



St. Thomas'

CofE PRIMARY ACADEMY

Learning for life with Jesus



Art Learning Journey

2025/2026

Intent, Implementation and Impact

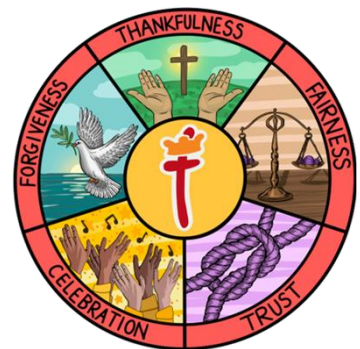
Learning for life with Jesus

Intent

All areas of our curriculum are underpinned by our Christian Values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills, which form a subject learning journey. This journey is built from EYFS through to Year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National Curriculum and it is through this knowledge that children apply their skills.

Children at St Thomas' leave with both secure academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives. They will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St. Thomas' Art and Design learning journey is first and foremost to help develop children's artistic knowledge and creative competencies. It is our intention that Art and Design contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually, and socially. We intend to create, in the child, a sense of enjoyment and purpose and provide pupils with a unique way of perceiving themselves which is essential to their learning. We intend Art and Design to be inspiring and want our children to use creativity and imagination to create art in a variety of contexts, considering their own and others interpretation. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They will also know how Art and Design reflect and shape our history and contribute to the culture, creativity, and wealth of our nation. We want Art and Design to prepare our children, give them opportunities, responsibilities and experiences they need, to be successful later in life.



Our Art and design lead in school is Mrs N McNicholas

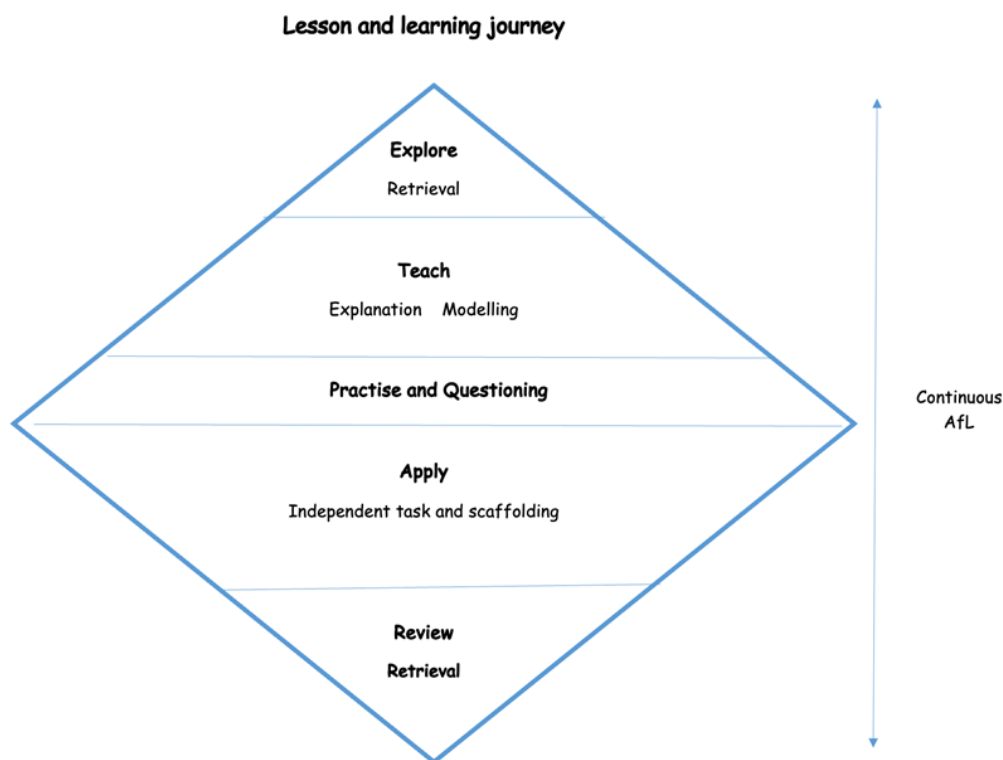
Implementation

The Art and Design units are organised into four key areas: **Drawing, Painting and mixed-media, Craft and design, Sculpture and 3D**. All units focus on:

- Generating ideas
- Sketchbooks
- Knowledge of artists
- Evaluating and analysing
- Making skills (including formal elements)
- Knowledge (line, shape, form, texture, tone, pattern and colour)

Units of lessons are sequential, allowing children to build skills and knowledge which are revisited again and again in increasing complexity using a spiral curriculum model.

Art and Design is taught for 1 hour each week from our specialist art teacher. (Alternate half terms to Design and Technology) Each new unit of learning is introduced by exploring previous skills and knowledge. Children are then introduced to the key knowledge of the unit. Key vocabulary for that lesson is shared. During the lesson, a lesson journey is followed consisting of 'Explore-Teach/Practise-Active Learning (Apply) - Review'. Where appropriate, assessment and feedback will focus on misconceptions and next steps for learning. Art and Design is recorded in sketchbooks.



EYFS



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

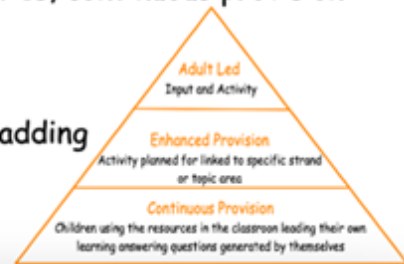
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



Art is taught as part of the Expressive Art and Design area of the EYFS learning and development. Children in Reception have an Art or DT lesson once per week, following the units on the yearly overview. Where appropriate, lessons and units will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their art skills in the enhanced and child-initiated continuous provision. Evidence of Art lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statements and ELG.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.

Impact

In addition to the outcomes shown on our curriculum tree, the specific impact of the St. Thomas' Art and Design learning journey is that children will be able to:

▪ Produce creative work, exploring and recording their ideas and experiences
▪ Be proficient in drawing, painting, sculpture and other art, craft and design techniques
▪ Evaluate and analyse creative works using subject-specific language
▪ Know about great artists and the historical and cultural development of their art
▪ Meet the end of key stage expectations outlined in the National Curriculum for Art and Design

Formative assessment takes part in each lesson, leading to misconceptions and next steps being the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching, using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • <u>Coloured overlays</u> • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • <u>Calmbrain</u> • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers <u>etc</u>) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Lowest 20% offer

Attendance	Pastoral	Healthy Mind and Body	Academic
<ul style="list-style-type: none"> • Encouraging text messages • Parenting drop-ins • School to collect children • Rewards for parents • Reward charts for children • Relationship building with families • Attendance action plans • Free additional hours in the Nursery • Free access to before and after school club • Meet and Greet at the Hive 	<ul style="list-style-type: none"> • Additional transition • Pastoral plans for children • Pastoral coffee and catch-up sessions for parents • ELSA therapy • Providing uniform and school supplies • Funding of trips, clubs and before and after school care • Individual invites for parents to events • Enrichment opportunities • Referrals and signposting to external services • Pastoral support unit access. • Individual whole school roles to boost self esteem • Reduced timetable if needed to support pastoral needs • Sensory circuits and access to the sensory room 	<ul style="list-style-type: none"> • School foodbank • Food vouchers • Parent workshops • School nurse referral for healthy living programme • Free school meals • Breakfast provision • After school sports clubs- personal invites • Budgeting support for families • Medical care plans • Invites to sports camps in the school holidays 	<ul style="list-style-type: none"> • Before and after school clubs with personal invites • Teacher targeting in every lesson • National Tutoring Programme • In school interventions • Aspirational targets • Parenting workshops • Individual daily reading • Pre and post teaching • Scaffolding for aspiration • Access to technology • Metacognitive learning • Reward time with school dog • Targeted clubs including homework club • Home access to phonics subscription and magazine subscriptions • School funded instrumental lessons • Breakfast and books

2025/2026 Art & Design Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Marks	Painting & Mixed Media- Paint my world	*D & T	Crafts & Design; Let's get crafty!	*D & T	Seasonal projects
Year 1	Painting and mixed media; Colour Splash!	Drawing; Tell a Story	*D & T	Sculpture & 3D Paper Play	*D & T	Drawing; Exploring line and shape
Year 2	Drawing; Tell a Story	*D & T	Drawing; Make Your Mark!	Painting & Mixed Media- Life in Colour	Craft & Design- Map it Out!	*D & T
Year 3	Exploring Prehistoric Art!	*D&T	Drawing; 'Growing Artists	*D & T	Craft & Design; Designing a Sandal	*D & T
Year 4	The Anglo-Saxons Through Art	Drawing; Power-prints!	Viking Art- Dragon Eyes!	*D & T	Craft & Design Fabric of Nature	*D & T
Year 5	Victorian Visions	I Need Space	Mayan Art	Craft & Design; Architecture	Structures;3D Art	*D & T
Year 6	World War II; Art in a time of conflict	*D & T	Artist Study	Painting and Mixed Media; Portraits	Craft & Design; 3D Art	*D & T

Art & Design Skills and Knowledge Progression Year 1 - Year 6.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Generating ideas	<ul style="list-style-type: none"> ▪ To generate ideas from a given stimulus ▪ To annotate ideas with key words 	<ul style="list-style-type: none"> ▪ To generate ideas from a range of given stimuli ▪ To record ideas with annotations from what has been taught 	<ul style="list-style-type: none"> ▪ To develop ideas independently from their own research. ▪ To record ideas and evaluations with annotations linked to research
Sketchbooks	<ul style="list-style-type: none"> ▪ To use sketchbooks to explore ideas using key vocab 	<ul style="list-style-type: none"> ▪ To use sketchbooks to record ideas and research using drawing and annotations 	<ul style="list-style-type: none"> ▪ To use sketchbooks to record observations and research, testing materials and evaluating.
Evaluating and analysing	<ul style="list-style-type: none"> ▪ To describe features of their own and other's artwork ▪ To begin to talk about how they can improve their own work 	<ul style="list-style-type: none"> ▪ To compare features of their own and other's artwork ▪ To explain how their work can be improved giving reasons from their research 	<ul style="list-style-type: none"> ▪ To discuss processes used by themselves and by other artists ▪ To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge of artists	<ul style="list-style-type: none"> ▪ To talk about art they have seen, using some appropriate subject vocabulary. ▪ To be able to make links between pieces of art. 	<ul style="list-style-type: none"> ▪ To use subject vocabulary to describe and compare creative works. ▪ To use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> ▪ To discuss the ideas and approaches of artists across a variety of disciplines ▪ To be able to describe some historical and cultural influences

Making skills (including formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<p>Use a range of drawing materials to mark make .</p> <p>To reflect surface texture through mark-making.</p> <p>To experiment with drawing on different surfaces</p> <p>To explore tone using a variety of pencil grade (HB, 2B, 4B)</p> <p>To show form by drawing light/dark lines, patterns and shapes.</p>	<p>To develop drawing through direct observation</p> <p>To independently select a range of drawing materials</p> <p>To use tonal shading</p> <p>To show awareness of proportion and perspective.</p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>To explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>
Painting and mixed media	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers)</p> <p>Mix basic primary and secondary colours</p> <p>To experiment with overlapping and overlaying materials to create interesting effects in collage.</p>	<p>Select and use a variety of painting techniques</p> <p>Mix different hues of primary and secondary colours</p> <p>Choosing and adapting collage materials to create contrast</p>	<p>Use paint and painting techniques to suit a purpose.</p> <p>Explore contrasting and complimentary colours.</p> <p>Add collage to a painted, printed or drawn background for effect.</p>
Sculpture and 3D	<p>Use their hands and tools to manipulate a range of modelling materials.</p> <p>Develop and create understanding of 3D forms to construct and model simple forms.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture</p>		<p>Use techniques to mould and form malleable materials</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture</p>
Craft and design	<p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>	<p>Learn a new making technique and apply it as part of their own project.</p>	



Follow a plan for a making process

Design and make creative work for different purposes



Knowledge (Art - formal elements)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) Know that the starting point for a repeating pattern is called a motif, and a motif.	Know that pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) Know that artists create pattern to add expressive detail to art works.
Texture	Know that different marks and drawing techniques (hatching, scribbling, stippling, and blending can create surface texture) can be used to represent the textures Know that collage materials can be overlapped and overlaid to add texture.	Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	Know that applying thick layers of paint to a surface is called impasto, and is used by artists describe texture
Tone	Know that 'tone' in art means 'light and dark'	Know some basic rules for shading when drawing, Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. Know that tone can help show the foreground and background in an artwork.
Colour	Know the primary colours and that they can be mixed to make secondary colours.	Know that adding black or white creates tint or shade. Know that different amounts of paint and water can be used to mix hues of secondary colours.	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.
Form	Know that we can use wool in different ways, threading, plaiting, knotting and weaving. Know that three-dimensional art is called sculpture.	Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that simple structures can be made stronger by adding layers, folding and rolling.	Know that the surface textures created by different materials can help suggest form in two-dimensional artwork. Know that the size and scale of three-dimensional artwork changes the effect of the piece.
Shape	Know that paper can be shaped by cutting and folding it. Know that patterns can be made using shapes.	Know that negative shapes show the space around and between objects. Know how to use basic shapes to form more complex shapes and patterns.	Know that a silhouette is a shape filled with a solid flat colour that represents an object.

Line	Know that drawing tools can be used in a variety of ways to create different lines	Know that lines can represent movement in drawings.	<p>Know how line is used beyond drawing and can be applied to other art forms.</p> <p>Know that lines can be used by artists to control what the viewer looks at within a composition</p>
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National Curriculum Coverage - Art & Design

Key Stage 1					Key Stage 2					
Making your mark	Colour splash	Woven wonders	Clay Houses	Life in colour	Prehistoric paintings	Fabric of nature	Power prints	I need space	Mega materials	Artist study
To use a range of materials creatively to design and make products					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.					
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination					To create sketch books to record their observations and use them to review and revisit ideas.					
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space					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].					
To learn 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.					To learn about great artists, architects and designers in history.					

Topic Overviews (for planning and assessment)

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught		Next step skills
KS1 Drawing Making your mark			
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using a tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Use a range of drawing materials to mark make To reflect surface texture through mark-making. To experiment with drawing on different surfaces To explore tone using a variety of pencil grade (HB, 2B, 4B) To show form by drawing light/dark lines, patterns and shapes. Know that different marks and drawing techniques (hatching, scribbling, stippling, and blending can create surface texture) can be used to represent the textures Know that drawing tools can be used in a variety of ways to create different lines 		<ul style="list-style-type: none"> Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
Key Vocabulary:			
Hard Soft Thin Thick Long Rough Smooth Curve Squiggle	Short Zig zag Pen Drawing Straight Wavy Line Pencil Mark making	Horizontal Vertical Diagonal Cross-hatched Broken Waves Dots Circle Observe	Shade Shape Medium Abstract 2D Shapes 3D shapes Continuous Firmly Lightly Shading Contrast Shadow Proportion Perspective Symmetry Parallel Highlight Composition Observational drawing

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 Painting and mixed media Colour splash		
<ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ▪ Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. ▪ Know the primary colours and that they can be mixed to make secondary colours. ▪ Know that collage materials can be overlapped and overlaid to add texture. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> ▪ Use paint and painting techniques to suit a purpose. ▪ Explore contrasting and complimentary colours.
Key Vocabulary:		
Dab Dot Wet Sticky Splat Glide	Squelchy Smooth Slippery Slimy Splatter Stroke Blend Hue Kaleidoscope Pattern Mix Primary colour Secondary colour	Print Shade Shape Space Texture Thick Composition Pigment Tone

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills		
KS1 Painting and mixed media Life in colour				
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. ▪ Know the primary colours and that they can be mixed to make secondary colours. ▪ Know that collage materials can be overlapped and overlaid to add texture. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> • Use paint and painting techniques to suit a purpose. • Explore contrasting and complimentary colours. 		
Key Vocabulary:				
Dab Dot Wet Sticky Splat Glide Wipe	Squelchy Smooth Slippery Slimy Splatter Stroke	Collage Detail Primary colour Secondary colour	Surface Texture Mixing Overlap	Composition Pigment Tone

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
KS1 Sculpture and 3D Clay houses		
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Use their hands and tools to manipulate a range of modelling materials. Develop and create understanding of 3D forms to construct and model simple forms. Develop basic skills for shaping and joining clay, including exploring surface texture Know that three-dimensional art is called sculpture. 	<ul style="list-style-type: none"> Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).
Key Vocabulary:		
Sculpture Flatten Squash Roll Pinch Smooth	Model Design 3D Join Clay Detail Roll Flatten Smooth Slip Join Glaze Score Shape Ceramic	Casting Cut Impressing Sculpture Sculptor Surface Plaster Three Dimensional Negative space Positive space Abstract

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 Painting and mixed media Prehistoric paintings		
<ul style="list-style-type: none"> ▪ Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) ▪ Mix basic primary and secondary colours ▪ To experiment with overlapping and overlaying materials to create interesting effects in collage. 	<ul style="list-style-type: none"> • Select and use a variety of painting techniques • Mix different hues of primary and secondary colours • Choosing and adapting collage materials to create contrast • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • Know that different amounts of paint and water can be used to mix hues of secondary colours. • Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Explore contrasting and complimentary colours.
Key Vocabulary:		
Blend Hue Shade Detail Surface	Primary colour Secondary colour Texture Thick Mixing	Charcoal Composition Negative image Pigment Positive image
		Scaled up Sketch Smudging Tone Prehistoric Proportion
		Abstract Justify Analyse Inference Tableau Translate
		Convey Interpret Medium Mixed media Technique

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
LKS2 Drawing Power prints		
<ul style="list-style-type: none"> ▪ Use a range of drawing materials to mark make ▪ To reflect surface texture through mark-making. ▪ To experiment with drawing on different surfaces ▪ To explore tone using a variety of pencil grade (HB, 2B, 4B) ▪ To show form by drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> ▪ To develop drawing through direct observation ▪ To independently select a range of drawing materials ▪ To use tonal shading ▪ To show awareness of proportion and perspective. ▪ Know some basic rules for shading when drawing, ▪ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. ▪ Know that lines can represent movement in drawings. ▪ Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.
Key Vocabulary:		
Horizontal Vertical Diagonal Cross-hatched Broken Waves Dots Circle Observe	Shade Shape Medium Abstract 2D Shapes 3D shapes Continuous Firmly Lightly	Collaboratively Composition Collage Contrast Hatching Monoprint Mixed media Highlight
	Pattern Observational drawing Shadow Shading Proportion Print making Symmetry Parallel	Decision Purpose Revisit Process Imagery Repetition Culture Technique Stimulus

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

LKS2

Craft and design

Fabric of nature

- | | |
|--|--|
| <ul style="list-style-type: none"> • Begin to develop skills such as measuring materials, cutting, and adding decoration. • Follow a plan for a making process • Know that we can use wool in different ways, threading, plaiting, knotting and weaving. ▪ Know that a pattern is a design in which shapes, colours or lines are repeated. | <ul style="list-style-type: none"> ▪ Learn a new making technique and apply it as part of their own project. ▪ Design and make creative work for different purpose ▪ Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) ▪ Know that the starting point for a repeating pattern is called a motif, and a motif. ▪ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ▪ Know that negative shapes show the space around and between objects. ▪ Know how to use basic shapes to form more complex shapes and patterns. |
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Key Vocabulary:

Artist
Craft
Knot
Weaving
Weft

Loom
Plait
Thread
Threading
Warp

Batik
Designer
Inspiration
Pattern
Colour palette
Imagery
Mood board

Repeat
Develop
Organic
Symmetrical
Theme
Texture
Motif

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught
UKS2 Drawing I need space	
<ul style="list-style-type: none"> ▪ To develop drawing through direct observation ▪ To independently select a range of drawing materials ▪ To use tonal shading ▪ To show awareness of proportion and perspective. ▪ Know some basic rules for shading when drawing, ▪ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. ▪ Know that lines can represent movement in drawings. ▪ Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ To use a broader range of stimulus to draw from, such as architecture, culture and photography. ▪ To explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. ▪ Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. ▪ Know how line is used beyond drawing and can be applied to other art forms. ▪ Know that lines can be used by artists to control what the viewer looks at within a composition ▪ Know that a silhouette is a shape filled with a solid flat colour that represents an object.
Key Vocabulary:	
Collaboratively Composition Collage Contrast Hatching Monoprint Mixed media Highlight	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Pattern Observational drawing Shadow Shading Proportion Print making Symmetry Parallel </div> <div style="width: 45%;"> Purpose Develop Composition Printmaking Imagery Process Collagraph </div> <div style="width: 45%;"> Decision Futuristic Propaganda Stimulus Technique Revisit Evaluate </div> </div>

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills

Knowledge and Skills to be taught

UKS2

Sculpture and 3D

Mega materials

(KS1)

- Use their hands and tools to manipulate a range of modelling materials.
- Develop and create understanding of 3D forms to construct and model simple forms.
- Develop basic skills for shaping and joining clay, including exploring surface texture

- Use techniques to mould and form malleable materials
- Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).
- Experiment with combining found objects and recyclable material to create sculpture
- Know that the size and scale of three-dimensional artwork changes the effect of the piece.

Key Vocabulary:

Detail
Smooth
Shape
Ceramic
Casting
Cut

Impressing
Sculpture
Sculptor
Surface
Plaster
Three Dimensional

Abstract
Carving
Figurative
Form
Found objects
Hollow
Typography

Template
Visualisation
Organic shape
Texture
Secure
Two dimensional

NB: General Skills (such as use of sketchbooks) should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught		
UKS2 Painting and mixed media Artist study			
<ul style="list-style-type: none"> • Select and use a variety of painting techniques • Mix different hues of primary and secondary colours • Choosing and adapting collage materials to create contrast • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • Know that different amounts of paint and water can be used to mix hues of secondary colours. • Know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> ▪ Use paint and painting techniques to suit a purpose. ▪ Explore contrasting and complimentary colours. ▪ Add collage to a painted, printed or drawn background for effect. ▪ Know that applying thick layers of paint to a surface is called impasto, and is used by artists describe texture ▪ Know that pattern can be created in many ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) ▪ Know that artists create pattern to add expressive detail to art works. ▪ Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. ▪ Know that tone can help show the foreground and background in an artwork. ▪ Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created ▪ Know that the surface textures created by different materials can help suggest form in two-dimensional artwork. 		
Key Vocabulary:			
Composition Negative image Pigment Positive image	Sketch Smudging Tone Proportion	Abstract Justify Analyse Inference Tableau Translate	Convey Interpret Medium Mixed media Technique

