



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 4 Art Medium Term plans

	<u>Vikings</u>	<u>Tudors</u>	<u>Ancient Egypt</u>
Prior learning	• Knows the colour wheel, including primary, secondary, contrasting and complementary colours. • Can mix colours with increasing accuracy. • Can use colour purposefully to create mood and emphasis. • Can develop and refine ideas in a sketchbook.	• Can use line, tone and texture to create drawings. • Can draw using charcoal and other drawing media. • Can draw from observation and refine their work. • Can use a sketchbook to develop and improve ideas.	• Knows that patterns, shapes and colour can be used to create mosaics and decorative artwork. • Can select and combine a range of materials for a purpose. • Can create artwork inspired by historical sources. • Can evaluate artwork using artistic vocabulary.
Year 4	Topic: Paint and Colour – Contrast and Complementary Colour Theory: Scandinavian Seascapes Enquiry Question: How can artists use contrasting and complementary colours to create powerful designs? Artist Edvard Munch	Topic:-Drawing and composition – Tudor Portraits Enquiry Question: How do artists create realistic and meaningful portraits? Artist Hans Holbein the Younger	Topic:Sculpture – Egyptian Death Masks Enquiry Question: How can artists use materials, texture and pattern to create Egyptian-inspired sculptures?
Explore 1	WALT: To understand complementary and contrasting colours and their effect in artwork. Children: • Explore the colour wheel using water colours.	WALT: To understand the features and purpose of Tudor portraiture. Children: • Explore examples of Tudor portraits. • Investigate the work of Hans Holbein.	WALT: To understand the purpose and features of Ancient Egyptian artefacts and sculptures. Children: • Explore a range of Egyptian artefacts and sculptures.

	• Identify complementary colour pairs. • Investigate contrasting colours in artwork. • Record observations in sketchbooks. Skills: • Identifies colour relationships. • Uses sketchbooks effectively. • Explains colour choices. Vocabulary: complementary, contrast, colour wheel, emphasis, impact	• Identify symbols, clothing and objects used in portraits. • Record observations in sketchbooks. Skills: • Observes artwork carefully. • Identifies key features of portraiture. • Uses sketchbooks to record observations. Vocabulary: portrait, Tudor, Hans Holbein, symbolism, composition	• Identify common materials, patterns and symbols. • Discuss the purpose of Egyptian artefacts. • Record observations in sketchbooks. Skills: • Observes artefacts carefully. • Identifies artistic features. • Uses sketchbooks to record observations. Vocabulary: artefact, sculpture, Ancient Egypt, symbol, hieroglyphics
Explore 2	WALT: To analyse how artists use colour to create mood and impact. Children: • Explore the work of Edvard Munch. • Identify contrasting and complementary colours. • Discuss how colour creates mood. • Record observations in sketchbooks. Skills: • Analyses artwork. • Uses artistic vocabulary. • Makes links between colour and mood. Vocabulary: mood, expression, artist, impact, atmosphere	WALT: To explore facial proportions and features through observational drawing. Children: • Investigate the proportions of the face. • Practise drawing facial features. • Use mirrors and photographs to support observation. • Record studies in sketchbooks. Skills: • Draws from observation. • Understands facial proportions. • Develops drawing accuracy. Vocabulary: proportion, observation, feature, sketch, facial expression	WALT: To investigate how Egyptian artists used pattern, colour and symbolism. Children: • Explore Egyptian symbols and hieroglyphics. • Investigate repeating patterns in Egyptian artwork. • Sketch and annotate examples. • Record ideas in sketchbooks. Skills: • Identifies patterns and symbols. • Records observations accurately. • Develops sketchbook skills. Vocabulary: pattern, symbolism, hieroglyphics, motif, repeat

Create 1	WALT: To explore-Scandinavian seascapes through sketchbook work. Children: • Investigate reflections in water • Sketch and refine seascape composition ideas • Experiment with colour combinations in water colour. • Develop design ideas. Skills: • Records observations. • Develops artistic ideas. • Refines designs. Vocabulary: seascape, reflection, horizon, perspective, design,	WALT: To experiment with pencil, pen and charcoal to create tone and texture. Children: • Explore different drawing materials. • Experiment with shading techniques. • Create texture through mark-making. • Develop tonal studies in sketchbooks. Skills: • Uses tone to create form. • Creates texture through mark-making. • Controls drawing media effectively. Vocabulary: tone, texture, shading, charcoal, mark-making	WALT: To explore materials and techniques used to create texture and form. Children: • Investigate paper-mache/mod roc, card, foil, fabric and paper. • Explore joining, shaping and modelling techniques. • Experiment with creating texture. • Record findings in sketchbooks. Skills: • Explores a range of materials. • Creates texture using tools and techniques. • Selects materials appropriately. Vocabulary: texture, form, relief, malleable, surface
Create 2	WALT: To apply painting techniques using complementary and contrasting colours. Children: • Practise blending and layering water colour paint. • Experiment with colour combinations. • Create colour studies based on Viking motifs. • Develop technical control.	WALT: To analyse how Tudor artists communicated status and identity through portraits. Children: • Explore Tudor clothing, jewellery and symbols. • Investigate how portraits communicated power and importance. • Annotate portrait examples. • Develop ideas for a final portrait. Skills: • Analyses artwork. • Makes links between art and history.	WALT: To design an Egyptian Death Mask- Children: • Develop design ideas using sketchbooks. • Incorporate Egyptian patterns and symbols. • Select suitable materials. • Refine designs following discussion and feedback. Skills: • Develops artistic ideas. • Plans and refines designs. • Makes purposeful artistic choices.

	Skills: • Applies paint confidently. • Uses colour purposefully. • Develops painting techniques. Vocabulary: blend, layer, brushstroke, technique	• Develops and refines ideas. Vocabulary: status, identity, symbolism, wealth, portraiture	Vocabulary: design, composition, artefact, sculpture, refine
Create 3	WALT: To create a Viking-inspired artwork using colour theory. Children: • Create a final composition. • Apply complementary and contrasting colours. • Use Viking motifs and patterns. • Refine artwork independently. Skills: • Creates an original artwork. • Applies colour theory. • Demonstrates artistic control. Vocabulary: composition, motif, contrast, complementary	WALT: To create a Tudor-inspired portrait using drawing techniques. Children: • Plan and sketch a final portrait. • Apply proportion, tone and texture. • Include Tudor-inspired clothing and symbols. • Refine and improve artwork. Skills: • Creates a portrait with increasing accuracy. • Applies drawing techniques confidently. • Demonstrates artistic control. Vocabulary: portrait, composition, proportion, tone, detail	WALT: To create an Egyptian Death Mask= using a range of materials. Children: • Use designs as a guide. • Shape, join and construct materials. • Apply texture, pattern and detail. • Create a finished artefact or sculpture. Skills: • Creates three-dimensional artwork. • Combines materials effectively. • Demonstrates control when shaping and joining. Vocabulary: construct, join, sculpt, detail, craftsmanship
Reflect 1	WALT: To evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk.	WALT: To evaluate portrait artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with Tudor portraits.	WALT: To evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk.

	• Evaluate artwork using artistic vocabulary. • Compare work with artist examples. • Reflect on strengths and next steps. Skills: • Evaluates artwork. • Reflects on artistic decisions. • Uses artistic vocabulary confidently. Vocabulary: evaluate, reflect, improve, artistic choice	• Discuss artistic choices and techniques. • Record reflections in sketchbooks. • Identify strengths and next steps. Skills: • Evaluates artwork thoughtfully. • Uses artistic vocabulary confidently. • Reflects on artistic decisions. Vocabulary: evaluate, reflect, critique, improve, portraiture	• Compare work with Egyptian artefacts and sculptures. • Discuss materials, techniques and artistic choices. • Record reflections in sketchbooks. • Identify strengths and next steps. Skills: • Evaluates artwork thoughtfully. • Uses artistic vocabulary confidently. • Reflects on artistic decisions. Vocabulary: evaluate, reflect, craftsmanship, improve, technique
Assessment	Enquiry Question: How can artists use contrasting and complementary colours to create powerful designs? Children will demonstrate understanding by: • Identifying complementary and contrasting colours. • Explaining how artists use colour to create mood and impact. • Using sketchbooks to develop and refine ideas. • Creating a Viking-inspired artwork using colour theory. • Evaluating artwork using artistic vocabulary.	Enquiry Question: How do artists create realistic and meaningful portraits? Children will demonstrate understanding by: • Drawing facial features with increasing accuracy. • Using tone and texture to create depth and form. • Understanding how Tudor portraits communicated status and identity. • Creating a Tudor-inspired portrait. • Evaluating artwork using artistic vocabulary.	How can artists use materials, texture and pattern to create Egyptian-inspired artefacts and sculptures? Children will demonstrate understanding by: • Identifying features of Egyptian artefacts and sculptures. • Using materials purposefully to create texture and form. • Applying Egyptian patterns and symbols. • Creating a three-dimensional artefact or sculpture. • Evaluating artwork using artistic vocabulary.

End Point	Children create a Viking-inspired water colour painting using complementary and contrasting colours to create impact and emphasis. By the end of this unit, children will understand how artists use complementary and contrasting colours to create emphasis, mood and visual impact. They will know how Viking motifs can be incorporated into artwork and will create a final painting that demonstrates purposeful colour choices and artistic techniques.	Children create a Tudor-inspired portrait demonstrating accurate facial proportions, tone, texture and an understanding of symbolism used in Tudor portraiture. By the end of this unit, children will understand how portrait artists communicate information about a person through pose, clothing, symbols and expression. They will know how Hans Holbein used portraiture to record important Tudor figures and will create a portrait demonstrating proportion, tone, texture and historical understanding.	Children create an Egyptian-inspired death mask to demonstrate texture, pattern, form and historical understanding. By the end of this unit, children will understand how Ancient Egyptians used artefacts and sculptures to communicate beliefs, status and culture. They will know how artists use texture, pattern, form and materials to create three-dimensional artwork and will create an Egyptian-inspired artefact or sculpture demonstrating these skills.
Substantive Knowledge (What children need to remember)	Children will know: • Complementary colours sit opposite each other on the colour wheel. • Contrasting colours create visual impact. • Artists use colour to create mood and atmosphere. • Viking artwork often included repeated motifs and patterns. • Artists develop and refine ideas using sketchbooks.	Children will know: • Portraits are artworks that represent people. • Facial features follow general proportions. • Tone creates depth and form. • Texture can be created through mark-making. • Tudor portraits often included symbols of wealth, power and status. • Hans Holbein was a significant Tudor portrait artist.	Children will know: • Egyptian artefacts and sculptures often communicated beliefs and status. • Hieroglyphics and symbols carried meaning. • Texture can be created through tools, materials and techniques. • Different materials create different effects. • Sculpture is a three-dimensional art form. • Artists refine designs before creating final pieces.

Disciplinary Knowledge (Thinking like an artist)	Children will: • Use sketchbooks to develop and refine ideas. • Explore colour relationships through experimentation. • Analyse and discuss artwork. • Apply colour theory in original artwork. • Evaluate artistic decisions and outcomes.	Children will: • Use sketchbooks to develop and refine ideas. • Draw from observation. • Experiment with drawing media. • Use tone and texture purposefully. • Analyse and discuss artwork. • Evaluate artistic decisions and outcomes.	Children will: • Use sketchbooks to record and develop ideas. • Explore and compare materials. • Create texture and form using a range of techniques. • Plan and refine designs. • Create three-dimensional artwork. • Evaluate artistic decisions and outcomes.
Adaptive Teaching	Support • Colour wheel prompts. • Teacher modelling. • Visual examples. • Vocabulary mats. • Guided colour-mixing activities. • Pre-drawn Viking motif templates where appropriate. Challenge • Create complex colour combinations independently. • Explain colour choices using artistic vocabulary. • Compare multiple examples of artwork. • Apply colour theory purposefully to create a chosen mood. • Refine compositions independently following evaluation.	Support • Teacher modelling of portrait techniques. • Step-by-step guides for facial proportions. • Visual examples and reference photographs. • Vocabulary mats with images. • Pre-drawn face guides where appropriate. Challenge • Create more detailed tonal studies. • Refine proportions independently. • Analyse multiple Tudor portraits. • Explain artistic choices using subject-specific vocabulary. • Compare Tudor portraiture with modern portraiture.	Support • Teacher modelling of construction and sculpting techniques. • Visual examples of Egyptian artefacts. • Vocabulary mats with images. • Pre-drawn templates where appropriate. • Adult-supported joining and construction activities. Challenge • Create more intricate patterns and symbols. • Use a wider range of materials independently. • Explain artistic choices using subject-specific vocabulary. • Compare different examples of Egyptian artefacts and sculptures. • Refine and improve work independently following evaluation.

Assessment for Learning	Throughout the unit, teachers will assess understanding through: • Sketchbook work. • Discussion and questioning. • Observation of colour mixing and painting techniques. • Retrieval of key vocabulary. • Evaluation of work in progress. • Final artwork evaluation. • Pupil reflections during Reflect sessions.	Throughout the unit, teachers will assess understanding through: • Sketchbook work. • Discussion and questioning. • Observation of drawing techniques. • Retrieval of key vocabulary. • Evaluation of work in progress. • Final portrait evaluation. • Pupil reflections during Reflect sessions.	Throughout the unit, teachers will assess understanding through: • Sketchbook work. • Discussion and questioning. • Observation of sculpting and construction techniques. • Retrieval of key vocabulary. • Evaluation of work in progress. • Final artefact or sculpture evaluation. • Pupil reflections during Reflect sessions.
Curriculum coverage	Pupils should be taught to: • Create sketchbooks to record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including painting. • Learn about great artists and understand the historical and cultural development of their art forms.	Pupils should be taught to: • Create sketchbooks to record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing. • Learn about great artists and understand the historical and cultural development of their art forms.	Pupils should be taught to: • Create sketchbooks to record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including sculpture and other art forms. • Use a range of materials creatively to design and make products. • Learn about great artists, craft makers and designers and understand the historical and cultural development of their art forms.



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