




Skill taught and Curriculum link		Application of skills and Knowledge			
		Year 3	Year 4	Year 5	Year 6
Drawing Y5/6 mural, fresco, portrait, graffiti	Skill	<ul style="list-style-type: none"> Observational sketching/ shading/ pressure applied to pencil Application of detail through first hand observation Blending chalk pastels and layering colours 	<ul style="list-style-type: none"> Sketching/ shading/ pressure applied to pencil - sketching shapes free hand Application of detail through first hand observation - sketching 3D shapes and objects Portraits - observational drawing of each other. Show spatial awareness when drawing, where features are placed in relation to each other. 	<ul style="list-style-type: none"> Sketching and shading with charcoal experimenting with varying line width 	<ul style="list-style-type: none"> Detail through close observation Arrangement of objects for still life pastel sketch Use of shading to show light source Use of perspective to develop depth Depict movement in drawings
	Knowledge & Vocabulary	<ul style="list-style-type: none"> Knowledge of appropriate pencil lead for sketching  <p>VOCABULARY: light, dark, tone, shadow, line</p>	<ul style="list-style-type: none"> Knowledge of appropriate pencil lead for sketching  <p>VOCABULARY: portrait, pattern, texture, form, shape, outline</p>	<ul style="list-style-type: none"> Knowledge of appropriate style of shading for different effects  <p>VOCABULARY: hatching, cross-hatching, contour hatching, scumbling, stickling, line, mark, hard, soft, light, heavy, tone</p>	<ul style="list-style-type: none"> Blending chalk pastels to show colour tone changes and shadow Sketching 3D to show perspective sketching/ gradual shading to show direction of light Use a variety of tools and select the most appropriate for the task <p>VOCABULARY: shadow, reflection, smudge, blend, texture, pattern, form, shape</p>
Painting	Skill	<ul style="list-style-type: none"> Experiment with mixing and blending of primary and secondary colour (colour wheel in sketch books) Experiment with and use varied brush techniques to create shapes, textures, patterns and lines 	<ul style="list-style-type: none"> Mix colours effectively using the correct language e.g. Blending colour (Kenyan landscape) and silhouettes Create different textures and effects with paint e.g. Experimenting with dots by building up an image. Start with dark dots and then adding highlight dots (Impressionism) 	<ul style="list-style-type: none"> Create a colour palette demonstrating different mixing techniques. Ensure that the colours used show a gradient with the same colour (blue) but different shades of the colour - lighter and darker 	<ul style="list-style-type: none"> Use a range of paints to create visually interesting pieces (acrylic, oil, water colours, fabric paints and pens) Watercolours Produce a T shirt motif using chosen medium, experiment with different techniques (splattering, sponging, printing)
	Knowledge & Vocabulary	<ul style="list-style-type: none"> Knowledge of primary and secondary colours. Which primaries mix to make secondaries? Knowledge of using different brushes in different ways <p>VOCABULARY: colour, tint, shade, primary, secondary, mix, blend, warm, tone</p>	<ul style="list-style-type: none"> Knowledge of colour mixing for shades of different colours that go further than the colour wheel. E.g. brown, grey, pink, turquoise Knowledge of different techniques to build up texture within paintings <p>VOCABULARY: foreground, middle ground background, abstract, emotion, warm, tone</p>	<ul style="list-style-type: none"> Understanding how pressure on different art equipment can cater for different artistic effects - lighter/darker - softer/harder Where it may be appropriate to use a light colour wash <p>VOCABULARY: blend, mix, line, tone, shape, light wash, dark wash, soft, hard</p>	<ul style="list-style-type: none"> Knowledge of when different paint types are appropriate for different tasks. E.g. Why are watercolours more effective for this piece of work? <p>VOCABULARY: abstract, absorb, splattering, sponging, printing, blend, mix, impressionism, impressionist</p>
Sculpture	Skill	<ul style="list-style-type: none"> Use clay and other malleable materials and to practise joining 	<ul style="list-style-type: none"> Cut, make and combine shapes to create recognisable forms; 	<ul style="list-style-type: none"> Plan and design a sculpture 	<ul style="list-style-type: none"> Use materials other than clay to create a 3D sculpture

Y3/4 concrete, terrace, marionette puppet Y5/6 tram, cast		techniques; <ul style="list-style-type: none"> Clay - sculpting for cave art (History link) Plasticine modelling- creating teeth and gums replica (Science link) 	<ul style="list-style-type: none"> Add materials to sculptures to create detail Mod Roc Sculpture and plaster built around a fixed given frame Clay - sculpting masks (Geography link) 	<ul style="list-style-type: none"> Use tools and materials to carve, add shape, add texture and pattern Clay - Shang dynasty masks 	<ul style="list-style-type: none"> Develop cutting and joining skills Movement pose final piece
	Knowledge & Vocabulary	<ul style="list-style-type: none"> Knowledge of tools and techniques used to show different ways of joining materials together VOCABULARY: 2D shapes, rectangular, brim, peak, buckle, architect	<ul style="list-style-type: none"> Knowledge of tools and techniques used to create a range of recognisable shapes How plaster of Paris reacts with water to make a solid sculpture. VOCABULARY: brim, peak, buckle, edging, trimming, shadow, light, form, shape	<ul style="list-style-type: none"> Knowledge of coils, slabs and slips https://www.youtube.com/watch?v=9Uc6qzVPWCE&t=1s VOCABULARY: carve, texture, pattern, shape, coil, slab, slip, mark, soft	<ul style="list-style-type: none"> Knowledge of how to safely use wire, wire cutters VOCABULARY: form, structure, join,
Collage	Skill	<ul style="list-style-type: none"> Select colours and materials to create a given effect, giving reasons for choices made Repeating patterns with an intricate design (History link) 	<ul style="list-style-type: none"> Learn and practise a variety of techniques e.g. overlapping, tessellation, mosaic and montage Refine work as they go to ensure precision 	<ul style="list-style-type: none"> Plan and design a collage Use a range of mixed media Create and arrange accurate patterns Add collage to a painted or printed background 	<ul style="list-style-type: none"> Tessellation art (Maths link)
	Knowledge & Vocabulary	<ul style="list-style-type: none"> Knowledge of materials and colours to give a range of effects VOCABULARY: texture, shape, form, pattern, mosaic	<ul style="list-style-type: none"> Knowledge of how to layer and overlap materials to create a range of desired effects VOCABULARY: texture, shape, form, pattern, mosaic, tessellation, overlap, montage	<ul style="list-style-type: none"> Knowledge of when to use which materials - ease of cutting, texture, layering on top of each other VOCABULARY: texture, shape, form, arrange, fix, overlap, montage	<ul style="list-style-type: none"> Knowledge of how to create tessellating pattern and how the shape will fit together in the bigger piece VOCABULARY: geometric, tile, precise, rotation, translation
Textiles	Skill	N/A	<ul style="list-style-type: none"> Select appropriate materials for a project, giving reasons for choices made Develop skills in stitching, cutting and joining 	<ul style="list-style-type: none"> Control and technique when stitching Introduction and recap of stitches: running stitch, cross-stitch and back stitch. 	<ul style="list-style-type: none"> Experiment with a range of media by overlapping and layering in order to create texture, colour and effect Add decoration to create effect Introduction and recap of stitches: running stitch, cross stitch, back stitch, chain stitch, satin stitch Embroidered badge for slippers
	Knowledge & Vocabulary	N/A	<ul style="list-style-type: none"> Knowledge of how to use variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects VOCABULARY: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, embellishment	<ul style="list-style-type: none"> Application of appropriate stitch to material - understanding what different stitches would be used for VOCABULARY: fabric, pattern, running stitch, cross-stitch, back stitch, chain stitch	<ul style="list-style-type: none"> Using range of stitches to create a motif Combining colours within a stitch VOCABULARY: fabric, pattern, running stitch, cross stitch, back stitch, chain stitch, satin stitch

Printing Y5/6 collograph	Skill	<ul style="list-style-type: none"> • Make printing blocks • Replicate patterns from observations • Polystyrene printing with pencils • Initials with string 	<ul style="list-style-type: none"> • Make printing blocks • Use more than one colour to layer in a print • Make repeated patterns with precision • Create wrapping paper - repeating pattern 	<ul style="list-style-type: none"> • Design and create printing blocks or tiles • Develop techniques in mono, block and relief printing 	<ul style="list-style-type: none"> • Create and arrange accurate patterns • Hapa-Zome printing (Outdoor learning week)
	Knowledge & Vocabulary	VOCABULARY: pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	VOCABULARY: pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	VOCABULARY: pattern, shape, tile, colour	VOCABULARY: Hapa-Zome, hammering, pattern, shape, arrange
Work of other Artists	Skill	<ul style="list-style-type: none"> • Use inspiration from famous artists to replicate a piece of work • Reflect upon their work inspired by a famous notable artist and the development of their art skill 	<ul style="list-style-type: none"> • Use inspiration from famous artists to replicate a piece of work • Express an opinion on the work of famous, notable artists and refer to techniques and effect 	<ul style="list-style-type: none"> • Offer facts about notable artists', artisans' and designers' lives • Give detailed observations about notable artists', artisans' and designers' work 	<ul style="list-style-type: none"> • Give detailed observations about notable artists', artisans' and designers' work
	Knowledge & Vocabulary	Georgia O'Keeffe Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood.	Knowledge of different Impressionist painters. Frida Kahlo Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennan-Wood.	Looking at artists (Van Gogh) and why certain colours were used in his work Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.	Paul Cezanne Clarice Cliff Christa Rijnveld Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.
KS1 and KS3 Art Curriculum	Key stage 1 (Start point - cultural capital) *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.			Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: *to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas * to use a range of techniques and media, including painting * to increase their proficiency in the handling of different materials * to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	