



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 5 Art Medium Term plans

<u>Year 5</u>	<u>WW1</u>	<u>Ancient Greece</u>	<u>The Plague</u>
Prior learning	• Knows how to create tints, tones and shades by mixing colours. • Can use colour to create mood and atmosphere. • Can analyse the work of artists and record ideas in a sketchbook. • Can refine painting techniques through practice.	• Can use line, tone and shading to create form and depth. • Can experiment with a range of drawing media, including charcoal and ink. • Understands that perspective creates the illusion of space. • Can develop and refine ideas in a sketchbook.	• Knows that printing can be used to create repeated images. • Can explore relief printing techniques using different materials. • Can create texture and pattern through printing. • Can evaluate artwork using artistic vocabulary.
Year 5	Topic: Paint and Colour – Tints, Tones and Shades: WW1 Art and Paul Nash Enquiry Question: How can artists use tints, tones and shades to communicate mood and atmosphere? Artist Paul Nash and WW1 landscapes.	Topic: Drawing and Composition– Line, Light and Shadow Enquiry Question: How can artists use line, light and shadow to create depth, atmosphere and meaning? Artist Peter Thorpe	Topic: Craft – Plague Prints Enquiry Question: How can artists use printing to replicate artwork reliably? Artist John Dunstall and Paulus Furst
Explore 1	WALT: understand and identify tints, tones and shades in colour theory. Children: • Explore the definitions of tint, tone and shade in poster paint. • Investigate examples in artwork. • Create colour charts in sketchbooks. • Discuss how colours can be changed.	WALT: understand how line, light and shadow are used in Peter Thorpe’s abstract space art Children: • Explore examples of Space art • Investigate the work of Peter Thorpe • Identify the use of line, light and shadow. • Record observations in sketchbooks. Skills:	WALT: understand how artists use printing to create repeated images. Children: • Explore examples of plague prints. • Investigate the work of John Dunstall and Paulus Fürst. • Identify repeated patterns, lines and imagery used in prints. • Record observations in sketchbooks.

	Skills: - Identifies tints, tones and shades. - Uses sketchbooks to record observations. - Applies colour vocabulary accurately. Vocabulary: tint, tone, shade, hue, colour theory	- Observes artwork carefully. - Identifies artistic techniques. - Uses sketchbooks to record observations. Vocabulary: line, light, shadow, atmosphere, Peter Thorpe	Skills: - Observes artwork carefully. - Identifies printing techniques. - Uses sketchbooks to record observations. Vocabulary: print, printing block, relief, image, replica
Explore 2	WALT: analyse how Paul Nash used colour to create mood and atmosphere. Children: - Explore the work of Paul Nash. - Discuss how colour communicates emotion. - Identify examples of tints, tones and shades. - Record observations and annotations in sketchbooks. Skills: - Analyses artwork. - Uses artistic vocabulary. - Makes links between colour and mood. Vocabulary: Paul Nash, atmosphere, mood, emotion, composition	WALT: analyse how artists create mood and meaning through line and shadow. Children: - Explore how de Chirico-Thorpe created mysterious scenes. - Investigate the effects of shadow and perspective. - Annotate examples in sketchbooks. - Discuss artistic choices and impact. Skills: - Analyses artwork. - Uses artistic vocabulary. - Makes connections between technique and meaning. Vocabulary: perspective, atmosphere, composition, mood, symbolism	WALT: analyse how plague artists communicated information through prints. Children: - Explore how prints were used during the plague. - Investigate symbols, figures and messages within artwork. - Annotate examples in sketchbooks. - Discuss artistic choices and their impact. Skills: - Analyses artwork. - Uses artistic vocabulary. - Makes connections between artwork and historical context. Vocabulary: symbolism, composition, historical source, narrative, plague
Create 1	WALT: experiment with mixing tints, tones and shades using paint. Children: Explore paint mixing techniques using poster paint.	WALT: experiment with pencil, pen, charcoal and ink to create light and shadow. Children: - Explore a range of drawing materials. - Experiment with shading techniques.	WALT: experiment with relief printing techniques. Children: - Explore a range of printing materials. - Create simple relief designs using foam or printing tiles.

	• Create a range of tints, tones and shades. • Compare effects created by different mixtures. • Record findings in sketchbooks. Skills: • Mixes paint accurately. • Controls colour changes. • Evaluates effects created. Vocabulary: mixing, palette, blend, tone, shade	• Create tonal studies. • Record successful techniques in sketchbooks. Skills: • Uses drawing media effectively. • Creates tone and depth. • Experiments with mark-making. Vocabulary: tone, shading, charcoal, ink, gradient	• Experiment with applying ink and making repeated prints. • Record successful techniques in sketchbooks. Skills: • Uses printing tools safely. • Applies ink effectively. • Produces repeated images. Vocabulary: relief print, ink, roller, pressure, impression
Create 2	WALT: develop painting techniques that communicate mood and atmosphere. Children: • Experiment with brushwork and blending using potter paint. • Explore how colour choices influence mood. • Create studies inspired by WW1 landscapes. • Refine techniques through practice. Skills: • Applies paint confidently. • Uses brushwork purposefully. • Creates atmosphere through colour. Vocabulary: brushstroke, atmosphere, blending, technique	WALT: develop drawing techniques that create form and perspective. Children: • Explore how artists create three-dimensional form. • Practise using line and tone to create depth. • Experiment with perspective. • Refine sketchbook studies. Skills: • Creates form through tone. • Uses perspective accurately. • Refines drawing techniques. Vocabulary: form, perspective, dimension, contour, depth	WALT: develop printing techniques that create detail and texture. Children: • Experiment with line, pattern and texture. • Explore how carved or indented marks appear in prints. • Create test prints inspired by plague artwork. • Refine techniques through practice. Skills: • Creates texture through printing. • Controls printing materials effectively. • Refines techniques independently. Vocabulary: texture, pattern, detail, carving, transfer

Create 3	WALT: create a WW1-inspired artwork using tints, tones and shades. Children: • Plan a final composition. • Create a WW1-inspired landscape influenced by Paul Nash. • Apply colour theory purposefully. • Refine and improve artwork. Skills: • Creates an original artwork. • Applies colour theory effectively. • Demonstrates artistic control. Vocabulary: composition, landscape, atmosphere, painting	WALT: create Peter Thrope Space-inspired artwork using line, light and shadow. Children: • Plan a final composition. • Create an artwork inspired by Peter Thorpe. • Apply techniques explored throughout the unit. • Refine and improve artwork. Skills: • Creates an original artwork. • Applies drawing techniques confidently. • Demonstrates artistic control. Vocabulary: composition, shadow, highlight	WALT: create a plague-inspired print using relief printing techniques. Children: • Plan a final composition. • Create a print inspired by the work of John Dunstall or Paulus Fürst. • Apply printing techniques purposefully. • Refine and improve artwork. Skills: • Creates an original artwork. • Applies printing techniques confidently. • Demonstrates artistic control. Vocabulary: composition, relief print, edition, design, craftsmanship
Reflect 1	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with Paul Nash's paintings. • Discuss colour choices and techniques. • Record reflections in sketchbooks. • Identify strengths and next steps. Skills: • Evaluates artwork thoughtfully. • Uses artistic vocabulary confidently. • Reflects on artistic decisions.	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with examples studied. • Discuss the use of line, light and shadow. • 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, artistic choice, improve	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with examples studied. • Discuss printing techniques and outcomes. • 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, artistic choice, improve

	Vocabulary: evaluate, reflect, critique, artistic choice, improve		
Assessment	Enquiry Question: How can artists use tints, tones and shades to communicate mood and atmosphere? Children will demonstrate understanding by: • Identifying and creating tints, tones and shades. • Explaining how artists use colour to create atmosphere. • Analysing the work of Paul Nash. • Creating a WW1-inspired painting. • Evaluating artwork using artistic vocabulary.	Enquiry Question: How can artists use line, light and shadow to create depth, atmosphere and meaning? Children will demonstrate understanding by: • Identifying how artists use line, light and shadow. • Creating tonal effects using a range of drawing media. • Understanding how perspective creates depth. • Creating a Peter Thorpe inspired artwork. • Evaluating artwork using artistic vocabulary.	Enquiry Question: <i>How can artists use printing to replicate artwork reliably?</i> Children will demonstrate understanding by: • Identifying features of relief printing. • Explaining how prints can be reproduced consistently. • Analysing the work of John Dunstall and Paulus Fürst. • Creating a plague-inspired print. • Evaluating artwork using artistic vocabulary.
End Point	Children create a WW1-inspired landscape painting using poster paint, demonstrating the use of tints, tones and shades to communicate mood and atmosphere. By the end of this unit, children will understand how artists use tints, tones and shades to create mood and atmosphere. They will know how Paul Nash used colour to represent the experiences and landscapes of World War One and will create an artwork demonstrating these techniques.	Children create Peter Thorpe inspired -artwork demonstrating the use of line, light and shadow to create atmosphere, depth and meaning. By the end of this unit, children will understand how artists use line, light and shadow to create atmosphere, depth and meaning. They will know how Peter Thorpe used these techniques to create dramatic and mysterious compositions and will create an artwork inspired by Space themes that demonstrates these skills.	Children create a plague-inspired relief print demonstrating the use of repeated printing techniques, texture and pattern to communicate ideas and historical narratives. By the end of this unit, children will understand how artists use printing techniques to reproduce images reliably. They will know how John Dunstall and Paulus Fürst used printmaking to communicate ideas about the plague and will create an artwork demonstrating these techniques.

Substantive Knowledge (What children need to remember)	Children will know: • A tint is created by adding white to a colour. • A shade is created by adding black to a colour. • A tone is created by adding grey or an opposite colour. • Artists use colour to communicate mood and atmosphere. • Paul Nash was a significant WW1 artist. • Sketchbooks help artists develop and refine ideas.	Children will know: • Line can create structure, movement and emphasis. • Light and shadow create tone and depth. • Perspective helps artists create the illusion of space. • Peter Thorpe used dramatic shadows and bold colours in his abstract art to inspire space exploration. • Artists use sketchbooks to develop and refine ideas.	Children will know: • Printing allows artists to create multiple copies of an image. • Relief printing uses a raised surface to transfer ink. • Texture and line can be created through carved or indented marks. • Plaque prints were used to communicate information and ideas. • John Dunstall and Paulus Fürst created artworks connected to the history of the plague. • Sketchbooks help artists develop and refine ideas.
Disciplinary Knowledge (Thinking like an artist)	Children will: • Use sketchbooks to record and develop ideas. • Analyse artwork critically. • Experiment with colour mixing. • Apply colour theory purposefully. • Create original artwork inspired by artists. • Evaluate artistic decisions and outcomes.	Children will: • Use sketchbooks to develop and refine ideas. • Analyse artwork critically. • Experiment with drawing media. • Apply line, tone and perspective purposefully. • Create original artwork inspired by artists. • Evaluate artistic decisions and outcomes.	Children will: • Use sketchbooks to develop and refine ideas. • Analyse artwork critically. • Experiment with printing materials and techniques. • Apply texture, pattern and composition purposefully. • Create original artwork inspired by artists. • Evaluate artistic decisions and outcomes.
Adaptive Teaching	Support • Colour mixing guides. • Teacher modelling. • Visual examples of Paul Nash's work. • Vocabulary mats. • Guided sketchbook activities. • Colour charts and prompts. Challenge • Create subtle tonal variations independently. • Explain artistic choices using subject-	Support • Teacher modelling of shading and perspective techniques. • Visual examples of Peter Thorpe's work. • Vocabulary mats. • Guided sketchbook activities. • Step-by-step demonstrations. • Perspective templates where appropriate. Challenge • Create complex tonal variations independently. • Use perspective accurately within compositions. • Explain artistic choices using subject-specific vocabulary.	Support • Teacher modelling of printing techniques. • Visual examples of plague prints. • Vocabulary mats with images. • Guided sketchbook activities. • Pre-drawn templates where appropriate. • Adult support when using printing equipment. Challenge • Create highly detailed printing blocks independently.

	specific vocabulary. • Compare multiple examples of WW1 artwork. • Use colour purposefully to communicate specific emotions. • Refine compositions independently following evaluation.	• Compare multiple examples of Thorpe's work. • Refine compositions independently following evaluation.	• Use complex textures and patterns within compositions. • Explain artistic choices using subject-specific vocabulary. • Compare multiple examples of historical prints. • Refine and improve artwork independently following evaluation.
Assessment for Learning	Throughout the unit, teachers will assess understanding through: • Sketchbook work. • Discussion and questioning. • Observation of 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 artwork evaluation. • Pupil reflections during Reflect sessions.	Throughout the unit, teachers will assess understanding through: • Sketchbook work. • Discussion and questioning. • Observation of printing techniques. • Retrieval of key vocabulary. • Evaluation of work in progress. • Final artwork 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 drawing. • Learn about great artists 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