



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 6 Art Medium Term plans

Year 6	World War Two	Explorers	Benin Kingdom
Prior learning	• Can use line, tone and shading to create depth and atmosphere. • Can draw using a range of media, including pencil, pen, charcoal and ink. • Understands how artists use observation to develop ideas. • Can refine drawings using a sketchbook.	• Knows how to create tints, tones and shades. • Can use colour to create mood and atmosphere. • Understands how composition influences an artwork. • Can develop and refine painting ideas in a sketchbook.	• Can create three-dimensional artwork using a range of materials. • Knows that texture, pattern and form can communicate ideas. • Can plan and refine sculptures using a sketchbook. • Can evaluate artwork using artistic vocabulary.
Year 6	Topic: Drawing and composition - Observational Drawing Enquiry Question: How can artists use line, tones and shades to communicate emotion and atmosphere? Artist Henry Moore and wartime art.	Topic: – Paint and Colour - Landscape Painting Enquiry Question: How can artists use painting techniques to capture landscapes and communicate a sense of place? Artist L. S. Lowry and Joseph Wright	Topic: Sculpture – Benin Bronzes Enquiry Question: How can artists use sculpture to communicate culture, status and identity? Artist Romauld Hazoume
Explore 1	WALT: analyse how artists use line and tone to communicate emotion and atmosphere. Children: • Explore the work of Henry Moore and other WW2 artists. • Discuss how artists represented wartime experiences. • Identify examples of use of line, tones and shades. • Record observations and annotations in sketchbooks. Skills:	WALT: analyse how artists represent landscapes and environments. Children: • Explore the work of L.S. Lowry and Joseph Wright of Derby. • Compare how artists depict different environments. • Identify the use of shades, tone, colour and composition. • Record observations and annotations in sketchbooks. Skills: • Analyses artwork critically. • Uses artistic vocabulary accurately.	WALT: understand the historical and cultural significance of the Benin Bronzes. Children: • Explore the history of the Kingdom of Benin. • Investigate the purpose and significance of the Benin Bronzes. • Discuss how art communicates culture, identity and status. • Record observations and annotations in sketchbooks. Skills: • Observes artefacts carefully.

	- Analyses artwork critically. - Uses artistic vocabulary accurately. - Records observations in sketchbooks. Vocabulary: Henry Moore, atmosphere, emotion, line, tone, shade	Records observations in sketchbooks. Vocabulary: landscape, composition, foreground, background, perspective	- Records observations in sketchbooks. - Makes links between art and history. Vocabulary: Benin Bronzes, Kingdom of Benin, artefact, culture, identity
Explore 2	WALT: To develop observational drawing techniques inspired by WW2 imagery. Children: - Observe photographs and artefacts from WW2. - Create detailed observational sketches. - Experiment with line, proportion and composition. - Refine work through sketchbook studies. Skills: - Draws accurately from observation. - Uses sketchbooks to develop ideas. - Demonstrates increasing control. Vocabulary: observation, proportion, composition, detail, sketch	WALT: To develop observational drawing techniques when recording landscapes. Children: - Observe landscape photographs linked to exploration. - Create detailed observational sketches. - Explore proportion, perspective and composition. - Refine drawings through sketchbook studies. Skills: - Draws accurately from observation. - Uses perspective effectively. - Demonstrates increasing control and accuracy. Vocabulary: observation, perspective, proportion, horizon, detail	WALT: To analyse the artistic techniques, patterns and symbolism used in the Benin Bronzes. Children: - Examine the details, patterns and imagery found in Benin Bronzes. - Investigate how artists communicated stories and status. - Create detailed observational sketches. - Annotate artistic features in sketchbooks. Skills: - Analyses artwork critically. - Uses observational drawing techniques. - Records ideas systematically. Vocabulary: symbolism, pattern, relief, texture, motif
Create 1 DO ONE AND TWO CREATE TOGETHER	WALT: experiment with pencil, pen, charcoal and ink to create texture, light and shadow. Children: - Explore a range of drawing materials. - Create tonal studies inspired by figures. - Experiment with texture and mark-making. - Record successful techniques in sketchbooks. Skills:	WALT: experiment with creating tints, tones and shades using paint. Children: - Explore colour mixing techniques. - Make choices about paint medium - Create colour studies showing tonal variation. - Investigate how colour can create mood. - Record findings in sketchbooks.	WALT: experiment with clay techniques inspired by the Benin Bronzes. Children: - Explore rolling, coiling, slab building and joining techniques. - Experiment with creating raised relief patterns. - Investigate texture using sculpting tools. - Record findings in sketchbooks.

	• Uses drawing media confidently. • Creates texture and tone effectively. • Experiments with mark-making techniques. Vocabulary: tone, texture, shading, charcoal, ink	Skills: • Mixes colours accurately. • Creates tonal variation. • Applies colour theory confidently. Vocabulary: palette, tint, tone, shade, colour theory	Skills: • Manipulates clay confidently. • Creates texture and relief. • Experiments with sculptural techniques. Vocabulary: clay, relief, sculpture, slab, coil, score and slip
Create 2	WALT: develop drawing techniques that create atmosphere and emotion. Children: • Experiment with shading, smudging and blending. • Explore how light influences mood. • Create studies inspired by Henry Moore's wartime work. • Refine drawing techniques. Skills: • Sketches form confidently. • Uses line, tone and shading purposefully. • Creates atmosphere through use of light. Vocabulary: blending, atmosphere, mood, technique	WALT: investigate how colour, light and atmosphere affect landscapes. Children: • Explore landscape paintings by Wright of Derby and other artists. • Investigate the effects of light and shadow. • Experiment with colour studies. • Develop ideas for a final composition. Skills: • Analyses artistic techniques. • Uses colour purposefully. • Develops and refines ideas. Vocabulary: atmosphere, light source, shadow, colour palette, mood	WALT: design a Benin-inspired clay plaque or sculpture. Children: • Develop design ideas using sketchbooks. • Incorporate symbols, patterns and imagery inspired by Benin art. • Refine and annotate designs. • Select techniques and materials purposefully. Skills: • Develops and refines ideas. • Plans a three-dimensional artwork. • Makes informed artistic decisions. Vocabulary: design, composition, symbolism, refine, structure
Create 3	WALT: create a WW2-inspired artwork using observational drawing. Children: • Plan a final composition. • Combine observational drawing and shading techniques. • Apply line, tones and shades purposefully. • Refine and improve artwork.	WALT: create a landscape artwork inspired by exploration. Children: • Plan a final composition. • Combine drawing and painting techniques. • Apply perspective, tone and atmosphere. • Refine and improve artwork independently.	WALT: create a Benin-inspired clay sculpture using sculptural techniques. Children: • Use designs as a guide. • Construct a clay plaque or sculpture. • Apply texture, relief and detail. • Refine and improve work throughout the process.

	Skills: • Creates an original artwork. • Applies drawing skills effectively. • Demonstrates artistic control. Vocabulary: composition, atmosphere, contrast, painting, artwork	Skills: • Creates an original artwork. • Applies a range of techniques confidently. • Demonstrates artistic control. Vocabulary: composition, landscape, atmosphere, perspective, painting	Skills: • Creates a three-dimensional artwork. • Demonstrates control when sculpting. • Applies texture and detail effectively. Vocabulary: craftsmanship, sculpture, texture, relief, detail
Reflect 1	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with Henry Moore's work. • Discuss artistic decisions 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, artistic choice, improve	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with examples studied. • Discuss artistic decisions 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, artistic choice, improve	WALT: evaluate artwork and explain artistic choices. Children: • Participate in a gallery walk. • Compare artwork with historical Benin Bronzes. • 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, craftsmanship, improve
Assessment	Enquiry Question: How can artists use line, tones and shades to communicate emotion and atmosphere? Children will demonstrate understanding by: • Identifying and creating tones and shades. • Analysing the work of Henry Moore. • Applying observational drawing techniques. • Creating a WW2-inspired artwork.	Enquiry Question: How can artists use painting techniques to capture landscapes and communicate a sense of place? Children will demonstrate understanding by: • Analysing landscape artwork. • Applying colour theory. • Using perspective, tone and texture effectively.	Enquiry Question: How can artists use sculpture to communicate culture, status and identity? Children will demonstrate understanding by: • Explaining the significance of the Benin Bronzes. • Analysing artistic techniques and symbolism. • Using clay confidently to create relief and texture. • Creating a Benin-inspired sculpture. • Evaluating artwork using artistic vocabulary.

	Evaluating artistic choices using artistic vocabulary.	- Creating a landscape inspired by exploration. - Evaluating artistic choices using artistic vocabulary.	
End Point	Children create a WW2-inspired artwork demonstrating observational drawing skills and the effective use of line, tones and shades to communicate atmosphere and emotion. By the end of this unit, children will understand how artists use observational drawing to communicate emotion and atmosphere. They will know how Henry Moore documented wartime experiences through art and will create an artwork demonstrating advanced use of line, tones and shades.	Children create an explorer-inspired landscape artwork with their choice of paint, demonstrating colour theory, perspective, tone, texture and atmosphere. By the end of this unit, children will understand how artists use painting techniques to represent landscapes and environments. They will know how artists such as L.S. Lowry and Joseph Wright of Derby used composition, light, tone and atmosphere to create meaning and will create an explorer-inspired landscape demonstrating these skills.	Children create a Benin-inspired clay plaque or sculpture demonstrating texture, relief, symbolism and an understanding of the cultural significance of the Benin Bronzes. By the end of this unit, children will understand how the Benin Bronzes communicated power, status, culture and history. They will know how sculptors use relief, texture, pattern and symbolism to create meaning and will create a Benin-inspired clay sculpture demonstrating these skills.
Substantive Knowledge (What children need to remember)	Children will know: - Tints are created by adding white. - Shades are created by adding black. - Tones are created by adding grey or complementary colours. - Tone and texture can create realism and atmosphere. - Henry Moore documented wartime experiences through observational drawing. - Artists develop ideas through observation and sketchbook work.	Children will know: - Landscapes represent natural or built environments. - Perspective creates the illusion of depth and distance. - Artists use composition to guide the viewer's eye. - Artists use colour to communicate emotion and atmosphere. - L.S. Lowry and Joseph Wright of Derby used different approaches to represent places and environments. - Artists refine ideas through sketchbooks.	Children will know: - The Benin Bronzes are significant artworks from the Kingdom of Benin. - Benin artists used symbolism to communicate status, power and history. - Relief sculpture creates raised designs on a flat surface. - Texture can be created through tools and sculpting techniques. - Clay can be manipulated using a range of techniques including coiling, slab building and score-and-slip joining. - Artists refine ideas through sketchbook work and experimentation.

Disciplinary Knowledge (Thinking like an artist)	Children will: - Analyse artwork critically. - Use sketchbooks to develop ideas. - Apply observational drawing techniques. - Create original artwork inspired by artists. - Evaluate artistic decisions and outcomes.	Children will: - Analyse artwork critically. - Observe and record carefully. - Experiment with colour theory. - Use sketchbooks to develop and refine ideas. - Experiment with a range of painting techniques. - Apply perspective, tone and composition purposefully. - Evaluate artistic decisions and outcomes.	Children will: - Analyse artwork critically. - Use sketchbooks to develop and refine ideas. - Observe and record artistic features carefully. - Experiment with sculptural materials and techniques. - Create three-dimensional artwork inspired by historical sources. - Evaluate artistic decisions and outcomes.
Adaptive Teaching	Support - Teacher modelling. - Visual examples of WW2 artwork. - Vocabulary mats. - Guided sketchbook activities. - Structured observational drawing tasks. Challenge - Create subtle tonal variations independently. - Explain artistic choices using subject-specific vocabulary. - Compare multiple WW2 artists. - Use colour purposefully to communicate specific emotions. - Refine compositions independently following evaluation.	Support - Teacher modelling of perspective and landscape techniques . - Colour-mixing guides. - Visual examples of artists' work. - Vocabulary mats. - Guided sketchbook activities. - Perspective grids and templates where appropriate. - Structured drawing tasks. Challenge - Create sophisticated tonal and textural effects. - Apply perspective independently and accurately. - Explain artistic choices using subject-specific vocabulary. - Compare multiple landscape artists. - Refine and improve compositions independently following evaluation.	Support - Teacher modelling of clay techniques. - Visual examples of Benin Bronzes. - Vocabulary mats with images. - Guided sketchbook activities. - Step-by-step sculpting demonstrations. - Pre-drawn templates where appropriate. Challenge - Create highly detailed relief patterns independently. - Incorporate complex symbolism into designs. - Explain artistic choices using subject-specific vocabulary. - Compare Benin Bronzes with other historical sculptures. - Refine and improve sculptures independently following evaluation.
Assessment for Learning	Throughout the unit, teachers will assess understanding through: - Sketchbook work. - Discussion and questioning. - Observation of drawing and painting techniques.	Throughout the unit, teachers will assess understanding through: - Sketchbook work. - Discussion and questioning. - Observation of drawing and painting techniques. - Retrieval of key vocabulary.	Assessment for Learning Throughout the unit, teachers will assess understanding through: - Sketchbook work. - Discussion and questioning. - Observation of sculpting techniques.

	• Retrieval of key vocabulary. • Evaluation of work in progress. • Final artwork evaluation. • Pupil reflections during Reflect sessions.	• Evaluation of work in progress. • Final artwork evaluation. • Pupil reflections during Reflect sessions.	• Retrieval of key vocabulary. • Evaluation of work in progress. • Final 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 drawing and 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 and 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 sculpture. • Use a range of materials creatively to design and make products. • 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