

Art overview LTP

Art progression of skills Key Stage 1 and 2

Year group	Drawing	Painting and mixed-media	Sculpture and 3D	Craft and design
Year 1	<p>Topic: Make your mark</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. 	<p>Topic: Colour splash</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • 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. 	<p>Additional unit</p> <p>Topic: paper play</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • 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. 	<p>Topic: Woven wonders</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • 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.
	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Develop observational skills to look closely and reflect surface texture. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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.
Year 2	<p>Topic: Tell a story</p> <p>Pupils know:</p>	<p>Topic: Life in colour</p> <p>Pupils know how to:</p>	<p>Topic: Clay houses</p> <p>Pupils know how to:</p>	<p>Additional unit</p> <p>Topic: Map it out</p>

	<ul style="list-style-type: none"> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • Use different materials and marks to replicate texture. • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens 	<ul style="list-style-type: none"> • 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 E.g cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it 	<ul style="list-style-type: none"> • 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 	<p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • 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.
	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ Further demonstrate increased control with a greater range of media. ➤ Make choices about which materials and techniques to use to create an effect. ➤ Develop observational skills to look closely and aim to reflect some of 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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

	the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work	➤ 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.	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.	and joining paper, card and malleable materials.
Year 3	<p>Topic: Growing artists</p> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. • 	<p>Topic: prehistoric painting</p> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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 	<p>Additional unit</p> <p>Topic: Abstract and 3D shapes</p> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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. 	<p>Topic: Ancient Egyptian scrolls</p> <p><u>Pupils know:</u></p> <ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. • Pupils know 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.
	<p><u>So that they can:</u></p> <p>➤ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p>	<p><u>So that they can:</u></p> <p>➤ Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness</p>	<p><u>So that they can:</u></p> <p>➤ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p>	<p><u>So that they can:</u></p> <p>➤ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p>

	<ul style="list-style-type: none"> ➤ Use hands and tools confidently to cut, shape and join materials for a purpose. ➤ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>of proportion and being able to create 3D effects.</p> <ul style="list-style-type: none"> ➤ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ➤ Use hands and tools confidently to cut, shape and join materials for a purpose. ➤ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ➤ Use hands and tools confidently to cut, shape and join materials for a purpose.
Year 4	<p>Topic: power prints <u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<p>Topic: Light and dark <u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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. 	<p>Topic: Mega Materials <u>Pupils know:</u></p> <p>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.</p> <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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. 	<p>Additional unit Topic: Fabrics of nature <u>Pupils know:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • Try out different ways to display a 3D piece and choose the most effective • 	<ul style="list-style-type: none"> • Use 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
	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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. ➤ 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. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ Use growing knowledge of different materials, combining media for effect. ➤ Use hands and tools along with increasingly 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. 	<p>So that they can:</p> <ul style="list-style-type: none"> ➤ 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.
Year 5	<p>Topic: I need space</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • What print effects different materials make. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Analyse an image that considers impact, audience, and purpose. 	<p>Topic: Portraits</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • 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. 	<p>Additional unit</p> <p>Topic: Interactive installation</p> <p>Pupils know how to:</p> <ul style="list-style-type: none"> • 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. 	<p>Topic: Architecture</p> <p>Pupils know:</p> <ul style="list-style-type: none"> • The steps to make a monoprint. • When a roller is sufficiently inked. <p>Pupils know how to:</p> <ul style="list-style-type: none"> • Make an observational drawing of a house.

	<ul style="list-style-type: none"> • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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 understanding of tone, texture, line, colour and form. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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 understanding of tone, texture, line, colour and form. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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 understanding of tone, texture, line, colour and form. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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.
Year 6	<p><u>Topic: Make my voice heard</u></p> <p><u>Pupils know:</u></p>	<p><u>Topic: Artist study</u></p> <p><u>Pupils know how to:</u></p>	<p><u>Topic: Making memories</u></p> <p><u>Pupils know how to:</u></p>	<p><u>Topic: Photo opportunity</u></p> <p><u>Pupils know:</u></p>

<ul style="list-style-type: none"> • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces. <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. <p><u>Pupils know how to:</u></p> <ul style="list-style-type: none"> • 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
<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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... incorporating the formal elements of art. 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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 working 	<p><u>So that they can:</u></p> <ul style="list-style-type: none"> ➤ 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.

collaboratively on a larger scale and incorporating the formal elements of art.

Making skills (including formal elements)

EYFS and Key Stage 1			
Pupils know:			
	EYFS (Reception)	Year 1	Year 2
Colour	<ul style="list-style-type: none"> The names of a wide range of colours. Colours can be mixed to make new colours. 	<ul style="list-style-type: none"> That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Modelling materials can be shaped using hands or tools. 	<ul style="list-style-type: none"> Paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The names of simple shapes in art. 	<ul style="list-style-type: none"> A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. 	<ul style="list-style-type: none"> Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. 	<ul style="list-style-type: none"> Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.
Pattern	<ul style="list-style-type: none"> When they have made a pattern with objects/colours/drawn marks and be able to describe it. 	<ul style="list-style-type: none"> That a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> Patterns can be used to add detail to an artwork.
Texture	<ul style="list-style-type: none"> Simple terms to describe what something feels like (eg. bumpy). 	<ul style="list-style-type: none"> That texture means 'what something feels like'. 	<ul style="list-style-type: none"> Collage materials can be chosen to represent real-life textures.

		<ul style="list-style-type: none"> • Different marks can be used to represent the textures of objects. • Different drawing tools make different marks. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • There are different shades of the same colour and identify colours as 'light' or 'dark'. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Different amounts of paint and water can be used to mix hues of secondary colours

Key Stage 2

Pupils know:

	Year 3	Year 4	Year 5	Year 6
Colour	Using light and dark colours next to each other creates contrast.	<ul style="list-style-type: none"> • Adding black to a colour creates a shade. • Adding white to a colour creates a tint. 	<ul style="list-style-type: none"> • Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. 	<ul style="list-style-type: none"> • A 'monochromatic' artwork uses tints and shades of just one colour. • Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	<ul style="list-style-type: none"> • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Organic forms can be abstract. 	<ul style="list-style-type: none"> • Using lighter and darker tints and shades of a colour can create a 3D effect 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	<ul style="list-style-type: none"> • Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art. 	<ul style="list-style-type: none"> • How to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> • How an understanding of shape and space can support creating effective composition. 	<ul style="list-style-type: none"> • How an understanding of shape and space can support creating effective composition.
Line	<ul style="list-style-type: none"> • Using different tools or using the same tool in different ways can create different types of lines. 	<ul style="list-style-type: none"> • Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> • How line is used beyond drawing and can be applied to other art forms. 	<ul style="list-style-type: none"> • How line is used beyond drawing and can be applied to other art forms.

Pattern	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Patterns can be irregular, and change in ways you wouldn't expect. • The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. 	<ul style="list-style-type: none"> • How to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<ul style="list-style-type: none"> • How to create texture on different materials 	<ul style="list-style-type: none"> • How to create texture on different materials
Tone	<ul style="list-style-type: none"> • 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 and stippling. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> • That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Knowledge of artists

EYFS and Key Stage 1			
Pupils know:			
	EYFS (Reception)	Year 1	Year 2
Meanings	<ul style="list-style-type: none"> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. 	<ul style="list-style-type: none"> Some artists are influenced by things happening around them 	<ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<ul style="list-style-type: none"> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Art can be figurative or abstract
Materials and processes	<ul style="list-style-type: none"> 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 doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images. 	<ul style="list-style-type: none"> Artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. 	<ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Recognise that artists can be inspired by many things. 		<ul style="list-style-type: none"> Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
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Key Stage 2
Pupils know:

	Year 3	Year 4	Year 5	Year 6
Meanings	<ul style="list-style-type: none"> Art from the past can give us clues about what it was like to live at that time. 	<ul style="list-style-type: none"> Art from the past can give us clues about what it was like to live at that time. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 don't have permission to work.
Interpretations	<ul style="list-style-type: none"> The meanings we take from art made in the past are influenced by our own ideas. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs. 	<ul style="list-style-type: none"> Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. 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	<ul style="list-style-type: none"> Artists have different materials available to them depending on when they live in history. 	<ul style="list-style-type: none"> Artists choose what to include in a composition, considering both what looks good together 	<ul style="list-style-type: none"> Artists can choose their medium to create a particular effect on the viewer. 	<ul style="list-style-type: none"> Artists use techniques like chiaroscuro to create dramatic

	<ul style="list-style-type: none"> • 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. 	<p>and any message they want to communicate.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>light and shade when drawing or painting.</p> <ul style="list-style-type: none"> • 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 tech
<p>So that they can:</p>	<ul style="list-style-type: none"> • 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. • Consider how to display art work, understanding how artists consider their viewer and the impact on them. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> • 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 . • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries

