

St Michael's C.E Primary School

Art Curriculum 2025-2026

Art embodies a range of practical skills and knowledge that allows pupils to experiment, invent and create striking pieces of art. Pupils learn that art is central to the culture and history of the world around us. Pupils will gain practical experience in exploring painting, drawing, printing, collage and sculpture techniques and evaluate their own learning throughout.

At St Michael's we aim to provide children with an engaging, memorable and high-quality Art curriculum. We aim to foster a love of Art in our pupils whilst equipping them with the knowledge and skills needed to create independent final pieces, they are proud of. An artist at St Michael's is taught to think critically at an artist's work; commenting upon what they notice and what they like about a piece. They are exposed to a range of styles, artists and subject matter and apply this to their own work during the planning process.

An Artist is a person who produces art using imagination, skill, patience and resilience. An Artist knows the importance of evaluating and analysing own and other's artwork with a critical eye. An Artist has a good understanding of other artists their styles, which will inform and shape their own pieces.

Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is **beyond words**.*

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

The stillness of the mind

The settling of the soul

The uplifting of the spirit

Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities

Self

Opportunities

- Studying artwork and themes around it to explore connections to self.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Self-portraits and awareness of uniqueness, e.g. expressing emotion.
- Stillness opportunities when doing observations in preparation for artwork.
- Linking colours to feelings and reflecting on how that makes you feel.
- Creating artwork that promotes sense of self and belonging.
- Developing gratitude and pride through taking care of sketchbooks.
- Opportunities to share artwork and developing pride in this.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection?
Give examples.
- How does this artwork relate to concepts like beauty, truth, purpose or the human condition?
- How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence?
- In what ways does your cultural or religious background influence your artistic style or subject matter?
- How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?
- What is your preferred choice of medium and how does this let you express yourself.

Others

Opportunities

- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- How artists use techniques to make sense of the world.
- Creating artwork with underlying messages promoting moral, spiritual and environmental opinions and beliefs.
- Upcycling materials to create art to promote a sense of responsibility and understanding how this impacts on others.
- Exploring local community through landscape and creativity.

Potential Question Prompts

- What are the words and ows in the stories behind the artists you study?
- How do you celebrate and respect differences responses to art?
- What deeper meanings or emotions do you think the artist was trying to convey through this work?
- How might different cultures or belief systems interpret the symbolism or imagery used in this artwork?
- In what ways does this artist's cultural or religious background seem to influence their artistic style or subject matter



Transcendence

Opportunities

- Studying abstract and non-representational art forms that aim to express ideas, emotions or spiritual experiences beyond the material world.
- Looking at religious/spiritual art from various cultures and faiths that depict transcendent experiences, visions, or sacred beings/realms. This could include Buddhist mandalas, Islamic geometric patterns, Christian icons, or Indigenous art depicting the spirit world.
- Using art as a means of personal expression and reflection on profound questions about existence, the universe, and humanity's place within it. Children could create artwork meditating on big philosophical/spiritual questions.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey transcendent meanings beyond just the physical objects depicted.
- Experiencing art through biblical texts and opportunities to reflect on this and answer big questions.
- Exposure to art that depicts challenging topics.

Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection to the beyond?
- When looking at a piece of art, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the artwork made you feel that way?
- How might an artist use colours, shapes, textures or materials to create a feeling of peace, calm or transcendence in their work?
- If you could create a piece of art to express your deepest hopes, questions or feelings about life's biggest mysteries, what might it look like?
- When making art, have you ever felt "in the zone" or deeply absorbed in the creative process? What did that feel like?
- Sacred buildings like churches, temples or mosques often use specific design elements to inspire a sense of spirituality. What design choices might an architect make for this purpose?

Nature

Opportunities

- Be given opportunities to respond to deeper meanings of art and create art linked to natural phenomenon.
- Develop curiosity and fascination about a piece of art.
- Going outdoors to closely observe and draw natural objects like plants, trees, insects etc.
- Discussing the intricate details, patterns, and beauty found in nature.
- Guided meditation or breathwork outside before an art activity to cultivate focus and presence.
- Using natural materials to create sculptures or land art installations outdoors.
- Exploring the cycles of seasons and how they link to beliefs.
- Reflecting on the impact of human behaviour on the world.
- Listen to sounds of nature, responding to what they have heard through art.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey nature and the environment.

Potential Question Prompts

- Some artists try to capture the beauty and mystery of the natural world in their art. What in nature fills you with a sense of wonder or spiritual connection?
- When looking at artwork that depicts nature (landscapes, animals, plants etc.), what feelings or thoughts does it stir up inside you?
- How might an artist use colours, textures or materials found in nature to create a sense of peace, wonder or connection to the natural world?
- How might an artist use light, shadows or contrasting elements to show the different moods, cycles or forces of nature?
- When creating artwork inspired by nature, have you ever felt deeply focused, calm or "at one" with your subject?
- If you could create a piece of artwork celebrating the natural world, what from nature would you want to feature? How would you use art materials to represent it?



St Michael's CE Primary Art Curriculum 2025-2026

	Autumn	Spring	Summer
Nursery	Art Knowledge and Skills - See Nursery Curriculum for more detailed information		
Reception	Drawing: Marvellous Marks	Sculpture and 3D: Creation Station	Painting and Mixed Media: Paint My World
Year 1	Art and Design Skills	Formal Elements of Art	Landscapes using Different Media Sculptures, Junk Models and Collage
Year 2	Formal Elements of Art Making Faces and Portraits	Sculpture and Mixed Media	Art and Design Skills
Year 3	Prehistoric Art Art and Design Skills	Craft	Puppets Formal Elements of Art
Year 4	Art and Design Skills	Formal Elements of Art Sculpture	Every Picture Tells a Story
Year 5	Formal Elements of Art: Architecture	Every Picture Tells a Story	Design For a Purpose Art and Design Skills
Year 6	Photography	Still Life Art and Design Skills	Make My Voice Heard



Early Years Foundation Stage - Educational Programmes

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

National Curriculum - Aims and Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

National Curriculum - Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

National Curriculum - Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas



St Michael's
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- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- About great artists, architects and designers in history.



Progression Milestones for Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Skills								
Drawing	<p>To explore mark making and begin to ascribe a meaning to marks.</p> <p>To use large and small movements when mark making.</p> <p>To copy patterns and shapes that a teacher has created or a template that has been given.</p> <p>To begin to draw with increasing complexity and detail.</p> <p>To show different emotions in my drawing.</p>	<p>To explore mark making using wax crayon, chalk and felt tips.</p> <p>To investigate how to make large and small movements with control when drawing.</p> <p>To practice looking carefully when drawing.</p>	<p>To know different ways of drawing lines</p> <p>To create different lines with pencil and chalk</p> <p>To know how to draw the horizon line</p>	<p>To develop skill and control with a range of drawing materials</p> <p>To know what tone and shading is.</p> <p>To experiment with shading to create different tones.</p> <p>To use different tones to make a drawing look three dimensional</p> <p>To control my pencil to create dark and light tones.</p> <p>To accurately trace outlines.</p> <p>To draw faces that express different emotions</p> <p>To detail facial features using dots and lines</p>	<p>To know what proportion means</p> <p>To know how to scale up a drawing</p> <p>To know how to use charcoal to create form, shape and tone.</p> <p>To draw from observations</p> <p>To use shapes to help draw, design and decorate accurately.</p> <p>To shade work using the 4 rules of shading</p> <p>To blend tones gradually</p> <p>To know how to hold a pencil to shade</p> <p>To know the 4 rules of shading (shading in one direction, creating smooth, even tones, leaving no gaps and ensuring neat edges when filling in a shape)</p> <p>To recognise shapes in an object to start a drawing</p> <p>To make observational</p>	<p>To create different textures and effects with charcoal</p> <p>To arrange a draw a still life image from observation</p> <p>To use symmetry lines to sketch an outline</p> <p>To add light, medium and dark tones to make a drawing look 3D</p> <p>To add highlight to a drawing</p>	<p>To draw a picture from an observation</p> <p>To make close observations of small details</p> <p>To design a building based on an architectural style</p> <p>To use perspective view/a plan view/front elevation to draw a design</p> <p>To design a building for a specific purpose</p> <p>To design a monument to symbolise something</p> <p>To use fine control with a pencil to make a detailed and analytical observational drawing</p> <p>To use a HB pencil to continue lines on a drawing</p> <p>To add tonal graduation using a 2B pencil</p>	<p>To draw a series of lines to create a simple portrait</p> <p>To use charcoal to add shadows to a portrait</p> <p>To plan and draw a composition in the style of Picasso</p> <p>To use tones of black, grey, and white to create effect</p> <p>To use masking tape to create a straight line</p> <p>To keep balance in a final composition</p> <p>To know sketches are not the finished article</p> <p>To draw with attention to form line and layout</p> <p>To use charcoal and chalk to show light and shadow</p> <p>To create clear lines and shapes</p> <p>To know what is meant by a negative image</p> <p>To pick out areas of light and shadow</p> <p>To experiment with different lines and marks</p>



					<p>drawings and create sketches</p> <p>To use guidelines to help construct more complicated images</p>		<p>To communicate ideas through notes and drawings</p> <p>To annotate and label a design</p> <p>To use textures within drawings to show careful observations and understanding of illustrating different surfaces</p>	<p>To show light and dark areas within an image using patterns</p> <p>To use halo and 'chiaroscuro' techniques</p>
Painting	<p>To explore how colours can be changed and mixed</p> <p>To use paint to create paintings based on a stimulus or own ideas and feelings.</p> <p>To show different emotions in their paintings.</p>	<p>To explore painting using hands as a tool.</p> <p>To make natural painting tools.</p> <p>To use paint to express ideas and feelings.</p>	<p>To develop skill and control when painting</p> <p>To know the right amount of paint to use</p> <p>To know different brushes make different marks</p> <p>To choose suitable brushes for different marks</p> <p>To use small brushes to paint details</p> <p>To know which primary colours make which secondary colours</p> <p>To select and mix the correct primary colours to make a secondary colour</p> <p>To make different shades of secondary colours</p> <p>To paint areas of light and dark</p>	<p>To paint with skill and control</p> <p>To use a comfortable grip when holding a brush.</p> <p>To work carefully to control the brush.</p> <p>To know what a flowing stroke is.</p> <p>To use a flowing stroke when painting</p> <p>To choose to paint with colours that look good next to each other.</p> <p>To blend paint colour washes into artwork</p> <p>To blend two primary colours to make a secondary colour</p>	<p>To mix paint to create a range of natural colours</p> <p>To experiment with techniques to create different textures</p> <p>To know that paint can be made from natural ingredients</p> <p>To know that different parts of the paintbrush can create different effects</p> <p>To identify the tone in a painting</p> <p>To use tints and shades to paint from light to dark</p>	<p>To paint in the style of a famous artist</p> <p>To paint using the techniques of Paul Cezanne</p> <p>To paint with skill and control, using expression</p>	<p>To work in the style of Warhol</p> <p>To paint abstract interesting shapes using different equipment</p>	<p>To know how to mix colours to create the specific hue needed</p> <p>To know how to mix darker and lighter tones</p> <p>To paint with attention form line and layout</p> <p>To mix colours to create the specific hue needed</p> <p>To mix darker and lighter tones</p> <p>To paint by mixing complex colours</p> <p>To paint in the style of the Claude Monet</p>



<p>Craft and Design</p>	<p>To use tools for a purpose when creating.</p> <p>To follow a model or template to create a piece of artwork.</p>	<p>To make natural painting tools.</p> <p>To use a range of material to create child led art with no set outcome.</p>	<p>To use a range of different materials creatively.</p> <p>To use scissors safely and carefully.</p> <p>To draw a design before making.</p>	<p>To cut along, folded accurately with scissors.</p> <p>To thread strips of paper to create a weave pattern.</p> <p>To know fabric is made from weaving.</p> <p>To create a collage of images.</p> <p>To create a picture using collage and frottage.</p> <p>To carefully tear my rubbings and arrange shapes into pictures.</p> <p>To know what collage and frottage is.</p> <p>To know that the term collage means 'a collection of materials or objects covering a surface.'</p>	<p>To create a mood board showing what is important to me.</p> <p>To tie-dye material.</p> <p>To cut accurately.</p> <p>To weave neatly with paper.</p> <p>To weave using different materials.</p> <p>To know what a mood board is.</p> <p>To know the process of tie-dyeing and the importance of securing the ties tightly.</p> <p>To know the similarities between tie-dyeing and wax resist.</p> <p>To know what warp and weft are in paper weaving.</p> <p>To know how to weave neatly.</p> <p>To sketch a design to plan.</p> <p>To complete work to a high standard.</p> <p>To follow instructions carefully and accurately.</p> <p>To cut and stick with precision.</p> <p>To design and make a shadow puppet.</p>	<p>To score lines safely using scissors and a ruler.</p> <p>To create a musical instrument from recycled materials.</p> <p>To create a collage in the style of an artist.</p> <p>To create a collage of contrasting images.</p>	<p>To know a design requires planning and purpose.</p> <p>To know the work of British designers.</p> <p>To know that designers start with ideas and rough drawings before finalising their designs.</p> <p>To know that designs can be reviewed and modified.</p> <p>To know what a USP is.</p> <p>To know how advertising, words, USP and packaging help to sell a product.</p> <p>To know that designers work in teams.</p> <p>To understand the use of language when naming a product.</p> <p>To design a coat of arms by selecting and placing appropriately imagery.</p> <p>To work collaboratively on a design brief.</p> <p>To present ideas and designs clearly in a visual format.</p> <p>To design a product which is</p>	<p>To represent ideas graphically, combining words and graphics.</p>
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					<p>To know how to use materials to make a 3d puppet To know how to glue materials together To know shadow puppets work To know how to create a shadow puppet theatre</p>		<p>appealing and purposeful To design a product based on a word To present a product pitch To work as a team to create and sell a product To communicate through spoken and visual language to sell a product</p>	
<p>Sculpture and 3D</p>	<p>To join different materials and explore different textures. To use tools for a purpose. To mould using clay, salt dough and playdough.</p>	<p>To explore the properties of clay. To use modelling tools to cut and shape soft materials such as playdough and clay. To select and arrange natural material to create 3D artwork.</p>	<p>To know what a sculpture is To use moulding materials to make a basic coil shape To know what etching is To know how to use etching tools To create patterns using etching tools To create a sculpture using moulding materials To know what lines, curls and circles are To know ways to join materials To join materials to make a sculpture To know what 3d means To know what a junk model sculpture is</p>	<p>To know clay is a material that can only be used when flexible and wet To create repeating patterns with clay To use hands as a tool for making. To know what a 3D form is To create 3D forms To bend wire/pipe cleaners into a shape To make shapes using plasticine</p>	<p>To bend, manipulate and join wire To add features to a sculpture using smaller wire To work safely and carefully with tools and equipment To know how to bend, manipulate and join wire To know how to use smaller wire to add features to a sculpture To know how to use wire and wire cutters carefully and sensibly</p>	<p>To create a small-scale sculpture To know how to draw a design for a three-dimensional piece To draw a design for a 3d piece To use tools and hands to carve, model and refine sculpture To use tools safely and carefully To create a sculpture in the style of Sokari Douglas Camp To cut out and arrange sections of sculpture neatly</p>		<p>To know how to keep clay malleable To create a sculpture of a head using clay To use clay sculpting tools to convey messages and emotions in a sculpture To use and attach additional pieces of clay to create features</p>



Collage and Printing

To use a range of real-life objects to print such as vegetables and fruit and explore the prints they make.

To copy patterns when printing.

To join materials and explore textures.

To explore colours, patterns and compositions when combining materials in collage.

To know that a print is transferring an image from one surface to another
To know different printing techniques
To make prints using different printing techniques

To create positive and negative prints
To know how to make a positive and negative print
To create an image using the principles of lenticular printing

To create patterns using printing techniques
To make prints unique through use of colour and pattern
To create a geometric pattern
To know different printing techniques
To know that lenticular printing gives an optical illusion
To know that illusion is created using two images

To use cropping methods
To evaluate own print work
To create a clear print
To work in the style of Warhol

PHOTOGRAPHY

To know what a truism is
To know contemporary artists, use digital techniques to convey messages
To know artists use photography to record and observe
To know the terms macro and monochromatic
To create a truism which communicates meaning
To take photographs and make choices about how to edit
To make decisions on cropping, editing and presentation of photographic images
To draw a self-portrait from a photograph
To replicate the mood and expression of a painting using photography

To know what a Zentagle pattern is
To know how to transfer a pattern onto a polyprint/polystyrene tile



									<p>To know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used</p> <p>To transfer a pattern on to a print tile</p> <p>To apply ink to a print tile</p> <p>To create a repeat pattern on fabric</p> <p>To create a range of patterns using observation, imagination and memory</p>
Generating Ideas									
Use of sketchbooks	N/A	N/A	<p>To know that that sketchbooks are for developing ideas and trying things out</p> <p>To use sketchbooks to record thoughts and ideas and to experiment with materials</p>	<p>To use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>To use sketchbooks to generate ideas and record thoughts and observations</p> <p>To make records of visual experiments</p>	<p>To use sketchbooks for planning and refining ideas.</p> <p>To use sketchbooks to record observations and developing skill and technique</p>	<p>To develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	<p>Make personal investigations and record observations in sketchbooks</p> <p>Record experiments with media and try out new techniques and processes in sketchbook</p>	
Creating Original artwork	<p>To create artwork inspired by a stimulus set by the Nursery staff.</p> <p>To use colour for a purpose to</p>	<p>To select and arrange natural material to create 3D artwork</p>	<p>To create artwork inspired by other artists</p> <p>To combine colours and shapes to make an abstract piece of art</p>	<p>To add shapes and words to piece of work</p> <p>Use artists as an inspiration to develop original art</p>	<p>To identify and collect coloured materials to paint with</p> <p>To create a cave painting</p>	<p>To create abstract art to reflect personal feelings</p>	<p>To create a symmetrical abstract art from</p> <p>To create a message using visual symbols</p>	<p>To create a graffiti tag</p> <p>To use symbols to convey a message</p>	



	represent objects, animals or people.		<p>To compose a scene using shapes</p> <p>To add details to artwork with objects and materials</p> <p>To select natural materials that will be interesting</p> <p>To arrange materials in a meaningful way to create a final composition</p>				<p>To add colours and motifs to create work in the style of an artist</p> <p>To use imagination and visualisation to create an original piece of art</p>	
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Knowledge of Formal Elements of Art

<h3>Understanding of Art</h3>	<p>To know the purpose of tools and how they will be used to create artwork</p>	<p>To learn that an observational drawing is done by looking closely.</p> <p>To</p>	<p>To know that abstract art is modern art which does not represent images of our everyday world.</p> <p>To know the features of a landscape</p>	<p>To know what a self-portrait is</p> <p>To know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness.</p> <p>To know what a dot matrix affect is</p> <p>To create a dot matrix effect</p>	<p>To understand and know about Prehistoric Art</p> <p>To know some of the features of prehistoric paintings</p> <p>To know why prehistoric people painted animals</p> <p>To know how to make observational drawings</p>	<p>To know the flower of life pattern has been used for thousands of years</p> <p>To create an exhibit</p> <p>To work in a group and select objects for an exhibit/collection</p> <p>To know and understand the role of a curator</p>	<p>To know what a monument is</p> <p>To know what the purpose of a monument is</p> <p>To know what a legacy is</p> <p>To know what street art is</p> <p>To know how people use visual symbols</p> <p>To know what a coat of arms is</p> <p>To know how symbols represent a symbol</p>	<p>To know what a truism is</p> <p>To know contemporary artists, use digital techniques to convey messages</p> <p>To know artists use photography to record and observe</p> <p>To know the terms macro and monochromatic</p> <p>To know different styles of graffiti art</p>
<h3>Texture</h3>	<p>To explore texture.</p> <p>To notice differences between</p>	<p>To talk about texture and explain their choices</p>	<p>To know that texture is representing how</p>	<p>To identify different textures and record them using a rubbing technique.</p>	<p>To experiment with techniques to create different textures</p>	<p>To create different textures and effects with charcoal</p>	<p>To use textures within drawings to show careful observations and</p>	<p>To show texture in artwork using a range of techniques</p>



	materials and begin to use them when creating.		an object appears and feels To identify different textures in artwork To create different textures using materials	To know what materials; add texture To use materials that add texture	To know mark marking techniques to add texture	To describe the formal elements of a picture including form, texture, tone, line, shape and colour.	understanding of illustrating different surfaces	
Tone	N/A	N/A	To use different tints and shades for effect To know what a tint and shade is To know that light colours stand out To know that dark colours recede	To know that tone is how dark and light something is To know a range of tools to create different tones. To draw using tone to create a 3D effect To experiment with shading to create different tones. To create a 3D drawing including tone. To create shadow effects within artwork	To apply and blend charcoal to create form, tone and shape To know how to hold a pencil to shade To know the 4 rules of shading (shading in one direction, creating smooth, even tones, leaving no gaps and ensuring neat edges when filling in a shape) To identify the tone in a painting To use tints and shades to paint from light to dark To know that tone means the light and dark To know that tint is to make a colour lighter by adding white To know that shade is to make a colour darker by adding black	To add light, medium and dark tones to make a drawing look 3d. To add highlight to a drawing To describe the formal elements of a picture including form, texture, tone, line, shape and colour. To use charcoal to add shadows to a portrait	To add tonal graduation using a 2B pencil To describe and analyse artists use of tone	To use tones of black, grey, and white to create effect To keep balance in a final composition To use halo and 'chiaroscuro' techniques To use charcoal and chalk to show light and shadow To pick out areas of light and shadow
Colour	To use colour for a purpose to represent objects, animals and people.	To talk about colour and explain their choices.	To know the primary colours To know how to create different colours by mixing	To mix secondary colours. To mix colours for a purpose using wet and dry media	To know what pigment is To use tints and shades to paint from light to dark	To recreate a traditional design using tints To make tints to add detail and tone		To know how to mix colours to create the specific hue needed



		<p>To develop 3D models by adding colour.</p> <p>To explore what happens when paint colours mix.</p>	<p>To create new colours by overlapping printing</p> <p>To know that 2 primary colours make a secondary colour</p> <p>To know that different amounts of primary colours can make a secondary colour lighter or darker</p> <p>To mix colours to match those in artwork</p> <p>To know that new colours can be made by overlapping prints</p>	<p>To blend two primary pastels to make a secondary colour</p>		<p>To describe the formal elements of a picture including form, texture, tone, line, shape and colour.</p>		<p>To know how to mix darker and lighter tones</p> <p>To mix colours to create the specific hue needed</p> <p>To mix darker and lighter tones</p> <p>To paint by mixing complex colours</p>
Form	<p>To explore and create transient art.</p>	<p>To use loose parts to create transient art.</p>		<p>To know what a 3d form is</p>	<p>To apply and blend charcoal to create form, tone and shape</p>	<p>To describe the formal elements of a picture including form, texture, tone, line, shape and colour.</p>	<p>To use curved lines to draw 3d shapes</p>	<p>To draw with attention to form line and layout</p>
Shape	<p>To use 2d shapes to create shape pictures</p>	<p>Use modelling tools to cut and shape soft material.</p> <p>To talk about shape and explain their choices.</p>	<p>To Identify shapes in art</p> <p>To Use shapes for a purpose</p>	<p>To compose geometric designs</p>	<p>To identify 2d shapes within artwork</p> <p>To apply and blend charcoal to create form, tone and shape</p> <p>To identify simple geometrical shapes in objects</p> <p>To use shapes to help draw, design and decorate accurately</p>	<p>To make a stamp using geometric and shapes</p> <p>To create a geometric pattern</p> <p>To know that a compass is used to make a circle</p> <p>To know how to use a compass safely and accurately</p> <p>To describe the formal elements of</p>		<p>To create clear lines and shapes</p>



					<p>To know that geometry, is the points, lines, shapes and space that make up simple 2d and 3d shapes.</p> <p>To recognise shapes in an object to start a drawing</p>	<p>a picture including form, texture, tone, line, shape and colour.</p>		
Line	<p>To make marks on paper, whiteboards and chalkboards.</p> <p>To draw lines and circles using writing tools.</p>	<p>Explore mark making using a range of drawing materials</p> <p>Investigate how to make large and small movements with control when drawing</p>	<p>To describe the different lines in famous pieces of art</p> <p>To know different types of line in art</p>	<p>To draw lines with increased skill and confidence</p>	<p>To know that in nature objects are usually formed from wavy lines</p> <p>To know that man-made objects consist of straight line</p> <p>To know that geometry, is the points, lines, shapes and space that make up simple 2d and 3d shapes.</p>	<p>To use symmetry lines to sketch an outline</p> <p>To create a pattern using reflection and symmetry</p> <p>To describe the formal elements of a picture including form, texture, tone, line, shape and colour.</p> <p>To draw a series of lines to create a simple portrait</p>	<p>To use curved lines to draw 3d shapes</p> <p>To use a HB pencil to continue lines on a drawing</p>	<p>To draw a series of lines to create a simple portrait</p> <p>To draw with attention to form line and layout</p> <p>To experiment with different lines and marks</p> <p>To use masking tape to create a straight line</p> <p>To draw with attention to form line and layout</p> <p>To create clear lines and shapes</p>
Pattern	<p>To notice patterns in art work and nature.</p>	<p>To talk about pattern and explain their choices</p>	<p>To make observations on patterns seen in nature</p> <p>To design and make patterns in a range of materials</p>	<p>To know that a pattern is created by repeating lines, shapes, tones or colour.</p> <p>To create repeating pattern using everyday items.</p>	<p>To understand and describe patterns in craft work</p> <p>To create patterns in different craft methods (tie dye/weaving)</p>	<p>To create patterns using printing techniques</p> <p>To create a pattern using a stamp</p> <p>To make a stamp using geometric and shapes</p> <p>To make prints unique through use of colour and pattern</p> <p>To create a pattern using reflection and symmetry</p>		<p>To show light and dark areas within an image using patterns</p> <p>To know what a Zentagle pattern is</p> <p>To know how to transfer a pattern onto a polyprint/polystyrene tile</p> <p>To know that this method creates a reverse system where the imprinted lines become white</p>



						<p>To apply mathematical techniques to create a flip pattern</p> <p>To create a geometric pattern</p> <p>To know what repeating and symmetrical patterns are</p> <p>To know what a symmetrical figure is</p> <p>To know what a flip pattern is</p>		<p>and the background becomes the colour of the ink used</p> <p>To transfer a pattern on to a print tile</p>
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Knowledge of Art and Artists

	N/A	N/A	<p><u>Key artists</u></p> <p>To understand key artists and their work/style:</p> <p>Abstract artists such as Kandinsky, Bernal and Bolotowsky</p> <p>Louis Wain</p> <p>Beatritz Milhazes</p> <p>Bridget Riley</p> <p>Jasper John</p> <p>Vincent Van Gogh</p> <p>Peder Severin</p> <p>Joaquin Sorolla</p> <p>Pierre Auguste Renoir</p> <p>Zaria Foreman</p> <p>To know that Andrew Goldsworthy and William Morris used natural</p>	<p><u>Key artists</u></p> <p>To understand key artists and their work/style</p> <p>To create a portrait in the style of Julian Opie.</p> <p>Roy Lichtenstein</p> <p>Max Ernst</p> <p>Ed Ruscha</p> <p>Clarice Cliff</p> <p>Nancy McCrosky</p>	<p>To understand and know about Prehistoric Art</p> <p><u>Key artists</u></p> <p>To understand key artists and their work/style</p> <p>Diego Velazquez</p>	<p>To paint using the techniques of Paul Cezanne</p> <p>To create a sculpture in the style of Sokari Douglas Camp</p> <p><u>Key artists</u></p> <p>To understand key artists and their work/style</p> <p>Paul Cezanne</p> <p>Luz Perex, Ojeda</p> <p>Barbara Hepworth</p> <p>Giorgio Morandi</p> <p>David Hockney</p> <p>Paula Rego</p> <p>Edward Hopper</p> <p>Pieter Bruegel</p> <p>Fiona Rae</p> <p>Leonardo Da Vinci</p> <p>Sokari Douglas Camp</p> <p>Arcimboldo</p>	<p>To design in the style of Hundertwasser</p> <p><u>Key artists</u></p> <p>To understand key artists and their work/style</p> <p>Hundertwasser</p> <p>Banksy</p> <p>Magdalene</p> <p>Odundo's</p> <p>Andy Warhol</p> <p>John Singer Sargent</p> <p>Paul McKee</p> <p>Dominic Wilcox</p> <p>To know the work of British designers</p>	<p><u>Key artists</u></p> <p>To understand key artists and their work/style</p> <p>Edward Weston</p> <p>Edward Munch</p> <p>Kathe Kollwitz</p> <p>Pablo Picasso</p> <p>Mark Wallinger</p> <p>Cezanne</p> <p>Claude Monet</p> <p>William Morris</p> <p>To know some of motivations and techniques of impressionist and post-impressionist painters</p>
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			materials to create artwork			<p><u>Every Picture Tells a Story:</u></p> <ul style="list-style-type: none">To understand how to analyse a famous paintingTo look closely at details of a pictureTo describe the formal elements of a pictureTo respond to a painting by making inferencesTo develop a narrative from the elements in a paintingTo describe the story behind a paintingTo develop analytical skills to respond to paintingsTo ask questions about artTo apply interpretation skills to analyse and respond to abstract paintingTo discuss and describe the work of an artistTo reflect on feelings from a paintingTo respond to art in different waysTo know that some artwork tells a		
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						story or shows feelings in their art To know how to interpret a picture and suggest meaning To know how to find meaning in a picture		
<h2>Evaluating</h2>								
	To revisit and adapt work with adult support	To discuss what went well in their art work and what you might do differently next time.	To give an opinion on the mediums used and express reasons To compare images by the same artist and spot similarities and different To observe and spot detail in famous paintings To evaluate own artwork and the work of others	To appreciate other people's drawings. To suggest improvements to own and others work. To describe choices and preferences using the language of art	To explain which of my designs are the most successful To reflect on work in order to make improvements To discuss own and other's art work using increasingly sophisticated art language	To use more complex vocabulary when discussing art work To reflect on work in order to make improvements	To evaluate a work of street art To suggest changes to an image to alter a message To evaluate creative works using the correct vocabulary To use drama to show understanding of a piece of art To reflect and analyse on intentions and choices	To use the language of art with greater sophistication when discussing own and others' art To give reasoned evaluations of their own and others' work which takes account of context and intention



Progression in Art Vocabulary

Progression in Art Vocabulary				
Nursery	Formal Elements of Art	Art and Design Skills	Landscapes Using Different Media	Sculptures and Collages
	Hard, long short soft straight thick thin curved chalk drawing pen marks wax crayons mark making pencils picture painting colours	Pinch roll smooth squash stretch squeeze cut soft join		
Reception	Formal Elements of Art	Sculpture and 3d	Paint My World	Sculptures and Collages
	hard, long rough short smooth soft straight thick thin wavy circle curved line squiggly zig zag chalk drawing felt tips marks wax crayons mark making observational pencils picture self-portrait artist colours mark making observe oil pastel	pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, bend, chop, cut, slice, soft, bend, chop, design, sculpture, 3D, clay, flatten, join, plan, reflect, evaluate	dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet, feathers, mix, pattern, texture, transient, collage, fixed, not fixed, permanent, temporary, collage, landscape, rip, tear, cut, stick, dab, dot, flick, glide, splat, splatter, stroke, swish, wipe	
Year 1	Formal Elements of Art	Art and Design Skills	Landscapes Using Different Media	Sculptures and Collages
	abstract, composition, modern art, <u>op art</u> , optical illusion, photorealism, pop art, primary colours, secondary colours, shape	2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade,	figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile
Year 2	Formal Elements of Art	Art and Design Skills	Human Form	Sculpture and Mixed Media
	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile	air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone	choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism	blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture
Year 3	Formal Elements of Art	Art and Design Skills	Prehistoric Art	Craft
	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone	interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft



Year 4	Formal Elements of Art	Art and Design Skills	Every Picture Tells a Story	Sculpture
	2D shapes, abstract, charcoal, pattern, reflection, symmetrical, Texture	lenticular lens, optical illusion, score, sequential order, thematic	abstract, narrative, pop art, preparatory, drawing, re-enact	composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist
Year 5	Formal Elements of Art: Architecture	Art and Design Skills	Every Picture Tells a Story	Design For a Purpose
	abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	analytical observational drawing, annotation, collage, computer-aided design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture	abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)
Year 6	Photography	Art and Design Skills	Make My Voice Heard	Still Life
	composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism	abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern	abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag	abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes