

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	
<ul style="list-style-type: none">• Finding out & exploring• Playing with what they know• Being willing to ‘have a go’		<ul style="list-style-type: none">• Being involved & concentrating• Keep on trying• Enjoying achieving what they set out to do		<ul style="list-style-type: none">• 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 us of props and materials when role-playing characters in narratives and stories					
Nursery Skills	<ul style="list-style-type: none">• Begin to use a variety of drawing tools•Explore colour and colour mixing•Create closed shapes and continuous lines and begin to use these shapes to represent objects	<ul style="list-style-type: none">• Draw with increasing complexity and detail such as representing a face with a circle and including details• Show different emotions in their drawings•Use a variety of construction materials	<ul style="list-style-type: none">•Explore different materials freely, in order to develop ideas about how to use them and what to make•Handling, feeling, enjoying and manipulating materials•Join different materials and explore different textures	<ul style="list-style-type: none">• Develop own ideas and decide which materials to use to express them• Explore and practice artists techniques• Notice what other children and adults do	<ul style="list-style-type: none">•Discuss likes and dislikes about artwork•Use drawing to represent ideas like movement or loud voices
Nursery Knowledge	Autumn Ourselves/celebrations		Spring Moving on up/What a wonderful world		Summer What’s the story? /Rescue me
	<ul style="list-style-type: none">• use a variety of tools-pencils, crayons, felts, pastels, chalks, large marker pens• Can draw a simple representation of myself• Explores what happens when colours are mixed• Explores different textures		<ul style="list-style-type: none">• . Can describe different textures• Can describe changes to colours as they are mixed• Can create simple collage using a variety of texture and explain how one texture represents an object/item• Can create observational drawing of natural items i.e spring flowers in outdoor area		<ul style="list-style-type: none">• Select the appropriate tool to or technique to complete a task• . Can choose materials and create a vehicle ie police car/fire engine• Can manipulate resources and natural materials to create environmental art ie. Forest School, outdoor provision
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)					

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	
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">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					
Reception Skills	<ul style="list-style-type: none">Explore a range of tools competently and safelyExplore different texturesCreate representations of both imaginary and real life ideas, events, people and objects	<ul style="list-style-type: none">Manipulate materials to have a planned effectUse a range of material, tools and textures to experiment and create different textures	<ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them<ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings	<ul style="list-style-type: none">Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding<ul style="list-style-type: none">Create collaboratively sharing ideas, resources and skills.	<ul style="list-style-type: none">Respond imaginatively to artworks and objectsExplore use and refine a variety of artistic effects to express their ideas and feelingsExpress and communicate working theories, feelings and understanding in the form of art work and objects
Reception Knowledge	Autumn "Who am I?"		Spring "Food to fork"		Summer "Where will we go now? Water water everywhere"
	<div>⇒ Draw representations of myself and others Can use drawings to tell a story</div> <div>⇒ Explore what happens when you mix prime colours</div> <div>⇒ Begin to describe different textures.</div> <div>Use colour to express their feelings.</div>		<div>⇒ Talk about the changes to colours as we mix</div> <div>⇒ Capture experiences and responses with a range of media, comparing paint and other materials or words.</div> <div>⇒ Create own stamps and produce repeating patterns, discuss similarities and differences between patterns</div> <div>Create observation drawing of plants at different stages in their lifecycle</div>		<div>⇒ Create their 'special person from our community' using clay and modelling tools to add detailed features.</div> <div>⇒ Use different materials to create their own show box garden representation and explain their choices.</div> <div>⇒ Complete a simple weave using paper, card or fabric.</div> <div>⇒ Select their own tools and resources and give reasons for their choices.</div>
	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)					

KS1: Cycle A	
POS <ul style="list-style-type: none"> 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 	Painting <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques, including layering, mixing media, scraping through etc. Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects
3D Form/ Sculpture <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, including. thumb pots, simple coil pots and models Build a textured relief tile Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man- made materials more confidently 	Textiles/ Collages <ul style="list-style-type: none"> Use a variety of techniques, including weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery Create textured collages from a variety of media Stitch, knot and use other manipulative skills

Cycle B– End points	
Painting – Colour mixing Making tertiary colours, warm and cold colours, varying tone and tint, mix and matching colours to create an outcome, using water colours, creating a colour wheel.	<ul style="list-style-type: none"> Understand what painting is Understand who Claude Monet was, describing the differences and similarities between different practices and disciplines. To identify and mix tertiary colours Make warm and cold colours by mixing Create tints and tones Use a range of water painting techniques including blotting, wet on wet, dry on dry, dry on wet and wash Use painting skills and techniques to create an image depicting the Great Fire of London Use painting to develop and share their ideas, experiences and imagination Evaluate and analyse creative works using the language of art, craft and design, making links to Monet Use their sketchbooks to collect , record and evaluate ideas
3D Form/ Sculpture - Famous local artists (Sculpture) Thomas Brock (Stoke-On-Trent) and Andy Goldsworthy (Cheshire) Who is Thomas Brock? (famous sculptor from Stoke, created the Victoria sculptor in front of Buckingham Palace) Creating own outdoor art work, noticing patterns and compare similarities and differences between Thomas Brock and Andy Goldsworthy, introduce to 3D, branch weaving.	<ul style="list-style-type: none"> Understand what sculpture is and how a range of materials may be used Understand who Thomas Brock is and compare the similarities and differences between him and Goldsworthy Understand how Art can be 3D Explain tone, tint and shade Use ‘in and out’ technique and ‘branch weaving’ To develop a wide range of art techniques of colour, pattern, texture, form and space To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination Evaluate and analyse creative works using the language of art, craft and design Use their sketchbooks to collect , record and evaluate ideas
Textiles - Wax resist painting on fabric Using a range of materials such as wax resist sticks and fabric dye to create patterns for a decorative purpose.	<ul style="list-style-type: none"> Identify warm and cold colours and how these express moods Understand what a wax resist painting is Understand how to use wax resist sticks and how this influences the texture 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 their functions To use textiles to develop and share their ideas, experiences and imagination Evaluate and analyse creative works using the language of art, craft and design Use their sketchbooks to collect , record and evaluate ideas

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

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	
POS <ul style="list-style-type: none"> 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 	Pattern and prints <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust
Texture and Collage <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca How to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	Drawing <ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour
Cycle B – End points	
Texture and Collage Collages using a range of materials, design and make, discussing different textures of materials, colour, pattern, shape and space.	<ul style="list-style-type: none"> Understand what texture is Understand what collage is and evaluate examples Understand who Matisse was and the skills he used when collaging Use a range of collage techniques (tearing, overlapping, sticking and cutting) Continue to develop a wide range of art techniques of colour, pattern, shape, texture, space and line

	<ul style="list-style-type: none"> Stick carefully within a boundary by using the appropriate amount of space To use a range of materials creatively to design and make products Evaluate their art work, making links to the work of previously learnt artists and Matisse Use their sketchbooks to collect, record and evaluate ideas
Pattern and Prints Printing using a range of materials, identifying patterns, use of colour, identifying shapes and lines.	<ul style="list-style-type: none"> Understand what pattern is Understand what abstract art is Identify and experiment with a range of different lines (zig zag, curved and straight) Understand the work of Paul Klee, describing the similarities and differences, and make links to their work 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) Identify primary and secondary colours and mix them appropriately Use a range of colours, patterns and shapes to create their own pattern by printing Evaluate and analyse creative works using the language of art, craft and design. Use their sketchbooks to collect , record and evaluate ideas
Observational drawing - Pablo Picasso Understanding of who Pablo Picasso was and why he became famous, exploring different textures using pencils, exploring and creating portraits and cubism.	<ul style="list-style-type: none"> Explain what drawing is Understand who Pablo Picasso was and be able to discuss his work Develop a range of drawing techniques such as linear, side stroke, feathering and scumbling To understand what a portrait is To understand cubism and how this impacts the culture of our society To begin to develop a wide range of art techniques of colour, pattern and line Create their own portraits based on Picasso using a range of drawing techniques Use their sketchbooks to collect, record and evaluate ideas

Cycle B - Key Vocabulary		
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: Art Year 3	
POS <ul style="list-style-type: none"> 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 	Drawing - Sketching <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern
Textiles/ Collages <ul style="list-style-type: none"> Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used Develop skills in stitching. Cutting and joining Experiment with a range of media e.g. overlapping, layering etc. 	Printing <ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering Talk about the processes used to produce a simple print To explore pattern and shape, creating designs for printing

Year 3 – End points	
Drawing movement – L.S Lowry Using H type pencils to recognise the difference between H and B, range of different pencil techniques such as linear, scumbling, side stroke and feathering, colour mixing, heavy and light blending, use of lines to create motion, shading to create a 3D perspective.	<ul style="list-style-type: none"> Understand who L.S Lowry was and how he influenced the creativity of our nation Compare L.S Lowry to other artists, describing the differences and similarities between different practices and disciplines Use a H and B pencils to explore the different drawing techniques, commenting on the change in texture Use oil pastel techniques such as colour mixing, heavy and light pressure blending, pointillism, scumbling, pressure blend (smudging) and scraffito Draw movement using a range of materials and drawing techniques Develop the mastery techniques of pattern, texture and line To use a range of sketching materials and discuss suitability of different materials To use drawing to develop and share their ideas, experiences and imagination through movement and shading Evaluate and analyse creative works using the language of art, craft and design Record their observations using their sketchbooks and use them to review and revisit ideas
Textiles – Sewing Understanding of sewing, exploring different stitches such as running stitch and cross-stitch, threading a needle, texture, using a range of fabrics and materials.	<ul style="list-style-type: none"> Understand what textiles are and how they are created using a range of materials Understand that sewing is the craft of fastening or attaching objects using stitches made with a needle and thread Independently thread a needle Complete a range of stitches to produce different patterns and textures Use a range of materials when sewing and evaluate their preferences Develop the mastery techniques of texture, line and space by using thread Discuss the influence of sewing on the culture, creativity and wealth of our nation Record their observations using their sketchbooks and use them to review and revisit ideas To use a range of materials to plan and create their own bookmark Evaluate and analyse creative works using the language of art, craft and design
Cave Art - Printing Understanding parietal art, examining Lascaux caves, using charcoal, creating own printing tool, printing on a rough texture	<ul style="list-style-type: none"> Understand what cave art is and how this influences the creativity, wealth and culture of our nation Understand what materials were used in cave art Examine the content of a variety of different types of cave art, evaluating using artistic vocabulary Examine the use of colour, texture, lines, shape, pattern and space To use a range of materials creatively to design and make products, exploring their functions (charcoal) Use charcoal to create lines and patterns, commenting on the texture Evaluate and analyse creative works using the language of art, craft and design Use their sketchbooks to collect , record and evaluate ideas with increased independence Plan and create their own printing tool and cave art painting

Year 3 - Key Vocabulary

Drawing Movement	Printing - Cave Art	Textiles
Heavy and light pressure blending, pointillism, scumbling, pressure blend (smudging) and scraffito	Cave art, colour, texture, lines, shape, pattern, space	Textiles, running stitch, cross stitch, quilting, dying, embroidery, weaving

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: Art Year 4	
POS <ul style="list-style-type: none"> • Sculpture – Making a Clay Tile • Painting • Mosaic and Collage 	3D Form/ Sculpture <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction • Use recycled, natural and manmade materials to create sculpture • Plan a sculpture through drawing and other preparatory work
Painting <ul style="list-style-type: none"> • Make and match colours with increasing accuracy • Use more specific colour language e.g. tint, tone, shade, hue • Choose paints and implements appropriately • Plan and create different effects and textures with paint according to what they need for the task • Show increasing independence and creativity with the painting process 	Collage <ul style="list-style-type: none"> • Match the tool to the material • Combine skills more readily • Choose collage or textiles as a means of extending work already achieved • Refine and alter ideas and explain choices using an art vocabulary • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • Experiments with paste resist
Year 4 – End points	
Sculpture – Creating a clay tile Looking at the work of Henri Rousseau, sketching and painting a nature scene, creating a clay tile, decorating their clay tile with an animal theme, creating a 3D textured tile.	<ul style="list-style-type: none"> • Understand what pottery is and how this contributes to the history of our nation • Discuss the work of Henri Rousseau, describing the differences and similarities between different practises and disciplines • Use a range of sketching techniques to sketch a realistic scene • To mix colours and use a range of tones and tints to paint a realistic setting • Understand what ceramics are • Design and create a clay tile using clay, focusing on the shape, texture, form and space • Decorate a clay tile using pattern, colour and shape • Design and create a 3D tile using a range of materials and indenting • Evaluate and analyse creative works using the language of art, craft and design • Record their observations using their sketchbooks and use them to review and revisit ideas
Painting Children to learn about William Turner, abstract art, examining his use of colours and how he shows emotions through paintings, finding complimentary colours, mixing water colours to find tones, using water colours and shapes/lines to show emotions, observational drawing, creating own art.	<ul style="list-style-type: none"> • Understand who William Turner was and the impact he had • Evaluate how William Turner is similar/different to L.S Lowry and Georgia O’Keefe • 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 • To identify complimentary colours and explore blending and mixing them • Make different tones of colour • Use colours, shapes and lines to convey moods and emotions • Understand what observational drawing is and experiment with the techniques • Use a range of materials and techniques to create their own observational, abstract painting • Evaluate and analyse creative works using the language of art, craft and design • Discuss the influence of Art on the culture, creativity and wealth of our nation • To use a range of materials to plan and create products • Record their observations using their sketchbooks and use them to review and revisit ideas
Mosaic and Collage Children will build upon their knowledge of collages, learn about the work of Antoni Gaudi, understanding of what an Architect is, examining different mosaics, creating patterns and experimenting with colour and pattern, creating their own mosaic out of a range of materials.	<ul style="list-style-type: none"> • Understand what an architect is and how they influence the culture, creativity and wealth of our nation • Understand who Antoni Gaudi was and evaluate this art work making links to colours, shapes, images, form and space • Understand what a mosaic is, discussing the similarities and differences between a mosaic and a collage • Create patterns using a range of materials, colours and shape • Understand what an objective collage is • Plan, create and evaluate their own 2D mosaic • To use a range of materials, such as clay and tissue paper, to design and make products • Record their observations using their sketchbooks and use them to review and revisit ideas

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Year 4 - Key Vocabulary		
Painting	Sculpture – clay tile	Mosaic and collage
colour, patterns, shape, line, observational painting, abstract painting,	Sculpture, 3D, pattern, colour, shape, indenting, modelling, construction, recycled, natural, man-made resources	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	
POS <ul style="list-style-type: none"> Drawing from a 3D perspective Jean Michel Basquiat – Printing Sculpture – Ancient Greek Pottery 	Drawing <ul style="list-style-type: none"> Use a variety of source material for their work Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape
Printing <ul style="list-style-type: none"> Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry or random printing styles Choose inks and overlay colours 	3D Form/ Sculpture <ul style="list-style-type: none"> Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of material
Year 5 – End points	
Drawing from a 3D perspective Children learn about the work of Paul Kenton, cityscape art and how this differs to landscape art, how to create a 3D perspective, the horizon line and vanishing point, drawing their own cityscape from a 3D perspective	<ul style="list-style-type: none"> Understand who Paul Kenton is, 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 Compare the similarities and differences between cityscapes and landscapes Understand what a 3D perspective is Develop the mastery techniques when drawing to create 3D perspectives Be able to find the horizon and vanishing point to create sketches from a 3D perspective To use a range of materials to design and make products Develop size, scale, position and proportion to create their own 3D perspective drawing Be able to use lines, shapes, colour and pattern in the sketches Evaluate and analyse creative works using the language of art, craft and design Record their observations using their sketchbooks and use them to review and revisit ideas
Jean Michel Basquiat – Printing Neo-Expressionist art, graffiti and street art, use of bold colours, mono-printing techniques, pointillism printing to create symbols and words, creating own painting by using both techniques.	<ul style="list-style-type: none"> Understand who Jean Michel Basquiat was, describing the differences and similarities between different practises and disciplines Understand what Neo-Expressionism is and explore examples Evaluate the self-portraits of Jean Michel Basquiat, making links to Picasso Understanding of Graffiti and Street Art and how it contributes to the history, wealth and creativity of our nation. To use size, scale, position and proportion when using form and space Experiment creating mono-printings and understand how this can create different patterns, lines and shapes Use pointillism using a range of materials to create patterns and shapes To use a range of materials, such as oil paints and spray paints, to design and make products Evaluate and analyse creative works using the language of art, craft and design To use a range of different printing techniques with confidence to create an expressive piece of art work Record their observations using their sketchbooks and use them to review and revisit ideas
Sculpture – Ancient Greek pottery Examining Ancient Greek pottery, using the coiling and pinching technique to create a pot, designing and using acrylic paint to decorate the pot.	<ul style="list-style-type: none"> Understand what pottery is and how this contributes to the history of our nation Evaluate the work of Otto and Vivika Heino, using the language of art, craft and design Explore ancient Greek pottery and comment on the use of form, shape, pattern, texture and line 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 To use a range of materials, such as clay, to design and make products

- Record their observations using their sketchbooks and use them to review and revisit ideas
- Evaluate their own art work, making links to other craft makers
- Make links between the skills previously taught – Year 4 pottery

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, pointillism, 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.

Our Mission: To drive personal and academic excellence; everyone, every day.

UKS2: Art year 6	
POS <ul style="list-style-type: none"> Quilting – Textiles Drawing and Painting – Close observational sketches Pattern and Design – Landscape Collage 	Textiles <ul style="list-style-type: none"> Awareness of the potential of uses of material Use different techniques, colours and textures etc. when designing and making pieces of work To be expressive and analytical to adapt, extend and justify their work
Drawing and Painting <ul style="list-style-type: none"> Investigate a variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition). 	Pattern and Design – Landscape Collage <ul style="list-style-type: none"> Awareness of the potential of uses of material. Use different techniques, colours and textures etc. when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
Year 6 – End points	
Quilting – Textiles Understanding of what quilting is, block quilting, stitching multiple layers of fabric using a range of stitches, designing and cutting their own fabrics, basting, creating patterns and binding.	<ul style="list-style-type: none"> Understand that Quilting is the process of sewing two or more layers of fabric together to make a thicker padded material, usually to create a quilt or quilted garment Understand that the process of quilting uses a needle and a thread to join two or more materials together to make a quilt Understand what Block-Quilting is, evaluating examples by commenting on the pattern, colour, shapes and spaces 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 Create their own quilt using a range of different techniques Develop the mastery techniques when sewing by using a range of different stitches To use a range of materials to create a quilt such as fabric, basting, thread and needles Evaluate and analyse creative works using the language of art, craft and design Discuss the influence of Art on the culture, creativity and wealth of our nation Record their observations using their sketchbooks and use them to review and revisit ideas Give and receive feedback based on their final piece, making changes where necessary and self-evaluating their art work Make clear links between the skills previously taught (Year 3 sewing)
Drawing and Painting – Close observational sketches Georgia O’Keefe, Still-life, exploring the work of Georgia O’Keefe, still life drawing and observational techniques, using charcoal and oil paints, creating own observational sketches.	<ul style="list-style-type: none"> Explore and evaluate the work of Georgia O’Keefe, describing the differences and similarities between different practises and disciplines Understand ‘still-life’, ‘composition’ and ‘subject matter’ and identify in a variety of paintings Understand how still-life artwork has contributed to the history, wealth and creativity of our nation 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 To use a range of materials, such as a range of pencil types, and make their own independent choices To develop their mastery of lines, colour, texture, pattern, shape and tone 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 Evaluate and analyse creative works using the language of art, craft and design Record their observations using their sketchbooks and use them to review and revisit ideas They can make accurate links between the skills previously taught Can select ideas based on first-hand observations, experiences or imagination and develop these through open-ended research

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

Our Mission: To drive personal and academic excellence; everyone, every day.

	<ul style="list-style-type: none"> To change and improve their final work based on feedback on their first thoughts and designs Explain and justify their preferences towards different styles and artists
Pattern and Design – Landscape Collage Megan Coyle collage artwork, objective and non-objective collages, creating collages by using the painting with paper technique, experimenting with a range of textures and mixed media to create a landscape collage.	<ul style="list-style-type: none"> Understand who Megan Coyle is, describing the work of other artists and illustrators, using appropriate vocabulary and referring to cultural and historical contexts 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 Understand objective and non-objective artwork Use different pieces of colour that match the shapes of shadows and highlights in objects 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 Explain the influence of Art on the culture, creativity and wealth of our nation Record their observations using their sketchbooks and use them to review and revisit ideas Can select ideas based on first-hand observations, experiences or imagination and develop these through open-ended research To change and improve their final work based on feedback on their first thoughts and designs Explain and justify their preferences towards different styles and artists

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

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.

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