



Art



Haslingfield Endowed Primary School

Curriculum





Our Art Curriculum

Intent

Art at Haslingfield Endowed Primary School intends to inspire creativity, imagination, and self-expression, enabling all children to explore, experiment, and communicate their ideas in a range of visual forms. Through our art curriculum, we aim to nurture confident, reflective, and creative learners who value both the process and product of artistic work.

Knowledge Building

We want our children to build an appreciation of art across cultures and time periods, understanding how it reflects and shapes society. They will develop a rich knowledge of artistic techniques, great artists, and the language of art to support their future creative journeys.

Skills Enquiry

Through a balance of practical exploration and critical reflection, children will:

Experiment with a wide variety of media and materials

Develop and refine artistic techniques such as drawing, painting, sculpture, and digital art

Learn to analyse and evaluate their own and others' creative works using artistic vocabulary

Oracy and Discussion

We believe that art is a powerful vehicle for personal voice. Children will be encouraged to discuss and

Implementation

Themes and Topics

Art is taught through a carefully sequenced curriculum that builds skills and knowledge over time. We use the Kapow Primary Art and Design scheme to support lesson planning, ensuring coverage of the National Curriculum while providing engaging, inspiring, and age-appropriate units of work. Wherever possible, links are made to wider curriculum themes to enrich children's experiences and contextualise their learning.

Programme of Study

Our art curriculum follows a rolling programme to suit mixed-age classes, allowing children to revisit and build upon prior knowledge and techniques in a progressive way. Each year, children will study a diverse range of artists, craft makers, and designers from different times and cultures, exploring how their work has influenced the world around us.

Application

Children will be encouraged to take creative risks, explore their own ideas, and develop their ability to make choices in their artistic practice. Opportunities for sketchbook work, large-scale collaborative pieces, and independent projects ensure a balance of personal expression and shared creativity.

Impact

Key Overview

Through our art curriculum, children will leave Haslingfield with the skills, knowledge, and confidence to express themselves creatively and appreciate the value of art in their own and others' lives.

Knowledge Acquisition

Children will know about significant artists, movements, and techniques, and will be able to describe, analyse, and interpret visual language. They will understand how art has changed and influenced societies and how it continues to inspire innovation today.

Skilled Learners

Children will have developed technical proficiency across a range of media and artistic approaches. They will be able to use sketchbooks effectively to record observations, develop ideas, and reflect on their learning journey.

Compassionate Citizens

Our children will leave Haslingfield with an appreciation of art as a form of communication and expression, recognising how it reflects human experiences across cultures. They will understand the importance of creativity in shaping their world and will be empowered to apply this both within and beyond school.





Our Programme of Study

Cycle A

	Cherry	Apple	Hawthorn	Oak	Beech
Autumn 1	Drawing: Marvellous marks	Drawing: Exploring Line and shape	Drawing: Developing drawing skills	Drawing: Exploring tone, texture and proportion	Drawing: Expressing ideas
Spring 1	Painting and mixed media: Paint My world	Painting and mixed media: Life in Colour	Painting and mixed media: Prehistoric Painting	Painting and mixed media: Portraits	Painting and mixed media: Artist study
Summer 1	Sculpture and 3D: Creation Station	Sculpture and 3D: Paper play	Sculpture and 3D: Abstract Space and Shape	Sculpture and 3D: Mega materials	Sculpture and 3D: Interactive installation

Cycle B - 2026-27

	Cherry	Apple	Hawthorn	Oak	Beech
Autumn 1	Craft and design: Let's get crafty	Craft and design: Woven wonders	Craft and design: Ancient Egyptian scrolls	Craft and design: Fabric of Nature	Painting and mixed media: a world in watercolour
Spring 1	Painting and Mixed media: Colour splash	Drawing: Understanding tone and texture	Sculpture and 3D: Clay houses	Drawing: Depth, emotion and movement	Sculpture and 3d: making memories
Summer 1		Craft and design: Map it Out	Painting and mixed media: Light and Dark	Craft and design: architecture	Craft and design: Photo opportunity



Art in the Early Years Profile

EARLY YEARS | Art

Children working within the Early Years Foundation Stage Profile (EYFSP) explore the world and their community in meaningful and relatable experiences. The Geography curriculum in Key Stage 1 and 2 can be prepared for by carefully planned provision, questioning and environment resources in the Early Years.

Areas of the EYFSP that explicit connections can be made	Listening Attention and Understanding	Speaking	Gross Motor Skills	Fine Motor	Comprehension	Word Reading
How Early Learning Goals can be demonstrated through geography	- Listen to and ask questions about their own community and the world - Make comments about the world, communities and it's people	- Use new geographical vocabulary to show understanding - Express their ideas and feelings about what they have heard, seen, participated in	The children may practise skills such as jumping, dancing, and balancing and coordination through adult initiated geography themed obstacle courses.	- Use a range of tools, including scissors and paint brushes, to show understanding of their community and the world - Begin to show accuracy and care in drawing, in aspects such as early map drawing	- Demonstrate an understanding of what has been read to them by re-telling stories - Use role-play to deepen understanding of religious stories, beliefs, customs and vocabulary	- Through geography themed vocabulary and text, children can - Read words consistent with their phonic knowledge through blending - Read aloud some simple sentences
	Writing	Number	The Natural World	People, Culture and Communities	Creating With Materials	Being Imaginative and Expressive
	- Through geography themed vocabulary and knowledge learning, children can - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others	- Within geography themed learning, children can apply their counting skills to 20, compare quantities, and addition and subtraction facts to 10. - Children can plan simple routes and count the steps it takes to get there	- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities between the natural world around them and contrasting environments - Understand some important processes and changes in the natural world around them, including the seasons	- Make observations on similarities and differences between different cultural communities. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps.	- Explore a range of materials and techniques to create and represent their understanding of the world and the geographical knowledge they have been taught. - Share their creations, explaining the process and meaning.	- Sing nursery rhymes from different cultures and communities - Perform own dance movements to music from different cultures and communities - Where appropriate, dance in-time to music from different cultures and communities

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Art Knowledge and Skills Progression

		Drawing		
		EYFS: Reception	Year 1	Year 2
		Pupils know how to:		
Methods, techniques, media and materials (Formal elements are shown in brackets)	Mark-making	- Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture). - Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	- Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). - Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). - Draw and combine geometric shapes (Line, Shape). - Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line).	- Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). - Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). - Compose more complex drawings by combining shapes (Shape, Space).
	Shading	Describe when colouring is lighter or darker (Tone).	- Apply more pressure when drawing or colouring to create a darker tone (Tone). - Create an area with a single, consistent tone when colouring/shading (Tone).	- Use shading to show light and dark areas (Tone). - Use the same tool to colour/shade different tones by adjusting pressure (Tone).
	Spatial awareness	Make lines and marks on paper, staying within the boundaries of the page (Space).	Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space).	Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space).
		So that they can:		
		Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.
		*See skills progression here		

		Drawing			
		Year 3	Year 4	Year 5	Year 6
		Pupils know how to:			
Methods, techniques, media and materials (Formal elements are shown in brackets)	Mark-making	- Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). - Recognise more organic shapes within objects (shape). - Attempt to draw 3D forms using line and shape (Line, Form, Shape).	- Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). - Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). - Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). - Combine lines and marks to create light and dark areas of a drawing (Tone).	- Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). - Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). - Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). - Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern).	- Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). - Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern).
		So that they can:			
		Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form:	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.

See skills progression [here](#)

Drawing					
		Year 3	Year 4	Year 5	Year 6
Pupils know how to:					
Methods, techniques, media and materials (Formal elements are shown in brackets)	Shading	Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone).	- Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). - Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). - Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone).	- Refine tonal shading to show greater graduations in tone (Tone, Form). - Blend to smooth transitions in tone (Tone). - Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form).	Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern).
	Spatial awareness	Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line).	- Sketch to plan the placement of their composition elements for visual effect (Space). - Draw more accurately in relative size/proportion (Space). - Recognise whether something is in the foreground or background of a composition and how size can show distance (Space).	- Use sketching to experiment with ideas, layout and shading. (Space) - Consider balance and symmetry / asymmetry in compositions (Space). - Start using size to develop a foreground, midground and background in compositions (Space).	- Find a point in the distance to draw from (one-point perspective) (Space, Line). - Scale drawings up or down while aiming to keep proportion (Space).
So that they can:					
		See skills progression here			
		Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Use growing knowledge of different materials, combining media for effect.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas



Painting and mixed media

EYFS: Reception

Year 1

Year 2

Methods, techniques, media and materials

Pupils know how to:

- Explore paint, using hands as a tool.
- Describe colours and textures as they paint.
- Explore what happens when paint colours mix.
- Make natural painting tools.
- Investigate natural materials eg paint, water for painting.
- Explore paint textures, for example mixing in other materials or adding water.
- Respond to a range of stimuli when painting.
- Use paint to express ideas and feelings.
- Explore colours, patterns and compositions when combining materials in collage.

- Combine primary coloured materials to make secondary colours.
- Mix secondary colours in paint.
- Choose suitable sized paint brushes.
- Clean a paintbrush to change colours.
- Print with objects, applying a suitable layer of paint to the printing surface.
- Overlap paint to mix new colours.
- Use blowing to create a paint effect.
- Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

- Mix a variety of shades of a secondary colour.
- Make choices about amounts of paint to use when mixing a particular colour.
- Match colours seen around them.
- Create texture using different painting tools.
- Make textured paper to use in a collage.
- Choose and shape collage materials eg cutting, tearing.
- Compose a collage, arranging and overlapping pieces for contrast and effect.
- Add painted detail to a collage to enhance/improve it.

So that they can:

See skills progression [here](#)

Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.

Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.

Make choices about which materials to use to create an effect.

Further demonstrate increased control with a greater range of media.

Make choices about which materials and techniques to use to create an effect.

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Painting and mixed media				
	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials	Pupils know how to:			
	• Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.	• Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	• Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.	• Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.
	So that they can:			
	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their	See skills progression here Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including

Sculpture and 3D			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	Pupils know how to:		
	- Explore the properties of clay. - Use modelling tools to cut and shape soft materials eg. playdough, clay. - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape and texture and explain their choices. - Plan ideas for what they would like to make. - Problem-solve and try out solutions when using modelling materials. - Develop 3D models by adding colour.	- Roll and fold paper. - Cut shapes from paper and card. - Cut and glue paper to make 3D structures. - Decide the best way to glue something. - Create a variety of shapes in paper, eg spiral, zig-zag. - Make larger structures using newspaper rolls.	- Smooth and flatten clay. - Roll clay into a cylinder or ball. - Make different surface marks in clay. - Make a clay pinch pot. - Mix clay slip using clay and water. - Join two clay pieces using slip. - Make a relief clay sculpture. - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay.
	So that they can:		
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

See skills progression [here](#)

Sculpture and 3D					
Year 3		Year 4		Year 5	Year 6
Pupils know					
How to: - Join 2D shapes to make a 3D form. - Join larger pieces of materials, exploring what gives 3D shapes stability. - Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. - Identify and draw negative spaces. - Plan a sculpture by drawing. - Choose materials to scale up an idea. - Create different joins in card eg. slot, tabs, wrapping. - Add surface detail to a sculpture using colour or texture. - Display sculpture.		- How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: - Use their arm to draw 3D objects on a large scale. - Sculpt soap from a drawn design. - Smooth the surface of soap using water when carving. - Join wire to make shapes by twisting and looping pieces together. - Create a neat line in wire by cutting and twisting the end onto the main piece. - Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. - Try out different ways to display a 3D piece and choose the most effective.		How to: - Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. - Try out ideas on a small scale to assess their effect. - Use everyday objects to form a sculpture. - Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. - Try out ideas for making a sculpture interactive. - Plan an installation proposal, making choices about light, sound and display.	How to: - Translate a 2D image into a 3D form. - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - Manipulate cardboard to create different textures. - Make a cardboard relief sculpture. - Make visual notes to generate ideas for a final piece. - Translate ideas into sculptural forms.
So that they can:					
Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example		Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style		Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including

See skills progression [here](#)

Craft and design			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	Pupils know		
	How to: - Explore differences when cutting a variety of materials. - Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. - Follow lines when cutting. - Experiment with threading objects, holding equipment steady to do so. - Explore techniques for joining paper and card eg stick, clip, tie, tape. - Apply craft skills eg. cutting, threading, folding to make their own artworks. - Design something on paper ready to make in three dimensions.	- What materials can be cut, knotted, threaded or plaited. How to: - Wrap objects/shapes with wool. - Measure a length. - Tie a knot, thread and plait. - Make a box loom. - Join using knots. - Weave with paper on a paper loom. - Weave using a combination of materials.	How to: - Draw a map to illustrate a journey. - Choose materials to represent texture, pattern or colour. - Create 3D effects by layering materials. - Choose which parts of their drawn map to represent in their 'stained glass'. - Overlap cellophane/tissue to create new colours. - Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. - Apply paint or ink using a printing roller. - Smooth a printing tile evenly to transfer an image. - Try out a variety of ideas for adapting prints into 2D or 3D artworks.
	So that they can:		
	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

See skills progression [here](#)

Craft and design				
	Year 3	Year 4	Year 5	Year 6
Methods, techniques, media and materials.	Pupils know			
	- That layering materials in opposite directions make the handmade paper stronger. How to: - Use a sketchbook to research a subject using different techniques and materials to present ideas. - Construct a new paper material using paper, water and glue - Use symbols to reflect both literal and figurative ideas. - Produce and select an effective final design. - Make a scroll. - Make a zine. - Use a zine to present information.	- That a mood board is a visual collection which aims to convey a general feeling or idea. - That batik is a traditional fabric decoration technique that uses hot wax. How to: - Select imagery and use as inspiration for a design project. - To know how to make a mood board. - Recognise a theme and develop colour palettes using selected imagery and drawings. - Draw small sections of one image to docs on colours and texture. - Develop observational drawings into shapes and pattern for design. - Transfer a design using a tracing method. - Make a repeating pattern tile using cut and torn paper shapes. - Ue glue as an alternative batik technique to create patterns on fabric. - Use materials, like glue, in different ways depending on the desired effect. - Paint on fabric. - Wash fabric to remove glue to finish a decorative fabric piece.	- The steps to make a monoprint. - When a roller is sufficiently inked. How to: - Make an observational drawing of a house. - Use shapes and measuring as methods to draw accurate proportions. - Select a small section of a drawing to use as a print design. - Develop drawings further to use as a design for print. - Design a building that fits a specific brief. - Draw an idea in the style of an architect that is annotated to explain key features. - Draw from different views, such as a front or side elevation. - Use sketchbooks to research and present information about an artist. - Interpret an idea in into a design for a structure.	- How different materials can be used to produce photorealistic artwork. - That macro photography is showing a subject as larger than it is in real life. How to: - Create a photomontage. - Create artwork for a design brief. - Use a camera or tablet for photography. - Identify the parts of a camera. - Take a macro photo, choosing an interesting composition. - Manipulate a photograph using photo editing tools. - Use drama and props to recreate imagery. - Take a portrait photograph. - Use a grid method to copy a photograph into a drawing.
	So that they can:			
	See skills progression here			
Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Use growing knowledge of different materials, combining media for effect.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	

EYFS: Reception

Year 1

Year 2

Pupils know:

Colour

The names of a wide range of colours.

Colours can be mixed to make new colours.

That the primary colours are red, yellow and blue.

Primary colours can be mixed to make secondary colours.

Different amounts of paint and water can be used to mix hues of secondary colours (*statement also included under 'Tone'*).

Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form

Modelling materials can be shaped using hands or tools.

Paper can change from 2D to 3D by folding, rolling and scrunching it.

That three dimensional art is called sculpture.

That 'composition' means how things are arranged on the page.

Pieces of clay can be joined using the 'scratch and slip' technique.

A clay surface can be decorated by pressing into it or by joining pieces on.

Shape

The names of simple shapes in art.

A range of 2D shapes and confidently draw these.

Paper can be shaped by cutting and folding it.

Collage materials can be shaped to represent shapes in an image.

Shapes can be organic (natural) and irregular.

Patterns can be made using shapes.

Line

Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.

Drawing tools can be used in a variety of ways to create different lines.

Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture.

EYFS: Reception**Year 1****Year 2****Pupils know:****Pattern**

When they have made a pattern with objects/colours/drawn marks and be able to describe it.

That a pattern is a design in which shapes, colours or lines are repeated.

Lines can create patterns like zig zags and wavy lines.

Patterns can be used to add detail to an artwork.

Texture

Simple terms to describe what something feels like (eg. bumpy).

Different drawing tools make different marks.

That texture means 'what something feels like'.

Different marks can be used to represent the textures of objects.

Collage materials can be chosen to represent real-life textures.

Collage materials can be overlapped and overlaid to add texture.

Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Painting tools can create varied textures in paint.

Tone

There are different shades of the same colour and identify colours as 'light' or 'dark'.

That there are many different shades (or 'hues') of the same colour.

Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Changing pressure when drawing can create light and dark tones.

Different amounts of paint and water can be used to mix hues of secondary colours (*statement also included under 'Colour'*).

Drawing techniques such as hatching, scribbling, stippling, and blending can create different tones.

	Year 3	Year 4	Year 5	Year 6
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Pupils know:

Colour	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	How an understanding of shape and space can support creating effective composition.
Line	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.

Year 3

Year 4

Year 5

Year 6

Pupils know:

Pattern

Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

Surface rubbings can be used to add or make patterns.

Patterns can be irregular and change in unexpected ways.

The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.

Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.

Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Texture

Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

How to use texture more purposely to achieve a specific effect or to replicate different surfaces.

How to create texture in different mediums or using different techniques.

Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

Tone

That 'tone' in art means 'light and dark'.

Shading helps make drawn objects look realistic.

Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.

Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling

That using lighter and darker tints and shades of a colour can create a 3D effect.

Tone can be used to create contrast in an artwork.

Tone can help show the foreground and background in an artwork.

	EYFS: Reception	Year 1	Year 2
	Pupils know:		
Meanings	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	- Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories.	Art can be figurative or abstract.
Materials and processes	- Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw or paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons. - Some art does not last long - it is temporary. - Sometimes artists cut and stick photos to make new images.	- Artists can use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make or draw.	Artists use line and tone to show how people feel. - Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
	So that they can:		
	Enjoy looking at and talking about art. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	See skills progression here Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Meanings	Art from the past can give us clues about what it was like to live at that time.	Art can communicate powerful statements about right and wrong.	- Artists are influenced by what is going on around them; for example culture, politics and technology. - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. - How an artwork is interpreted will depend on the life experiences of the person looking at it.	- Artists can use symbols in their artwork to convey meaning. - Sometimes artists add extra meaning to what they create by working in places where they do not have permission to work.
Interpretations	The meanings we take from art made in the past are influenced by our own ideas.	- Designers can make beautiful things to try and improve people's everyday lives. - How and where art is displayed has an effect on how people interpret it.	- Artists use self-portraits to represent important things about themselves. - Artists create works that make us question our beliefs. - Visual designs can represent big ideas like harmony with nature or peace.	- Art can be a form of protest. - Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it.

Materials and processes

	Year 3	Year 4	Year 5	Year 6
Pupils know:	- Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artist make decisions about how their work will be displayed.	- Artists can choose particular materials to communicate a message. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media.	- Artists can choose their medium to create a particular effect on the viewer. - Artists can combine materials; for example digital imagery with paint or print. - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	- Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. - Artforms are always evolving as materials and techniques change over time.
So that they can:	See skills progression here			
	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

