

Empowering Learners... Growing Minds

# Kidsgrove Primary School



## Art & Design

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

## Empowering Learners... Growing Minds

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|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Line</b>    | Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching |
| <b>Shape</b>   | Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects                                                                                                                        |
| <b>Form</b>    | Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone                                                                                                      |
| <b>Space</b>   | The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale                                                |
| <b>Colour</b>  | We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange                                                                                     |
| <b>Tone</b>    | Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour                                                                                        |
| <b>Texture</b> | Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry                                                                                                                                       |
| <b>Pattern</b> | The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy [petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures)                                                         |

## Kidsgrove Primary School - E.A.D progression through EYFS

### Expressive Arts and Design - Creating with materials

| Playing & Exploring - Engagement                                                                                                                         | Active Learning - Motivation                                                                                                                                     | Creating & Thinking Critically - Thinking                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

ELG

-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

-Make use of props and materials when role-playing characters in narratives and stories

|                | Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Painting                                                                                                                                                                                                                                                                                                                                                                | Texture and collage                                                                                                                                                                                                                                                                                         | Explore                                                                                                                                                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                  |
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| Nursery Skills | <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>Begin to use a variety of drawing tools</li> <li>Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>Observational drawing of plants in local environment</li> <li>Show different emotions in drawings</li> </ul> <p>Explore colour using a variety of media (pencil, chalk, oil pastel)</p> | <ul style="list-style-type: none"> <li>Explore colour mixing</li> <li>Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li> <li>Join different materials &amp; explore different textures</li> <li>Handling, feeling, enjoying and manipulating materials</li> </ul> <p>Use variety of construction materials</p> | <ul style="list-style-type: none"> <li>Join different materials &amp; explore different textures Including natural textures (shells, cones, feathers, pebbles, sticks, leaves etc) Clay tiles printed with leaves</li> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul> | <ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed and extending with own ideas</li> <li>Practise artist's techniques – Andy Goldsworthy</li> </ul> <p>Discuss likes &amp; dislikes</p> | <p>Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques</p> |

| Nursery Knowledge | Autumn<br>My Family and Me/ A Special Place to Be                                                                                                                                                                                                                                                                                                                                    | Spring<br>Let's Go Exploring / What a Wonderful World                                                                                                                                                                                                                                                                                                     | Summer<br>Big and Small /Superhero Adventures                                                                                                                                                                       |
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|                   | <ul style="list-style-type: none"> <li>Begin to explore line and shape</li> <li>Draw a simple representation of self</li> <li>Explore and talk about what happens if/when you mix colours</li> <li>Explore different textures</li> <li>Begin to describe different textures.</li> <li>Make their own home using a variety of materials such as cardboard, plastic, fabric</li> </ul> | <ul style="list-style-type: none"> <li>Describe changes to colours as they are mixed.</li> <li>Create simple collages using a variety of texture and can explain how one texture represents an object.</li> <li>Describe some different textures.</li> <li>Create observation drawing of flowers using pastels</li> </ul> <p>Create environmental art</p> | <ul style="list-style-type: none"> <li>Select appropriate tool or technique to complete a task</li> <li>Can create their own wildlife - by making colour and material sections for their chosen animals.</li> </ul> |

Children to be exposed to a wide range of tools, materials and resources both indoors and outdoors that will support their artistic creativity, design and representation. Repeated and varied opportunities to engage creatively will support children to expand their knowledge and application, develop proficiency, control and confidence whilst further supporting/enhancing broader application in all areas of the EYFS ie role play(PSD), story telling(R), construction(UtW)

# Kidsgrove Primary School- E.A.D progression through EYFS

## Expressive Arts and Design - Creating with materials

### ELG

- 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
- Make use of props and materials when role-playing characters in narratives and stories

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Drawing</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Painting</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Texture and collage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Explore</b>                                                                                                                                                                                                                                                                                                                     | <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                 |
| Reception Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>▪ Use a range of tools competently &amp; safely</li><li>▪ Explore different textures. Encourage accurate drawings of people</li><li>▪ Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li><li>▪ Explore, use &amp; refine colour mixing techniques</li></ul> <p>Use colour for purpose, including creating moods</p> | <ul style="list-style-type: none"><li>▪ Experiment to create different textures</li><li>▪ Use tools to create different textures</li><li>▪ Use a range of materials to create different textures</li><li>▪ Manipulate materials to have a planned effect</li></ul>                                                                                                                                                                          | <ul style="list-style-type: none"><li>▪ Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>▪ Respond imaginatively to artworks &amp; objects</li><li>▪ Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li><li>▪ Express &amp; communicate working theories, feelings &amp; understandings in the form of artwork &amp; objects</li></ul> | Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques |
| Reception Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Autumn</b><br>My Enironmetn and Me / Special Times and Places                                                                                                                                                                                                                                                                                                                                        | <b>Spring</b><br>Exploring and Changing / Growing and Changing                                                                                                                                                                                                                                                                                                                                                                              | <b>Summer</b><br>Save Our World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>⇒ Draw representations of myself and others Can use drawings to tell a story</p> <p>⇒ Explore what happens when you mix prime colours</p> <p>⇒ Begin to describe different textures.</p> <p>⇒ Use natural resources to build pictures - beginning to describe different textures such as soft, hard, smooth and rough</p> <p>⇒ Use colour to express their feelings.</p>                             | <p>⇒ Talk about the changes to colours as we mix</p> <p>⇒ Use a range of primary, secondary and tertiary colours.</p> <p>⇒ Capture experiences and responses with a range of media, comparing paint and other materials or words.</p> <p>⇒ Create own stamps and produce repeating patterns, discuss similarities and differences between patterns</p> <p>⇒ Create observation drawing of plants at different stages in their lifecycle</p> | <p>⇒ Create their 'special person from our community' using clay and modelling tools to add detailed features.</p> <p>⇒ Use different materials to create their own show box garden representation and explain their choices.</p> <p>⇒ Complete a simple weave using paper, card or fabric.</p> <p>⇒ Select their own tools and resources and give reasons for their choices.</p> <p>⇒ Capture their own images on the class iPad of their environment to create observational drawings.</p> <p>⇒ Use line and shape to create observational drawings - focusing on the work of Vincent Van'Gogh's.</p> <p>⇒ a range of tools to draw a range of different lines – thick, thin, dark, lines.</p> |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Painting</b>                                                                                                                                                                                                                                                                                                                                                                                         | <b>Drawing</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Texture and Collage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |
| Children to be exposed to a wide range of tools, materials and resources both indoors and outdoors that will support their artistic creativity, design and representation. Repeated and varied opportunities to engage creatively will support children to expand their knowledge and application, develop proficiency, control and confidence whilst further supporting/enhancing broader application in all areas of the EYFS ie role play(PSED), story telling(R), construction(UW) |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |

## Empowering Learners... Growing Minds

KS1: Cycle A

### NC

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

|                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge                                                                                                                                                                                                                                                                                                                                                        | End points:                                                                                                                                                                                                                         |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing:<br>Exploring Line & Shape       | <ul style="list-style-type: none"> <li>• Use a range of drawing tools with growing control (pencil, pastel, chalk).</li> <li>• Experiment with line qualities: thick, thin, wavy, straight, zigzag, broken.</li> <li>• Explore shape and use geometric/organic shapes to represent ideas.</li> <li>• Begin to use sketchbooks to record ideas.</li> <li>• Draw from both imagination and observation.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand lines express movement, outline and pattern.</li> <li>• To know Shapes can be geometric (square, triangle) or organic (natural, irregular).</li> <li>• Artists use lines and shapes as a foundation of all drawing.</li> <li>• Observational drawing involves looking closely at real objects.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and create a variety of lines.</li> <li>• Combine lines and shapes to draw recognisable objects.</li> <li>• Use early artistic vocabulary to talk about their drawings</li> </ul> |
| Sculpture & 3D:<br>Paper Play            | <ul style="list-style-type: none"> <li>• Fold, curl, twist, tear, fringe and join paper.</li> <li>• Build simple freestanding forms.</li> <li>• Select tools and materials appropriately.</li> <li>• Work collaboratively to build shared sculptures.</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Sculptures are 3D and can be viewed from different angles.</li> <li>• Paper can be manipulated in multiple ways.</li> <li>• Joining techniques include tabs, tape, glue and slotting.</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• Make a simple sculpture using at least two manipulation techniques.</li> <li>• Talk about their choices and describe their sculpture's features.</li> </ul>                                |
| Drawing:<br>Understanding Tone & Texture | <ul style="list-style-type: none"> <li>• Use hatching, cross-hatching and blending to show texture.</li> <li>• Apply shading to create darker and lighter tones.</li> <li>• Draw from observation using tonal variation.</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Tone describes light and dark.</li> <li>• Texture can be visual (drawn) or actual (felt).</li> <li>• Artists use shading to create form and realism.</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Create drawings showing at least two tones.</li> <li>• Represent surface qualities (fur, wood, stone).</li> <li>• Explain how light affects</li> </ul>                                     |

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|                                | <ul style="list-style-type: none"> <li>• Make deliberate choices in tool selection (soft/hard pencils).</li> </ul>                                                                                                                                                                  |                                                                                                                                                                                                                                             | an object.                                                                                                                                                                                                     |
| Sculpture & 3D:<br>Clay Houses | <ul style="list-style-type: none"> <li>• Use clay tools safely (cutting, scoring, smoothing).</li> <li>• Shape clay using pinching, pressing and carving.</li> <li>• Join clay pieces using slip or pressure.</li> <li>• Add detail to represent architectural features.</li> </ul> | <ul style="list-style-type: none"> <li>• Clay is a malleable material used by sculptors.</li> <li>• Simple building forms include roof, walls, windows and doors.</li> <li>• Patterns and textures can be imprinted using tools.</li> </ul> | <ul style="list-style-type: none"> <li>• Produce a clay house with recognisable features.</li> <li>• Add textures and patterns with tools.</li> <li>• Evaluate their work and discuss improvements.</li> </ul> |

### Cycle A - Key Vocabulary

| Drawing                                                                         | 3D Sculpture: Paper Play                                           | Drawing & Understanding: Tone and Texture                               | Sculpture & 3D Clay Houses                                       |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------|
| Line, shape, outline, thick, thin, straight, curved, zigzag, pressure, pattern. | 3D, sculpture, curl, fold, twist, join, texture, structure, space. | Tone, shading, hatching, cross-hatching, light, dark, texture, surface. | Clay, pinch, carve, score, slip, join, texture, form, structure. |

| Experiences                                                                                                                   | SMSC                                                                                                                                                                                                                                                                                                                                                  | British Values                                                                                                                                                                                                                                                                                                                                                    | Acorn Values                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Colouring competition – fine motor skill development.</p> <p>Children experience using printing and drawing techniques</p> | <p>Social: Working together cooperatively on shared pieces.</p> <ul style="list-style-type: none"> <li>• Moral: Respecting differences in others' artwork.</li> <li>• Spiritual: Appreciating beauty in the world and expressing feelings creatively.</li> <li>• Cultural: Learning about artists from different cultures and backgrounds.</li> </ul> | <p>Individual liberty is taught when children begin to express their feelings and understanding through Art.</p> <p>Respect is taught when children are working collaboratively together to make a sculpture.</p> <p>Mutual Respect: Valuing peers' artwork and ideas.</p> <ul style="list-style-type: none"> <li>• Democracy: Class voting on display</li> </ul> | <p>Ambition – Experimenting and aiming for high-quality outcomes.</p> <ul style="list-style-type: none"> <li>• Courage – Trying new tools and taking artistic risks.</li> <li>• One Team – Collaborating during sculpture and craft work.</li> <li>• Resilience – Improving drawings through revisiting.</li> <li>• Never Give Up – Persisting when techniques are challenging.</li> </ul> |

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|  |  |                           |  |
|--|--|---------------------------|--|
|  |  | pieces or design options. |  |
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KS1: Cycle B

### NC

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

|                                       | Skills                                                                                                                                                                                                                                            | Knowledge                                                                                                                                                                                                             | End points:                                                                                                                                                                               |
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| Painting & Mixed Media: Colour Splash | Mix primary colours to create secondary. <ul style="list-style-type: none"> <li>• Apply paint using different tools (brush, sponge, card).</li> <li>• Explore warm/cool colours and colour moods.</li> <li>• Layer colours for effect.</li> </ul> | Primary colours: red, blue, yellow. <ul style="list-style-type: none"> <li>• Secondary colours: green, purple, orange.</li> <li>• Colours can communicate emotions and meaning.</li> </ul>                            | Mix colours independently. <ul style="list-style-type: none"> <li>• Use colour intentionally to express feelings.</li> <li>• Discuss colour choices using correct terminology.</li> </ul> |
| Craft & Design: Woven Wonders         | Weave using paper strips, fabric or yarn. <ul style="list-style-type: none"> <li>• Create patterns by alternating colours or directions.</li> <li>• Develop fine motor control when threading and pulling materials.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Weaving involves interlacing warp and weft.</li> <li>• Patterns can be repeating or alternating.</li> <li>• Artists use weaving for both decoration and function.</li> </ul> | <ul style="list-style-type: none"> <li>• Produce a finished woven sample.</li> <li>• Explain the pattern created and the choices made.</li> </ul>                                         |
| Painting & Mixed Media:               | <ul style="list-style-type: none"> <li>• Layer and combine media (paint, pastel, collage materials).</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Artists use colour expressively.</li> <li>• Adding white makes tints; adding</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• Produce expressive artwork using colour and</li> </ul>                                                                                           |

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| Life in Colour                | <ul style="list-style-type: none"> <li>• Mix tints and shades.</li> <li>• Apply paint in expressive ways to show movement or mood.</li> </ul>                                                                      | black makes shades.<br><ul style="list-style-type: none"> <li>• Mixed media can create interesting textures and effects.</li> </ul>                       | mixed materials.<br><ul style="list-style-type: none"> <li>• Explain how they used colour to represent ideas.</li> </ul>    |
| Craft & Design:<br>Map It Out | <ul style="list-style-type: none"> <li>• Cut, tear and arrange paper with accuracy.</li> <li>• Use symbols and shapes to represent real-world places.</li> <li>• Combine collage materials effectively.</li> </ul> | <ul style="list-style-type: none"> <li>• Maps use symbols to show locations and features.</li> <li>• Collage is created by layering materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a simple map collage.</li> <li>• Explain symbol choices clearly.</li> </ul> |

### Cycle B - Key Vocabulary

| Painting & Mixed Media: Colour Splash                   | Craft & Design: Woven Wonders                       | Painting & Mixed Media: Life in Colour              | Craft & Design: Map It Out             |
|---------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------|
| Primary, secondary, mix, warm, cool, tone, brushstroke. | Weave, warp, weft, pattern, repeating, alternating. | Tint, shade, blend, layer, mixed media, expressive. | Symbol, collage, tear, layer, arrange. |

| Experiences                                                                                                       | SMSC                                                                                                                                                                                                                                                         | British Values                                                                                                                                                                                         | Acorn Values                                                                                                                                                                                                                                                                                |
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| Coloring competition – fine motor skill development.<br>Children experience using printing and drawing techniques | Social: Working together cooperatively on shared pieces.<br><ul style="list-style-type: none"> <li>• Moral: Respecting differences in others' artwork.</li> <li>• Spiritual: Appreciating beauty in the world and expressing feelings creatively.</li> </ul> | Individual liberty is taught when children begin to express their feelings and understanding through Art.<br>Respect is taught when children are working collaboratively together to make a sculpture. | Ambition – Experimenting and aiming for high-quality outcomes.<br><ul style="list-style-type: none"> <li>• Courage – Trying new tools and taking artistic risks.</li> <li>• One Team – Collaborating during sculpture and craft work.</li> <li>• Resilience – Improving drawings</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Cultural: Learning about artists from different cultures and backgrounds.</li> </ul> |  | through revisiting. <ul style="list-style-type: none"> <li>• Never Give Up – Persisting when techniques are challenging.</li> </ul> |
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### LKS2: Cycle A

#### NC

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- about great artists, architects and designers in history

|                                              | Skills                                                                                                                                                                                                                                                                                    | Knowledge                                                                                                                                                                                                                                                  | End points:                                                                                                                                                                                                                    |
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| Painting & Mixed Media: Prehistoric Painting | <ul style="list-style-type: none"> <li>• Mix earthy tones using limited palettes.</li> <li>• Experiment with natural painting tools (sticks, sponges).</li> <li>• Apply layering, stippling and smudging techniques.</li> <li>• Recreate mark-making inspired by cave artists.</li> </ul> | <ul style="list-style-type: none"> <li>• Prehistoric artists used natural pigments like ochre and charcoal.</li> <li>• Cave paintings recorded stories, animals and daily life.</li> <li>• Mixed media allows artists to add texture and depth.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a prehistoric-style artwork using tonal variation.</li> <li>• Use naturalistic marks and symbols.</li> <li>• Discuss how ancient artists made and applied pigments.</li> </ul> |
| Craft & Design: Ancient Egyptian Scrolls     | <ul style="list-style-type: none"> <li>• Use fine lines for detail.</li> <li>• Combine symbols, pattern and imagery.</li> <li>• Experiment with inks, pens and mixed surfaces.</li> <li>• Arrange a balanced layout for a scroll.</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Egyptian art used hieroglyphics to communicate.</li> <li>• Scrolls contained repeated motifs and decorative borders.</li> <li>• Patterns were used to show importance and meaning.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Create an artwork inspired by Egyptian scrolls.</li> <li>• Include symbols, borders and repeated motifs.</li> </ul>                                                                   |

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|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Painting & Mixed Media:<br>Light & Dark | <ul style="list-style-type: none"> <li>Explore highlights, mid-tones and shadows.</li> <li>Blend smoothly using dry and wet techniques.</li> <li>Apply colour tints and shades for mood.</li> <li>Use light sources to influence composition.</li> </ul> | <ul style="list-style-type: none"> <li>Contrast draws attention to important areas.</li> <li>Artists use dramatic lighting to express emotion.</li> <li>Tone creates the illusion of form.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Produce an artwork demonstrating strong tonal contrast.</li> <li>Identify and explain the source of light in their compositions.</li> </ul> |
| Craft & Design:<br>Fabric of Nature     | <ul style="list-style-type: none"> <li>Explore textile techniques such as printing, simple stitching, rubbing.</li> <li>Create patterns inspired by natural forms.</li> <li>Combine shapes and colours using fabric materials.</li> </ul>                | <ul style="list-style-type: none"> <li>Textiles are used in both functional and decorative art.</li> <li>Patterns occur naturally (leaves, shells, flowers).</li> <li>Materials behave differently depending on their structure.</li> </ul> | <ul style="list-style-type: none"> <li>Produce a fabric-based artwork inspired by nature.</li> <li>Explain choices of materials and methods.</li> </ul>                            |

### Cycle A - Key Vocabulary

| Painting & Mixed Media: Prehistoric Painting                         | Craft & Design: Ancient Egyptian Scrolls             | Painting & Mixed Media: Light & Dark                       | Craft & Design: Fabric of Nature                  |
|----------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------|
| Pigment, tone, texture, stipple, smudge, natural tools, prehistoric. | Hieroglyphics, motif, border, pattern, ink, papyrus. | Contrast, highlight, shadow, blend, gradient, tint, shade. | Textile, print, rub, stitch, motif, natural form. |

| Experiences                                          | SMSC                                                                                | British Values                                                                        | Acorn Values                                                                                    |
|------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Coloring competition – fine motor skill development. | Social: Teamwork in sculpture-building.<br>• Moral: Respect for artistic diversity. | Individual Liberty: Personal artistic choices.<br>• Mutual Respect: Positive critique | Ambition – Pursuing increasingly complex artistic techniques.<br>• Courage – Experimenting with |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

### Empowering Learners... Growing Minds

|                                                              |                                                                                                                                                                                                  |                                                                                                                                  |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children experience using mixed media and drawing techniques | <ul style="list-style-type: none"> <li>• Spiritual: Appreciation of art from ancient cultures.</li> <li>• Cultural: Learning about Egyptian, prehistoric and abstract art traditions.</li> </ul> | and encouragement. <ul style="list-style-type: none"> <li>• Democracy: Group decisions on design and display layouts.</li> </ul> | unfamiliar materials. <ul style="list-style-type: none"> <li>• One Team – Supporting peers during collaborative sculptures.</li> <li>• Resilience – Revising drawings and improving tonal work.</li> <li>• Never Give Up – Persisting with difficult construction tasks.</li> </ul> |
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#### LKS2: Cycle B

##### NC

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- about great artists, architects and designers in history

|                                           | Skills                                                                                                                                                                                                                                                                                  | Knowledge                                                                                                                                                                                                                                         | End points:                                                                                                                                                                      |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing:<br>Drawing Skills                | <ul style="list-style-type: none"> <li>• Use graded pencils to explore line weight.</li> <li>• Apply techniques: hatching, cross-hatching, scumbling, blending.</li> <li>• Draw from observation with increased accuracy.</li> <li>• Refine drawings over multiple sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Pencil grades affect tone (H range = hard/light, B range = soft/dark).</li> <li>• Observational drawing focuses on detail and proportion.</li> <li>• Artists use sketchbooks to refine ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Produce an observational drawing with accurate proportion and shading.</li> </ul>                                                       |
| Sculpture & 3D:<br>Abstract Shape & Space | <ul style="list-style-type: none"> <li>• Explore abstract forms through folding, bending, construction.</li> <li>• Plan 3D designs using sketches.</li> <li>• Balance shapes to create structure and stability.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Abstract art does not attempt to represent real life.</li> <li>• Artists use form, space and balance to create impact.</li> <li>• Materials behave differently when</li> </ul>                           | <ul style="list-style-type: none"> <li>• Create an abstract sculpture that uses space effectively.</li> <li>• Explain artistic choices relating to shape and balance.</li> </ul> |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

### Empowering Learners... Growing Minds

|                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                      |                                                                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                            | bent, joined or layered.                                                                                                                                                                             |                                                                                                                                                                            |
| Drawing: Tone & Texture        | <ul style="list-style-type: none"> <li>• Use blending, pressure and layering to produce tonal depth.</li> <li>• Create realistic textures: stone, fur, metal, wood.</li> <li>• Apply perspective through overlapping shapes.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Artists use tone to show form and dimension.</li> <li>• Texture enhances mood and realism in drawing.</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Produce a drawing with realistic texture and tonal depth.</li> </ul>                                                              |
| Sculpture & 3D: Mega Materials | <ul style="list-style-type: none"> <li>• Explore properties of card, wire, foil, fabric and recyclable materials.</li> <li>• Join materials securely using tabs, glue, tape and wire connections.</li> <li>• Build large-scale or combined-material sculptures.</li> </ul> | <ul style="list-style-type: none"> <li>• Artists use unconventional materials for expressive effect.</li> <li>• Different materials have different strengths, flexibilities and textures.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a mixed-material sculpture with structural stability.</li> <li>• Evaluate material choices and design outcomes.</li> </ul> |

### Cycle B - Key Vocabulary

| Drawing: Drawing Skills                                         | Sculpture & 3D: Abstract Shape & Space                | Drawing: Tone & Texture                                 | Sculpture & 3D: Mega Materials                      |
|-----------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|
| H pencil, B pencil, pressure, blend, observational, proportion. | Abstract, form, structure, balance, space, construct. | Layer, gradient, dimension, realistic, surface, detail. | Recyclable, manipulate, reinforce, join, framework. |

|             |      |                |              |
|-------------|------|----------------|--------------|
| Experiences | SMSC | British Values | Acorn Values |
|-------------|------|----------------|--------------|

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

### Empowering Learners... Growing Minds

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|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coloring competition – fine motor skill development.<br>Children experience using mixed media and drawing techniques | Social: Teamwork in sculpture-building.<br>• Moral: Respect for artistic diversity.<br>• Spiritual: Appreciation of art from ancient cultures.<br>• Cultural: Learning about Egyptian, prehistoric and abstract art traditions. | Individual Liberty: Personal artistic choices.<br>• Mutual Respect: Positive critique and encouragement.<br>• Democracy: Group decisions on design and display layouts. | Ambition – Pursuing increasingly complex artistic techniques.<br>• Courage – Experimenting with unfamiliar materials.<br>• One Team – Supporting peers during collaborative sculptures.<br>• Resilience – Revising drawings and improving tonal work.<br>• Never Give Up – Persisting with difficult construction tasks. |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### UKS2: Art Cycle A

NC

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- about great artists, architects and designers in history

|                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                         | Knowledge                                                                                                                                                                                                                                                                                                                                                                          | End points:                                                                                                                                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Painting & Mixed Media: Portraits | <ul style="list-style-type: none"> <li>• Draw and paint portraits with accurate facial proportion.</li> <li>• Use guidelines to position features (eyes, nose, mouth, ears).</li> <li>• Mix and blend realistic skin tones using primary colours, tints and shades.</li> <li>• Layer paint to create depth, highlights and shadows.</li> <li>• Capture expression and character through colour, line and brushwork.</li> </ul> | <ul style="list-style-type: none"> <li>• Portraits can be realistic, stylised or abstract.</li> <li>• Artists use composition and background to communicate personality and status.</li> <li>• Colour, tone and line are used to create mood.</li> <li>• Portrait artists (e.g. Paul Kenton, contemporary cityscape and portrait influences) show a range of styles and</li> </ul> | <ul style="list-style-type: none"> <li>• Produce a painted portrait showing proportion and expression.</li> <li>• Use tonal variation to suggest 3D form in the face.</li> <li>• Evaluate their work using appropriate artistic vocabulary.</li> </ul> |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

## Empowering Learners... Growing Minds

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | approaches.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Craft & Design:<br>Architecture         | <ul style="list-style-type: none"> <li>• Use one-point and (where appropriate) two-point perspective in drawings.</li> <li>• Apply ruler skills accurately to construct buildings and streets.</li> <li>• Design original buildings inspired by architectural styles (modern, classical, historical).</li> <li>• Use line, pattern and detail to show structure and texture (brick, glass, stone).</li> <li>• Experiment with simple 3D maquettes or paper models as part of the design process.</li> </ul> | <ul style="list-style-type: none"> <li>• Architecture combines art, design and function.</li> <li>• Perspective creates the illusion of depth on a flat surface.</li> <li>• Horizontal and vertical lines must follow a clear vanishing point to give a convincing perspective.</li> <li>• Famous architects and buildings influence cityscapes across the world.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Create an architectural drawing that uses perspective correctly.</li> <li>• Show clear design ideas, including detail and style.</li> <li>• Explain how their design was influenced by real architecture.</li> </ul>            |
| Painting & Mixed Media:<br>Artist Study | <ul style="list-style-type: none"> <li>• Research and analyse the work of one or more chosen artists, craft makers or designers.</li> <li>• Identify and replicate specific techniques (e.g. bold line, limited colour palette, layering, collage).</li> <li>• Plan and create a mixed-media artwork inspired by the artist's style while adding personal ideas.</li> <li>• Annotate sketchbooks with observations, reflections and refinements.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Artists make deliberate choices about colour, composition, subject and media.</li> <li>• Neo-Expressionist artists, such as Jean-Michel Basquiat, use strong colour, bold marks and symbolic imagery.</li> <li>• Modernist artists, such as Georgia O'Keeffe, explore close-up views, simplified forms and strong composition.</li> <li>• Art can carry social, political or personal messages.</li> </ul> | <ul style="list-style-type: none"> <li>• Produce an artwork clearly inspired by a chosen artist's style.</li> <li>• Explain which elements they borrowed and which they changed.</li> <li>• Use sketchbooks to show the journey from research to final piece.</li> </ul> |

## Empowering Learners... Growing Minds

| Cycle A - Key Vocabulary                                                                        |                                                                                                            |                                                                                                            |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Painting & Mixed Media: Portraits                                                               | Craft & Design: Architecture                                                                               | Painting & Mixed Media: Artist Study                                                                       |
| Portrait, proportion, expression, highlight, shadow, skin tone, composition, realism, stylised. | Architecture, perspective, vanishing point, horizon line, structure, façade, skyline, elevation, maquette. | Artist study, influence, style, technique, annotate, composition, symbolism, Neo-Expressionism, modernism. |

| Experiences                                 | SMSC                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | British Values                                                                                                                                                                                                                                                                                                                                                                                            | Acorn Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Look at different building across the world | <ul style="list-style-type: none"> <li>• Social: Sharing responsibility and roles in collaborative installations.</li> <li>• Moral: Exploring themes of justice, environment and equality through “Make My Voice Heard”.</li> <li>• Spiritual: Reflecting on memories, identity and aspirations in “Making Memories” and portrait work.</li> <li>• Cultural: Studying and referencing a range of modern, contemporary and historical artists from diverse backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Liberty: Pupils express views, values and identities through their artwork.</li> <li>• Mutual Respect and Tolerance: Pupils explore different perspectives sensitively, respond respectfully to others’ ideas and artwork.</li> <li>• Democracy: Groups vote on final design decisions and presentation methods in collaborative projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Ambition – Planning complex projects and aiming for high-quality, resolved outcomes.</li> <li>• Courage – Tackling challenging subject matter and sharing personal ideas.</li> <li>• One Team – Collaborating on installations and group projects, respecting all roles.</li> <li>• Resilience – Revisiting and refining work, especially in perspective drawing and large-scale pieces.</li> <li>• Never Give Up – Persisting when long-term projects require sustained effort and problem-solving.</li> </ul> |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

## Empowering Learners... Growing Minds

### UKS2: Art Cycle B

NC

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- about great artists, architects and designers in history

|                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                             | Knowledge                                                                                                                                                                                                                                                                                                       | End points:                                                                                                                                                                                                                                                                              |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing: I Need Space                    | <ul style="list-style-type: none"> <li>• Use one-point perspective to create depth in landscapes or cityscapes.</li> <li>• Place objects correctly along perspective lines to show distance.</li> <li>• Vary size and scale to enhance the sense of space.</li> <li>• Add tonal shading to reinforce 3D forms and light source.</li> </ul>                                                         | <p>Perspective drawing uses vanishing points and horizon lines.</p> <ul style="list-style-type: none"> <li>• Size, overlap and placement create the illusion of distance.</li> <li>• Artists use composition to lead the viewer's eye through the image.</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Produce a drawing with a convincing sense of depth and space.</li> <li>• Use tone and scale effectively to enhance realism or atmosphere.</li> </ul>                                                                                            |
| Sculpture & 3D: Interactive Installation | <ul style="list-style-type: none"> <li>• Plan and design a collaborative 3D installation with a clear purpose or message.</li> <li>• Experiment with arrangement, height, scale and viewpoint to engage the audience.</li> <li>• Use a range of construction methods (joining, reinforcing, suspending).</li> <li>• Evaluate and refine the installation during and after construction.</li> </ul> | <ul style="list-style-type: none"> <li>• Installations transform a space and invite the audience to move around or through the work.</li> <li>• Artists consider the viewer's experience and emotions.</li> <li>• Materials, lighting and sound can all contribute to the impact of an installation.</li> </ul> | <ul style="list-style-type: none"> <li>• Work as a 'one team' to create an installation that fills or transforms a space.</li> <li>• Communicate a clear theme, idea or message through their installation.</li> <li>• Reflect on how the audience interacts with their work.</li> </ul> |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

### Empowering Learners... Growing Minds

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drawing: Make My Voice Heard    | <ul style="list-style-type: none"> <li>• Use drawing, text and imagery to communicate a strong personal or social message.</li> <li>• Combine figurative and symbolic elements in compositions.</li> <li>• Apply advanced drawing techniques (shading, texture, perspective) for impact.</li> <li>• Experiment with contrasting styles within a single piece (e.g. realistic figures with abstract backgrounds).</li> </ul> | <ul style="list-style-type: none"> <li>• Art and design can be used to raise awareness of issues and express opinions.</li> <li>• Artists including Jean-Michel Basquiat and many street artists use text, symbols and bold colour to make statements.</li> <li>• Symbolism allows artists to represent ideas beyond literal images.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a drawing with a clearly communicated message or viewpoint.</li> <li>• Explain the choices of imagery, colour and composition in relation to the message.</li> </ul> |
| Sculpture & 3D: Making Memories | <ul style="list-style-type: none"> <li>• Design and create a 3D piece reflecting a personal or shared memory.</li> <li>• Use sculptural techniques such as coiling, modelling, carving or assemblage.</li> <li>• Select meaningful objects, images or symbols to incorporate.</li> <li>• Apply decorative techniques (painting, pattern, collage, incising) to enhance meaning.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Sculptors and mixed-media artists often draw upon personal history and cultural stories.</li> <li>• Materials can be chosen for symbolic reasons as well as appearance or function.</li> <li>• Composition, placement and scale of objects influence the emotional impact of the piece.</li> </ul>     | <ul style="list-style-type: none"> <li>• Create a sculpture that clearly represents a memory, event or story.</li> <li>• Discuss the personal significance of their work and the choices made.</li> </ul>            |

### Cycle B - Key Vocabulary

| Drawing: I Need Space                                                                                      | Sculpture & 3D: Interactive Installation                                             | Drawing: Make My Voice Heard                                                       | Sculpture & 3D: Making Memories                                           |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Perspective, vanishing point, horizon line, depth, foreground, middle ground, background, scale, distance. | Installation, interactive, audience, site-specific, reinforce, structure, viewpoint. | Message, symbolism, statement, slogan, expressive, contrast, figurative, abstract. | Memory, assemblage, symbolism, relief, carve, model, decorate, narrative. |

Acorn Values : Ambition, Courage, One Team, Respect, Never Give Up

## Empowering Learners... Growing Minds

| Experiences                    | SMSC                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | British Values                                                                                                                                                                                                                                                                                                                                                                                            | Acorn Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creating different sculptures. | <ul style="list-style-type: none"> <li>• Social: Sharing responsibility and roles in collaborative installations.</li> <li>• Moral: Exploring themes of justice, environment and equality through “Make My Voice Heard”.</li> <li>• Spiritual: Reflecting on memories, identity and aspirations in “Making Memories” and portrait work.</li> <li>• Cultural: Studying and referencing a range of modern, contemporary and historical artists from diverse backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Liberty: Pupils express views, values and identities through their artwork.</li> <li>• Mutual Respect and Tolerance: Pupils explore different perspectives sensitively, respond respectfully to others’ ideas and artwork.</li> <li>• Democracy: Groups vote on final design decisions and presentation methods in collaborative projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Ambition – Planning complex projects and aiming for high-quality, resolved outcomes.</li> <li>• Courage – Tackling challenging subject matter and sharing personal ideas.</li> <li>• One Team – Collaborating on installations and group projects, respecting all roles.</li> <li>• Resilience – Revisiting and refining work, especially in perspective drawing and large-scale pieces.</li> <li>• Never Give Up – Persisting when long-term projects require sustained effort and problem-solving.</li> </ul> |

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