

The Meadows Primary Academy



Art & Design

Line	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
Shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects
Form	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
Space	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
Colour	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
Tone	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
Texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry
Pattern	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)

The Meadows Primary Academy - E.A.D progression through EYFS

Expressive Arts and Design - Creating with materials

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
- Finding out & exploring - Playing with what they know - Being willing to 'have a go'	- Being involved & concentrating - Keep on trying - Enjoying achieving what they set out to do	- Having their own ideas (creative thinking) - Making links (building theories) - Working with ideas (critical thinking)

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
Nursery Skills	- Create closed shapes with continuous lines, & begin to use these shapes to represent objects - Begin to use a variety of drawing tools - Draw with increasing complexity & detail, such as representing a face with a circle & including details - Observational drawing of plants in local environment - Show different emotions in drawings Explore colour using a variety of media (pencil, chalk, oil pastel)	- Explore colour mixing - Explore different materials freely, in order to develop ideas about how to use them & what to make - Join different materials & explore different textures - Handling, feeling, enjoying and manipulating materials Use variety of construction materials	- Join different materials & explore different textures Including natural textures (shells, cones, feathers, pebbles, sticks, leaves etc) - Clay tiles printed with leaves - Develop own ideas & decide which materials to use to express them	- Notice what other children & adults do, mirroring what is observed and extending with own ideas - Practise artist's techniques – Andy Goldsworthy Discuss likes & dislikes	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

Nursery Knowledge	Autumn Ourselves/celebrations	Spring Moving on up/What a wonderful world	Summer What's the story? /Rescue me
	- Begin to explore line and shape - Draw a simple representation of self - Explore and talk about what happens if/when you mix colours - Explore different textures - Begin to describe different textures. - Make their own home using a variety of materials such as cardboard, plastic, fabric	- Describe changes to colours as they are mixed. - Create simple collages using a variety of texture and can explain how one texture represents an object. - Describe some different textures. - Create observation drawing of flowers using pastels Create environmental art	- Select appropriate tool or technique to complete a task - Can create their own wildlife - by making colour and material sections for their chosen animals.

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(UtW)

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Curriculum Intent: RAISE

The Meadows Primary Academy - 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

	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	- Use a range of tools competently & safely - Explore different textures. Encourage accurate drawings of people - Create representations of both imaginary & real-life ideas, events, people & objects - Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods	- Experiment to create different textures - Use tools to create different textures - Use a range of materials to create different textures - Manipulate materials to have a planned effect	Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	- Respond imaginatively to artworks & objects - Explore, use & refine a variety of artistic effects to express their ideas & feelings - Express & communicate working theories, feelings & understandings in the form of artwork & objects	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	Autumn "Who am I?" ⇒ Draw representations of myself and others Can use drawings to tell a story ⇒ Explore what happens when you mix prime colours ⇒ Begin to describe different textures. ⇒ Use natural resources to build pictures - beginning to describe different textures such as soft, hard, smooth and rough ⇒ Use colour to express their feelings.	Spring "Food to fork" ⇒ Talk about the changes to colours as we mix ⇒ Use a range of primary, secondary and tertiary colours. ⇒ Capture experiences and responses with a range of media, comparing paint and other materials or words. ⇒ Create own stamps and produce repeating patterns, discuss similarities and differences between patterns ⇒ Create observation drawing of plants at different stages in their lifecycle	Summer "Where will we go now? Water water everywhere" ⇒ Create their 'special person from our community' using clay and modelling tools to add detailed features. ⇒ Use different materials to create their own show box garden representation and explain their choices. ⇒ Complete a simple weave using paper, card or fabric. ⇒ Select their own tools and resources and give reasons for their choices. ⇒ Capture their own images on the class iPad of their environment to create observational drawings. ⇒ Use line and shape to create observational drawings - focusing on the work of Vincent Van'Gogh's. ⇒ a range of tools to draw a range of different lines – thick, thin, dark, lines.		
	Painting	Drawing		Texture and Collage	

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)

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Curriculum Intent: RAISE

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:
Painting	• To identify and mix tertiary colours, • To make warm and cold colours by mixing • To create tints and tones • To use a range of water painting techniques including blotting, wet on wet, dry on dry, dry on wet and wash • Use their sketchbooks to collect , record and evaluate ideas • Evaluate and analyse creative works using the language of art, craft and design, making links to Monet	• Understand that painting is a visual art of applying paint to a solid surface, • Understand that Monet was a French impressionist artist,	• Use painting skills to develop and share their ideas, experiences and imagination in the style of Monet • Identify and mix a variety of colours including how to make tints and tones • Know various water painting techniques
Sculpture	• Use 'in and out' technique and 'branch weaving' • To develop a wide range of art techniques of colour, pattern, texture, form and space and describe their use • Use their sketchbooks to collect , record and evaluate ideas • Evaluate and analyse creative works using the language of art, craft and design • To use sculpture to develop and share their ideas, experiences and imagination	• Understand that sculpture is 3D art and a range of materials can be used • To know that Thomas Brock was a famous sculptor and compare to Andy Goldsworthy who is an artist who works with nature.	• To use a range of materials creatively to design and make products in the style of Brock • Use a variety of techniques linked to sculpture
Textiles	• Use fabric dye to add and mix colours • Design a pattern using lines, patterns, colours and shape • To use a range of materials creatively to design and make products, exploring the function of running stitch • Use their sketchbooks to collect , record and evaluate ideas • Evaluate and analyse creative works using the language of art, craft and design such as line, colour, texture etc	• Understand that wax resist paint can be used to create patterns • Understand how to use wax resist sticks and how this influences the texture • Identify warm and cold colours and how these express moods	• To use textiles to develop and share their ideas, experiences and imagination • To use a range of materials creatively to design and make products using textiles

Cycle A - Key Vocabulary		
Painting	3D Sculpture	Textiles
Tertiary colours, warm colours, cold colours, tint, tone, blotting, painting, scraping, primary colours, secondary colours	Weaving, colour, texture, pattern, branch weaving, form, space, sculpture, tone, tint, carving, casting, shaping	Mood, wax resist, fabric dye, lines, pattern, colour, shape, media, Appliqué

Experiences	SMSC	British Values	The Meadows Values
Learning about local artist Thomas Brock and creating artwork outside	Cultural: Children compare different artists	Individual liberty is taught when children begin to express their feelings and understanding through Art. Respect is taught when children are working collaboratively together to make a sculpture.	Resilience is taught when using scissors. Respect is taught by promoting caring for their environment.

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:
Observational drawing-sketching (Picasso)	• Use their sketchbooks to collect, record and evaluate ideas • To begin to develop wide range of art techniques of colour, pattern and line • Develop a range of drawing techniques such as linear, side stroke, feathering and scumbling	• Understand that Picasso was an artist who created cubism • To understand that cubism is a style of artwork	• Create their own portraits based on Picasso using a range of drawing techniques • Be able to describe cubism works of art
Texture and Collage (Matisse)	• Tear, overlap, stick, cut materials • Know how to stick carefully within a boundary by using the appropriate amount of space • Use a range of collage techniques (tearing, overlapping, sticking and cutting) • Use their sketchbooks to collect, record and evaluate ideas • To continue to develop a wide range of art techniques of colour, pattern, shape, texture, space and line • Evaluate their art work, making links to the work of previously learnt artists and Matisse	• To know that Matisse was a visual artist • Know how to tear, overlap, stick, cut materials	• To use a range of materials creatively to design and make products in the style of Matisse • To know a range of techniques of collage
Pattern and Prints (Klee)	• Can identify and experiment with a range of different lines (zig zag, curved and straight) • To develop a wide range of art techniques of colour, shape, texture, space and line • To use a range of materials creatively to design and make products (sponges, fruit, vegetables) • Use their sketchbooks to collect, record and evaluate ideas • Evaluate and analyse creative works using the language of art, craft and design.	• Understand the work of Paul Klee, describing the similarities and differences, and make links to their work • Identify primary and secondary colours and mix them appropriately	• Use a range of colours, patterns and shapes to create their own pattern by printing in the style of Klee

Cycle B - Key Vocabulary

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Curriculum Intent: RAISE

Texture and Collage	Pattern and Prints	Observational Drawing
Texture, tearing, overlapping, sticking, cutting, colour, pattern, shape, texture, line,	Zig zag lines, curved lines, straight lines, colour, shape, texture, primary colours, secondary colours	Linear, side stroke, feathering, scumbling, portrait, cubism

Experiences	SMSC	British Values	The Meadows Values
Colouring competition – fine motor skill development. Children experience using printing and drawing techniques	Social – Children compare artists work Moral – children look at cubism and how this impacts society	Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together	Resilience is taught through not giving up and improving work through evaluation.

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:
Painting (William Turner)	• Evaluate how William Turner is similar/different to L.S Lowry and Georgia O'Keefe • Make different tones of colour • Use colours, shapes and lines to convey moods and emotions • Record their observations using their sketchbooks and use them to review and revisit idea • To use a range of materials to plan and create products in the style of Turner • To identify complimentary colours and explore blending and mixing them • Examine William Turners artwork focusing on the use of colour, patterns, shape and line and begin to critique the artwork focusing on what they like/dislike and why	• Understand who William Turner was an English romantic painter who painted imaginative landscapes and marine paintings • Understand that observational drawing is drawing what you see and experiment with the techniques	• Use a range of materials and techniques to create their own observational, abstract painting in the style of Turner • To use a range of colours and techniques to use them including blending
Sculpture (Natalie Blake)	• Record their observations using their sketchbooks and use them to review and revisit ideas • Use colours, shapes and lines to convey moods and emotions • Evaluate and analyse creative works using the language of art, craft and design such as line, shape and colour	• To know that Ceramics are pots and other articles made from clay hardened by heat	• To use a range of materials to plan and create products in the style of Blake • To use colour to convey emotion
Cave Art - Printing	• To create sketch books to record their observations and use them to review and revisit ideas • To use pencils of various grades • To use techniques such as scumbling, side strokes and cross hatching	• To know that pencils come in different grades and are made of graphite • To know there are various drawing techniques such as scumbling, side strokes and cross hatching • To know that a print is an image that can be reproduced many times on surfaces such as paper or fabric • To know that printing is an ancient art form	• Evaluate and analyse creative works using the language of art, craft and design such as shape, line and colour

LKS2 - Key Vocabulary

Painting	Printing - Cave Art	Sculpture
colour, patterns, shape, line, observational painting, abstract painting,	Parietal Art -Cave Art, ancestors, archaeologist, rough, uneven, coarse, texture, natural pigment, charcoal, ground calcite or chalk, indent, impressed, print, Sponging, , annotate,	Sculpture, 3D, pattern, colour, shape, indenting, modelling, coil, scratch,

Experiences	SMSC	British Values	The Meadows Values
Using a range of materials to stitch Using charcoal and creating cave art.	Culture – Looking at how L.S Lowry influenced the creativity of our nation	Democracy – voting on artwork and which materials to use.	Resilience is taught through not giving up and improving work through evaluation. Team work is encouraged through supporting each other tying a knot and stitching.

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:
Sketching (Lowry)	- To experiment with different grades of pencil and other implements - To use different media including oil pastels, paint and pencils to achieve variations in line, texture, tone, colour, shape and pattern. - To plan, refine and alter their drawings as necessary. - To use their sketchbook to collect and record visual information from different sources	To understand that Lowry was an English artist and was famous for painting scenes of life in North West England.	- To draw for a sustained period of time at their own level in the style of Lowry - To use a variety of different pencil grades for effect
Mosaic and Collage (Gaudi)	- Record their observations using their sketchbooks and use them to review and revisit ideas - Create patterns using a range of materials, colours and shape - Plan, create and evaluate their own 2D mosaic	- Understand Antoni Gaudi was an architect who has become internationally recognised because of his style - Understand what an objective collage is - Understand that objective art is artwork that depicts easily recognizable subject matter - Understand that A mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface.	To use a range of materials, such as clay and tissue paper, to design and make products in the style of Gaudi
Textiles	- Independently thread a needle - Complete a running stitch successfully - Complete cross stitch successfully on aida cloth - Thread a needle - Record their observations using their sketchbooks and use them to review and revisit ideas - Evaluate and analyse creative works using the language of art, craft and design	- Understand that textiles are different materials that create a decorative piece	- To use a range of materials to plan and create their own bookmark - To learn basics of sewing including running stitch and threading a needle

Cycle B - Key Vocabulary

Sketching	Textiles- sewing	Mosaic and collage
Heavy and light pressure blending, pressure blend (smudging)	Textiles, running stitch, cross stitch, embroidery,	Colour, shape, form, mosaic, collage,

Experiences	SMSC	British Values	The Meadows Values
Using clay, mosaics and creating own art.	Social – Understanding how colours show emotions.	Democracy – voting on artwork and which materials to use.	Resilience is taught through not giving up and improving work through evaluation. Team work is encouraged through supporting each other tying a knot and stitching.

UKS2: Art Year 5

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 3D perspective (Paul Kenton)	• Compare the similarities and differences between cityscapes and landscapes • Be able to find the horizon and vanishing point to create sketches from a 3D perspective and this helps an image to be 3D • Evaluate and analyse creative works using the language of art, craft and design such as line, tone and colour • Record their observations using their sketchbooks and use them to review and revisit ideas	• Understand that Paul Kenton is a contemporary artist famous for cityscapes and making comparisons to other artists and describe the differences and similarities between different practises and disciplines • Understand what a cityscape is and what techniques are needed • Understand how artists can create a sense of realism within their drawings	• Develop the mastery techniques when drawing to create 3D perspectives • Develop size, scale, position and proportion to create their own 3D perspective drawing
Printing (Jean Michel Basquiat)	• Evaluate the self-portraits of Jean Michel Basquiat, making links • To use size, scale, position and proportion when using form and space • To use a range of materials, such as oil paints and spray paints, to design and make products • Experiment creating mono-printings and understand how this can create different patterns, lines and shapes • Evaluate and analyse creative works using the language of art, craft and design such as colour, line and shape • To use a range of different printing • Record their observations using their sketchbooks and use them to review and revisit ideas	• Understand that Neo-Expressionism is a style of painting and sculpture and is characterised by intense subjectivity and rough handling of materials. • Understand who Jean Michel Basquiat was, describing the differences and similarities between different practises and disciplines • Understanding of Graffiti and Street Art and how it contributes to the history, wealth and creativity of our nation.	• Use techniques with confidence to create an expressive piece of art work • To use printing blocks and create own design in the style of Basquiat
Sculpture – Ancient Greek pottery (Otta and Vienko)	• Use the coiling and pinching techniques • Create, plan and evaluate their own product using a range of materials • Decorate using a range of patterns, colours and lines • Make links between the skills previously taught – Year 4 pottery • Record their observations using their sketchbooks and use them to review and revisit ideas	• Know key artists linked to pottery	• To use a range of materials, such as clay, to design and make product made of clay • Use a variety of techniques to work with clay

Year 5 - Key Vocabulary		
Drawing	Sculpture – Ancient Greek Pottery	Printing
Cityscape, landscape, 3D perspective, horizon and vanishing point, size, scale, position, proportion	Coiling, pinching, pattern, colour, line, shape, texture	Graffiti, street art, size, scale, position, proportion, form, space, mono-printings

Experiences	SMSC	British Values	The Meadows Values
Learning how to coil and pinch to create pottery.	Culture – understanding the influence Jean Michel Basquiat had on other artists in the 80s Social – understanding Neo-Expressionism.	Individual liberty is taught when children begin to express their feelings and understanding through mood and colour.	Respect is taught when children are working collaboratively together and respecting each other's art work.

UKS2: Art year 6			
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:
Textiles- quilting	- Use the running and cross stitch to sew two separate pieces of fabric - Use the blanket stitch confidently and independently to create patterns using a range of colours - Design and plan their own quilt block, commenting on the colour, shape, patterns, lines, form and texture - Evaluate and analyse creative works using the language of art, craft and design such as line, colour and shape - Record their observations using sketchbooks and use them to review and revisit ideas - Give and receive feedback based on a final piece, making changes where necessary and self-evaluating their art work	- Know that a quilting block is a decorative piece made from fabric - Know that there are various types of stitches used for different reasons including decoration	- Create their own quilt block using a range of different techniques - Develop the mastery techniques when sewing by using a range of different stitches such as running, blanket and cross - To use a range of materials to create a quilt such as fabric, basting, thread and needles
Drawing and Painting – (Georgia O Keefe)	- Explore how Georgia O’Keefe is similar/different to other artists, providing their own opinions and preferences to artists - To use more in depth artistic vocabulary correctly such as composition and subject matter - Use a range of materials to shade, blend, create patterns and lines - To master the blending and layering technique by using different brush strokes - To discuss the tone and tints confidently - To change and improve their final work based on feedback on their first thoughts and designs - Evaluate and analyse creative works using the language of art, craft and design .	- Know that Georgia O’Keefe was an modernist American artist famous for her drawings of flowers, landscapes and skulls. - Understand ‘still-life describes works of art that have inanimate objects in them - Understand that composition is the term given to a complete work of art and the way the elements work together - Understand that subject matter refers to a focus point that a piece of art is built around.	- To use a range of materials, such as a range of pencil types, and make their own independent choices in the style of Georgia o Keeffe - To develop their mastery of lines, colour, texture, pattern, shape and tone
Collage (Megan Coyle)	- Compare Megan Coyle to other famous artists, explaining the similarities, differences and their own preferences - Evaluate Megan Coyle’s artwork, focusing on the use of shape, form, line, pattern and colour - Use warm, cold and complimentary colours - Record their observations using their sketchbooks and use them to review and revisit ideas - Explain and justify their preferences towards different styles and artists	- Understand that Megan Coyle is an objective artist who uses collages, describing the work of other artists and illustrators, using appropriate vocabulary and referring to cultural and historical contexts - Understand objective and non-objective artwork .	- Confidently explain how colours and shapes can convey mood and emotions, making links to the work of Megan Coyle - Understand how to use mixed media in a collage to create their own products and outcomes

Year 6 - Key Vocabulary

Drawing and Painting	Textiles - Quilting	Landscape Collage
still-life, composition, subject matter, lines, colour, texture, pattern, shape, tone	Quilting, block-quilting, running stitch, cross stitch, blanket stitch, colour, shape, pattern, texture	shape, form, line, pattern, colour, warm, cold, complimentary colours, collage, objective, non objective

Experiences	SMSC	British Values	The Meadows Values
Creating a quilted garment.	Social – comparing artists work and looking at similarities and differences Cultural – Understanding Megan Coyle and her influence in society.	Individual liberty is taught when children begin to express their feelings and understanding through mood and colour.	Respect is taught when children are working collaboratively together and respecting each other's art work.