                                               | <p>WALT: create a cave painting inspired by prehistoric artists.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Plan a final composition.</li> <li>• Use charcoal and drawing techniques to create a cave-art style image.</li> <li>• Apply texture, tone and shape purposefully.</li> <li>• Draw inspiration from prehistoric artwork.</li> </ul> <p>Skills:</p>                                                                                                                                                                                                         | <p>WALT: create a Roman mosaic using a range of materials.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Use their final design as a guide.</li> <li>• Arrange and attach materials carefully.</li> <li>• Apply colour, pattern and shape purposefully.</li> <li>• Create a finished mosaic.</li> </ul> <p>Skills:</p>                                                                                                                                                                                                                                                             |

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|           | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Creates an original artwork.</li> <li>• Applies colour theory effectively.</li> <li>• Demonstrates increasing mastery of painting techniques.</li> </ul> <p>Vocabulary:</p> <p>composition, artwork, contrast, complementary, painting</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Creates an original artwork.</li> <li>• Applies drawing techniques effectively.</li> <li>• Demonstrates increasing control and confidence.</li> </ul> <p>Vocabulary:</p> <p>composition, cave art, texture, tone, technique</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Creates a mosaic with control and precision.</li> <li>• Combines materials effectively.</li> <li>• Applies artistic techniques confidently.</li> </ul> <p>Vocabulary:</p> <p>tesserae, mosaic, pattern, composition, technique</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Reflect 1 | <p>WALT: evaluate artwork and explain how colour choices create impact.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Take part in a gallery walk.</li> <li>• Compare artwork with Georgia O'Keeffe's paintings.</li> <li>• Discuss colour choices and artistic decisions.</li> <li>• Record reflections in sketchbooks.</li> <li>• Identify successes and next steps.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Evaluates artwork thoughtfully.</li> <li>• Uses artistic vocabulary confidently.</li> <li>• Reflects on artistic decisions.</li> <li>• Justifies colour choices.</li> </ul> <p>Vocabulary:</p> <p>evaluate, reflect, impact, improve, artistic choice</p> | <p>WALT: evaluate artwork and explain how prehistoric artists communicated ideas.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Take part in a gallery walk.</li> <li>• Compare artwork with prehistoric cave paintings.</li> <li>• Discuss artistic choices and techniques.</li> <li>• Record reflections in sketchbooks.</li> <li>• Identify strengths and next steps.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Evaluates artwork thoughtfully.</li> <li>• Uses artistic vocabulary confidently.</li> <li>• Reflects on artistic decisions.</li> <li>• Makes links between artwork and historical context.</li> </ul> <p>Vocabulary:</p> <p>evaluate, reflect, communicate, improve, technique</p> | <p>WALT: evaluate mosaic artwork and compare it with Roman examples.</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Take part in a gallery walk.</li> <li>• Compare artwork with historical Roman mosaics.</li> <li>• Discuss material choices and artistic decisions.</li> <li>• Record reflections in sketchbooks.</li> <li>• Identify strengths and next steps.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Evaluates artwork thoughtfully.</li> <li>• Uses artistic vocabulary confidently.</li> <li>• Reflects on artistic decisions.</li> <li>• Makes links between artwork and historical context.</li> </ul> <p>Vocabulary:</p> <p>evaluate, reflect, compare, improve, craftsmanship</p> |

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| Assessment                                                    | <p>Enquiry Question:<br/>How can artists use contrasting and complementary colours to create impact?<br/>Children will demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>• Identifying complementary and contrasting colours.</li> <li>• Applying colour theory in artwork.</li> <li>• Analysing Georgia O'Keeffe's use of colour.</li> <li>• Creating an original painting.</li> <li>• Evaluating artistic choices using appropriate vocabulary.</li> </ul> | <p>Enquiry Question:<br/>How did prehistoric people use art to record their lives and experiences?</p> <p>Children will demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>• Identifying features of prehistoric cave art.</li> <li>• Using charcoal to create tone and texture.</li> <li>• Recording observations in sketchbooks.</li> <li>• Creating an original cave-art composition.</li> <li>• Evaluating artwork using artistic vocabulary.</li> </ul> | <p>Enquiry Question:<br/>How can artists use pattern, shape and colour to create mosaics?</p> <p>Children will demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>• Identifying features of Roman mosaics.</li> <li>• Designing original mosaic patterns.</li> <li>• Selecting materials purposefully.</li> <li>• Creating a mosaic with control and precision.</li> <li>• Evaluating artwork using artistic vocabulary.</li> </ul> |
| End Point                                                     | <p>Children create a painting inspired by Georgia O'Keeffe demonstrating the use of contrasting and complementary colours to create emphasis and visual impact.</p> <p>By the end of this unit, children will understand how artists use contrasting and complementary colours to create emphasis and visual impact. They will create an original painting inspired by Georgia O'Keeffe and explain how colour influences mood, meaning and focus.</p>                              | <p>Children create a prehistoric cave painting using charcoal and drawing techniques to represent life during the Stone Age.</p> <p>By the end of this unit, children will understand that prehistoric people used cave paintings to communicate ideas, experiences and beliefs. They will know how artists use line, shape, tone and texture to create meaning and will create a cave painting inspired by prehistoric artwork.</p>                                               | <p>Children create a Roman-inspired mosaic using a range of materials to demonstrate pattern, colour, shape and composition.</p>                                                                                                                                                                                                                                                                                                                          |
| Substantive Knowledge<br><br>(What children need to remember) | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Complementary colours sit opposite each other on the colour wheel.</li> <li>• Contrasting colours create visual impact.</li> <li>• Artists use colour to create emphasis and mood.</li> <li>• Georgia O'Keeffe used colour purposefully to draw attention to specific features.</li> </ul>                                                                                                                      | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Cave paintings provide evidence about prehistoric life.</li> <li>• Prehistoric artists used natural materials such as charcoal and pigments.</li> <li>• Tone can create depth and form.</li> <li>• Texture can be created through mark-making techniques.</li> <li>• Symbols and images can communicate meaning.</li> </ul>                                                                                    | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Roman mosaics were used to decorate buildings and tell stories.</li> <li>• Mosaics are created using small pieces called tesserae.</li> <li>• Repeating patterns and symmetry are common features of mosaics.</li> <li>• Different materials create different visual effects.</li> <li>• Artists carefully arrange shapes and colours to create compositions.</li> </ul>              |

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| Disciplinary Knowledge<br>(Thinking like an artist) | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use sketchbooks to record and develop ideas.</li> <li>• Explore colour relationships through experimentation.</li> <li>• Analyse the work of an artist.</li> <li>• Apply colour theory in original artwork.</li> <li>• Evaluate artistic decisions and outcomes.</li> </ul>                                                                                                                                                                                | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use sketchbooks to record and develop ideas.</li> <li>• Explore drawing media through experimentation.</li> <li>• Draw from observation.</li> <li>• Use tone and texture purposefully.</li> <li>• Create artwork inspired by historical sources.</li> <li>• Evaluate artistic decisions and outcomes.</li> </ul>                                                                                                                                                                                                                                                                         | <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use sketchbooks to record and develop ideas.</li> <li>• Explore pattern, colour and composition.</li> <li>• Select materials purposefully.</li> <li>• Create mosaics using a range of techniques.</li> <li>• Evaluate artwork and compare it with historical examples.</li> <li>• Refine artistic decisions through reflection.</li> </ul>                                                                                                                                                                                                                                                                               |
| Adaptive Teaching                                   | <p>Support</p> <ul style="list-style-type: none"> <li>• Colour wheel prompts.</li> <li>• Teacher modelling.</li> <li>• Visual examples.</li> <li>• Vocabulary mats.</li> <li>• Guided colour mixing activities.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Create complex colour combinations.</li> <li>• Explain colour choices using artistic vocabulary.</li> <li>• Compare multiple artworks by Georgia O'Keeffe.</li> <li>• Apply colour theory independently and purposefully.</li> </ul> | <p>Support</p> <ul style="list-style-type: none"> <li>• Teacher modelling of charcoal techniques.</li> <li>• Visual examples of cave paintings.</li> <li>• Vocabulary mats with images.</li> <li>• Guided sketching activities.</li> <li>• Pre-drawn outlines where appropriate.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Create detailed tonal effects.</li> <li>• Use a wider range of mark-making techniques.</li> <li>• Explain artistic choices using subject-specific vocabulary.</li> <li>• Compare different examples of prehistoric artwork.</li> <li>• Refine work independently following evaluation.</li> </ul> | <p>Support</p> <ul style="list-style-type: none"> <li>• Teacher modelling of mosaic techniques.</li> <li>• Visual examples of Roman mosaics.</li> <li>• Vocabulary mats with images.</li> <li>• Pre-drawn templates where appropriate.</li> <li>• Adult-supported cutting and arranging activities.</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• Create more complex symmetrical patterns.</li> <li>• Use a wider range of materials independently.</li> <li>• Explain artistic choices using subject-specific vocabulary.</li> <li>• Compare multiple examples of Roman mosaics.</li> <li>• Refine compositions independently following evaluation.</li> </ul> |
| Assessment for Learning                             | <p>Throughout the unit, teachers will assess understanding through:</p> <ul style="list-style-type: none"> <li>• Sketchbook work.</li> <li>• Discussion and questioning.</li> <li>• Observation of colour mixing and painting techniques.</li> <li>• Retrieval of key vocabulary.</li> <li>• Evaluation of work in progress.</li> <li>• Final artwork evaluation.</li> <li>• Pupil reflections during Reflect sessions.</li> </ul>                                                                                        | <p>Throughout the unit, teachers will assess understanding through:</p> <ul style="list-style-type: none"> <li>• Sketchbook work.</li> <li>• Discussion and questioning.</li> <li>• Observation of drawing and charcoal techniques.</li> <li>• Retrieval of key vocabulary.</li> <li>• Evaluation of work in progress.</li> <li>• Final artwork evaluation.</li> <li>• Pupil reflections during Reflect sessions.</li> </ul>                                                                                                                                                                                                                            | <p>Throughout the unit, teachers will assess understanding through:</p> <ul style="list-style-type: none"> <li>• Sketchbook work.</li> <li>• Discussion and questioning.</li> <li>• Observation of mosaic-making techniques.</li> <li>• Retrieval of key vocabulary.</li> <li>• Evaluation of work in progress.</li> <li>• Final mosaic evaluation.</li> <li>• Pupil reflections during Reflect sessions.</li> </ul>                                                                                                                                                                                                                                                                    |

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| Curriculum coverage | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques, including painting.</li> <li>• Learn about great artists and understand the historical and cultural development of their art forms.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observations and use them to review and revisit ideas.</li> <li>• Improve mastery of art and design techniques, including drawing.</li> <li>• Learn about great artists and understand the historical and cultural development of their art forms.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observations and use them to review and revisit ideas.</li> <li>• Improve mastery of art and design techniques using a range of materials.</li> <li>• Learn about great artists, architects and designers in history.</li> <li>• Use a range of materials creatively to design and make products.</li> </ul> |
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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                                                                                                                                                                      |
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|                                   | Exploring and discovering                                                                                                             | Exploring and beginning                                                                                                                        | Developing and experimenting                                                                                                               | Developing and refining                                                                                                                           | Applying and creating                                                                                                                             | Confidently applying and designing                                                                                                                                           | Mastering and creating independently                                                                                                                                        |
| <b>DRAWING &amp; COMPOSITION</b>  | <ul style="list-style-type: none"> <li>Makes marks with confidence.</li> <li>Explores lines and shapes freely.</li> </ul>             | <ul style="list-style-type: none"> <li>Uses lines and shapes to represent ideas.</li> <li>Draws from observation with support.</li> </ul>      | <ul style="list-style-type: none"> <li>Explores a range of lines and marks.</li> <li>Begins to show simple movement and detail.</li> </ul> | <ul style="list-style-type: none"> <li>Uses line, tone and texture in drawings.</li> <li>Begins to show depth and perspective.</li> </ul>         | <ul style="list-style-type: none"> <li>Creates tone and texture with confidence.</li> <li>Uses perspective to show depth and space.</li> </ul>    | <ul style="list-style-type: none"> <li>Uses line, tone, texture and perspective to create mood.</li> <li>Plans and refines compositions.</li> </ul>                          | <ul style="list-style-type: none"> <li>Uses a range of drawing techniques confidently.</li> <li>Creates atmosphere, emotion and meaning in detailed work.</li> </ul>        |
| <b>PAINTING &amp; COLOUR</b>      | <ul style="list-style-type: none"> <li>Explores colour freely.</li> <li>Notifies and names colours.</li> </ul>                        | <ul style="list-style-type: none"> <li>Mixes primary colours to make secondary colours.</li> <li>Begins to create tints and shades.</li> </ul> | <ul style="list-style-type: none"> <li>Mixes colours to create tints and shades.</li> <li>Uses colour to represent ideas.</li> </ul>       | <ul style="list-style-type: none"> <li>Explores warm and cool colours.</li> <li>Selects colour purposefully to create mood and effect.</li> </ul> | <ul style="list-style-type: none"> <li>Mixes and applies colours with care.</li> <li>Creates mood using tone and colour combinations.</li> </ul>  | <ul style="list-style-type: none"> <li>Uses colour theory, including complementary colours and tones.</li> <li>Applies colour to create atmosphere.</li> </ul>               | <ul style="list-style-type: none"> <li>Uses advanced colour mixing and techniques.</li> <li>Creates sophisticated effects to communicate emotion and atmosphere.</li> </ul> |
| <b>SCULPTURE (3D)</b>             | <ul style="list-style-type: none"> <li>Explores and manipulates malleable materials.</li> <li>Uses simple tools and hands.</li> </ul> | <ul style="list-style-type: none"> <li>Shapes and models clay and other materials.</li> <li>Builds simple structures.</li> </ul>               | <ul style="list-style-type: none"> <li>Joins materials in different ways.</li> <li>Creates textures and patterns.</li> </ul>               | <ul style="list-style-type: none"> <li>Develops skills in modelling, joining and shaping.</li> <li>Adds texture and detail.</li> </ul>            | <ul style="list-style-type: none"> <li>Uses clay and other materials with control.</li> <li>Creates more complex forms and structures.</li> </ul> | <ul style="list-style-type: none"> <li>Uses a range of sculptural techniques with increasing independence.</li> <li>Adds detail and texture to communicate ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Plans and creates sculptures showing understanding of form, proportion and intent.</li> <li>Evaluates and refines work.</li> </ul>   |
| <b>CRAFT</b>                      | <ul style="list-style-type: none"> <li>Explores materials and textures.</li> <li>Collages with a variety of materials.</li> </ul>     | <ul style="list-style-type: none"> <li>Cuts, tears and joins materials.</li> <li>Creates simple collages.</li> </ul>                           | <ul style="list-style-type: none"> <li>Selects and combines materials for effect.</li> <li>Uses patterns and repeated shapes.</li> </ul>   | <ul style="list-style-type: none"> <li>Designs and makes crafts with a purpose.</li> <li>Begins to sew and use textiles.</li> </ul>               | <ul style="list-style-type: none"> <li>Creates detailed crafts.</li> <li>Uses textiles, stitching and joining techniques confidently.</li> </ul>  | <ul style="list-style-type: none"> <li>Combines materials and techniques.</li> <li>Works with textiles with skill and precision.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Designs and makes high-quality crafts.</li> <li>Combines techniques to create original, purposeful pieces.</li> </ul>                |
| <b>PRINTING &amp; PATTERN</b>     | <ul style="list-style-type: none"> <li>Explores stamping and printing.</li> <li>Notifies patterns in the world.</li> </ul>            | <ul style="list-style-type: none"> <li>Makes prints using simple tools.</li> <li>Explores repeating patterns.</li> </ul>                       | <ul style="list-style-type: none"> <li>Uses relief and impression printing.</li> <li>Creates repeat patterns.</li> </ul>                   | <ul style="list-style-type: none"> <li>Explores different printing methods.</li> <li>Uses pattern to create effect.</li> </ul>                    | <ul style="list-style-type: none"> <li>Uses layering and repetition in prints.</li> <li>Designs patterns with purpose.</li> </ul>                 | <ul style="list-style-type: none"> <li>Plans and creates prints with increasing independence.</li> <li>Uses pattern to communicate ideas.</li> </ul>                         | <ul style="list-style-type: none"> <li>Uses a range of printing techniques confidently.</li> <li>Creates detailed prints with meaning.</li> </ul>                           |
| <b>ART &amp; DESIGN KNOWLEDGE</b> | <ul style="list-style-type: none"> <li>Talks about their own work.</li> <li>Notifies art in their environment.</li> </ul>             | <ul style="list-style-type: none"> <li>Talks about likes and dislikes.</li> <li>Begins to talk about artists and art.</li> </ul>               | <ul style="list-style-type: none"> <li>Describes artwork using simple vocabulary.</li> <li>Knows some artists.</li> </ul>                  | <ul style="list-style-type: none"> <li>Discusses artists and their work.</li> <li>Begins to understand different styles.</li> </ul>               | <ul style="list-style-type: none"> <li>Analyses and compares artwork.</li> <li>Understands how art reflects history and culture.</li> </ul>       | <ul style="list-style-type: none"> <li>Analyses techniques and intent in art.</li> <li>Understands art in context (historical, cultural and social).</li> </ul>              | <ul style="list-style-type: none"> <li>Critiques and evaluates artwork.</li> <li>Understands how art communicates meaning and reflects identity.</li> </ul>                 |

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                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | <b>EXPLORE</b><br>and discover                                                                                                                             | <b>BEGIN</b><br>and develop                                                                                                                                                          | <b>DEVELOP</b><br>and practise                                                                                                                                                                          | <b>REFINE</b><br>and improve                                                                                                                                                                            | <b>APPLY</b><br>and create                                                                                                                                                                                  | <b>MASTER</b><br>and evaluate                                                                                                                                                                                        | <b>CREATE</b><br>and inspire                                                                                                                                                                                               |
| <b>DRAWING &amp; COMPOSITION</b><br>Developing ideas using line, tone, shape and composition. | <ul style="list-style-type: none"> <li>Makes marks freely.</li> <li>Explores lines and shapes.</li> <li>Enjoys drawing from imagination.</li> </ul>        | <ul style="list-style-type: none"> <li>Uses lines and shapes to represent ideas.</li> <li>Begins to draw from observation with support.</li> <li>Adds simple details.</li> </ul>     | <ul style="list-style-type: none"> <li>Observes and draws simple objects.</li> <li>Uses lines to show movement and expression.</li> <li>Begins to consider composition.</li> </ul>                      | <ul style="list-style-type: none"> <li>Uses line, tone and texture in drawings.</li> <li>Shows awareness of foreground, middle ground and background.</li> <li>Develops detail and accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>Uses shading to create tone and depth.</li> <li>Applies perspective to show distance.</li> <li>Organises composition to create effect.</li> </ul>                    | <ul style="list-style-type: none"> <li>Uses line, tone, light and shadow to create atmosphere.</li> <li>Applies perspective confidently.</li> <li>Refines compositions to communicate ideas.</li> </ul>              | <ul style="list-style-type: none"> <li>Uses a wide range of drawing techniques confidently.</li> <li>Creates atmosphere, mood and meaning in detailed compositions.</li> <li>Plans, refines and evaluates work.</li> </ul> |
| <b>PAINTING &amp; COLOUR</b><br>Exploring and applying colour, tone and texture.              | <ul style="list-style-type: none"> <li>Explores colours freely.</li> <li>Notifies and names colours.</li> <li>Enjoys mixing paint.</li> </ul>              | <ul style="list-style-type: none"> <li>Mixes primary colours to make secondary colours.</li> <li>Explores tints by adding white.</li> <li>Uses colour to represent ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Mixes tints and shades by adding white and black.</li> <li>Uses colour to show feelings and ideas.</li> <li>Applies paint using different techniques.</li> </ul> | <ul style="list-style-type: none"> <li>Explores warm and cool colours.</li> <li>Uses tone and shade for effect.</li> <li>Selects colours purposefully to create mood.</li> </ul>                        | <ul style="list-style-type: none"> <li>Mixes and applies tints, tones and shades confidently.</li> <li>Uses complementary and contrasting colours.</li> <li>Creates mood and atmosphere in work.</li> </ul> | <ul style="list-style-type: none"> <li>Applies colour theory (tints, tones, shades, complementary colours).</li> <li>Uses colour to create atmosphere and meaning.</li> <li>Works confidently with paint.</li> </ul> | <ul style="list-style-type: none"> <li>Uses colour theory confidently and creatively.</li> <li>Creates sophisticated effects using colour mixing and techniques.</li> <li>Evaluates and refines colour choices.</li> </ul> |
| <b>CRAFT</b><br>Using a range of materials and techniques to create artwork.                  | <ul style="list-style-type: none"> <li>Explores materials and textures.</li> <li>Uses hands and tools safely.</li> <li>Creates simple collages.</li> </ul> | <ul style="list-style-type: none"> <li>Cuts, tears and joins materials.</li> <li>Arranges shapes to create pictures.</li> <li>Begins to select materials for a purpose.</li> </ul>   | <ul style="list-style-type: none"> <li>Creates collages using a range of materials.</li> <li>Joins materials using glue, tape or staples.</li> <li>Selects materials carefully for effect.</li> </ul>   | <ul style="list-style-type: none"> <li>Experiments with different craft materials and techniques.</li> <li>Creates patterns and textures.</li> <li>Refines ideas.</li> </ul>                            | <ul style="list-style-type: none"> <li>Uses a range of materials purposefully.</li> <li>Combines techniques to create decorative effects.</li> <li>Works with care and increasing accuracy.</li> </ul>      | <ul style="list-style-type: none"> <li>Combines materials and techniques confidently.</li> <li>Uses repeating patterns and detail with precision.</li> <li>Evaluates and refines craft work.</li> </ul>              | <ul style="list-style-type: none"> <li>Seeks out and combines materials creatively.</li> <li>Works with increasing independence and precision.</li> <li>Plans, refines and evaluates craft work.</li> </ul>                |
| <b>SCULPTURE (3D)</b><br>Shaping, forming and constructing three-dimensional artwork.         | <ul style="list-style-type: none"> <li>Explores 3D materials.</li> <li>Rolls, squeezes and shapes.</li> <li>Enjoys building and constructing.</li> </ul>   | <ul style="list-style-type: none"> <li>Uses rollers, pinch and presses.</li> <li>Makes simple joins.</li> <li>Creates basic 3D forms.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Builds sculptures using clay and other materials.</li> <li>Joins materials successfully.</li> <li>Adds texture.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Uses tools to add texture and pattern.</li> <li>Joins clay using score and slip.</li> <li>Builds with control and stability.</li> </ul>                          | <ul style="list-style-type: none"> <li>Uses a range of techniques (slab, coil, model, join).</li> <li>Creates texture and detail purposefully.</li> <li>Refines and improves sculptures.</li> </ul>         | <ul style="list-style-type: none"> <li>Uses sculptural techniques with skill (relief, carving, modelling).</li> <li>Adds detail and texture accurately.</li> <li>Evaluates and refines.</li> </ul>                   | <ul style="list-style-type: none"> <li>Applies a wide range of sculptural techniques with confidence.</li> <li>Creates detailed, expressive and purposeful sculptures.</li> <li>Evaluates and improves work.</li> </ul>    |





# ART VOCABULARY JOURNEY

*Developing language, deepening understanding, inspiring creativity*



| KEY CONCEPTS                  | EYFS                                                      | YEAR 1                                                                 | YEAR 2                                                                        | YEAR 3                                                                     | YEAR 4                                                                          | YEAR 5                                                                        | YEAR 6                                                                                    |
|-------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>LINE</b>                   | 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                 |
| <b>SHAPE</b>                  | 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                     |
| <b>COLOUR</b>                 | 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            |
| <b>TONE</b>                   | 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                |
| <b>TEXTURE</b>                | 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     |
| <b>FORM (3D)</b>              | 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 |
| <b>SPACE</b>                  | 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                        |
| <b>EVALUATE &amp; RESPOND</b> | 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*



| <b>EYFS</b><br>Exploring & Discovering                                                                       | <b>YEAR 1</b><br>Exploring & Beginning                                                                          | <b>YEAR 2</b><br>Developing & Experimenting                                                             | <b>YEAR 3</b><br>Developing & Refining                                                          | <b>YEAR 4</b><br>Applying & Creating                                                                   | <b>YEAR 5</b><br>Confidently Applying & Designing                                                      | <b>YEAR 6</b><br>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. |
| <b>DRAWING &amp; COMPOSITION</b>                                                                             | 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.            |
| <b>PAINTING &amp; COLOUR</b>                                                                                 | 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.            |
| <b>SCULPTURE (3D)</b>                                                                                        | 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.                              |
| <b>CRAFT</b>                                                                                                 | 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