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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Nursery** |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |
| **Year 1** |  | **Art and Design Skills** |  | **Formal Elements of Art** |  | **Landscapes using different materials** |
| **Year 2** | **Formal elements** |  | **Sculpture and mixed media** |  | **Art and Design skills** |  |
| **Year 3** |  | **Prehistoric art** |  | **Formal Elements of Art** |  | **Craft/Art and Design Skills** |
| **Year 4** | **Art and Design skills** |  | **Formal elements of art** |  | **Every picture tells a story** |  |
| **Year 5** |  | **Formal elements of**  **art: Architecture** |  | **Every picture tells a story** |  | **Design for purpose** |
| **Year 6** | **Photography** |  | **Make my voice heard** |  | **Still life** |  |

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| **Nur** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Three- and Four-Year olds:**  **Physical Development**   * Use large-muscle movements to wave flags and streamers, paint and make marks. * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils.   **Expressive Arts and Design**   * Explore different materials freely, in order to develop theirideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour mixing. | | | |
| **Autumn Term** | | | |
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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Physical Development**   * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop overall body-strength, balance, coordination and agility.   **Expressive Arts and Design**   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills.   **ELG- Physical Development- Fine Motor Skills**   * Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing.   **Expressive Arts and Design-Creating with Materials**   * 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. | | | |
| **Autumn Term** | | | |
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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Art and Design Skills | * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Use a range of materials creatively to design and make products * To know 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 | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain   1. To make a print design 2. To mix different shades of a colour 3. To make a print 4. To draw with different media 5. Understand that artists can tell stories with their work | Pattern  Shape  Kaleidoscope  Form  Texture  Space2D shapes  3D shapes  Abstract  Contemporary  Drawing mediums  Narrative  Printing  Shade |
| **Spring Term** | | | |
| Unit: Formal elements of Art | * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To learn 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 * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination * Evaluate and analyse creative works using the language of art, craft and design | Children will explore three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water   1. To create abstract art 2. To know how to create different types of lines 3. To explore line and mark-making to draw water 4. To learn about colours 5. To Paint with colours | Abstract  Composition  Modern art  Op art  Optical illusion  Photorealism  Pop art  Primary colours  Secondary colours  Shape |
| **Summer Term** | | | |
| Unit: Landscapes and using different media | * Use a range of materials creatively to design and make products * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Become proficient in drawing, painting, sculpture and other art, craft and design techniques | Focusing on composition, children consider where to place the horizon and tide lines within their artwork. This lesson is easy to adapt to other types of landscape and works well alongside the Kapow Primary Music Year 1 topic: Vocal and body sound   1. Identifying the key features of a landscape 2. Exploring different textures 3. To paint using different tints and shades 4. To reproduce and apply an artist’s colour range to their own work 5. To create details using controlled painting and other materials and objects | Figurative  Horizon line  Impressions  Landscape  Post impressionism  Representation  Shading  tones |
|  | Additional Stand-alone lessons are available for throughout the year   * Snail sculptures * Junk model animals * Natural materials collage | | |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Formal elements of art | * 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 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 * To use a range of materials creatively to design and make products | Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional   1. To create repeated patterns 2. To explore different textures 3. To create a picture using collage and frottage 4. I can create a 3D drawing 5. To apply an understanding of tone to create a 3D drawing | Tessellation  Repeating pattern  Overprinting  Rubbing  Frottage  3D drawing  Dada  Surrealism  Pop art |
| **Spring Term** | | | |
| Unit: Sculpture and mixed media | * To use a range of materials creatively to design and make products * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Be taught 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 | Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein   1. To create 3D human forms 2. To draw faces that express different emotions 3. To work together to create a large piece of artwork 4. To work together to create a large-scale artwork 5. To work together to create a large-scale artwork | Blend  Cartoon  Colour wash  Comic  Dot matrix  Illustrator  Pop art  Sculpture |
| **Summer Term** | | | |
| Unit: Art and Design Skills | * 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 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 | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes   1. I can use my hands as a tool for making 2. To learn to weave 3. To explore new ways to use paint in the style of a famous artist 4. To explore the use of tones in shading 5. To develop painting skills 6. To experience drawing for pleasure | Air drying clay  Ceramics  Concentric circles Repeating patters  Score  Sketch  Slip  Tone |
|  | Additional Stand-alone lessons are available for throughout the year   * Making faces * Opie style portraits | | |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Prehistoric art | * Create sketchbooks to record their observations and use them to review and revisit ideas * Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms * Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * Improve their mastery of art and design techniques, including drawing, painting and sculpture * To know about great artists, architects and designers in history | This topic is ideal for any class studying the Stone Age, or if you’re looking to explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created   1. To understand how prehistoric man-made art, and to reflect this style in their work 2. To scale up drawings and sketches in a different medium 3. To experiment with the pigments in natural products to make different colours 4. To select and apply a range of painting techniques 5. To apply painting skills when creating a collaborative artwork |  |
| **Spring Term** | | | |
| Unit: Formal elements of art | * To develop their techniques, including their control and their use of materials * 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] | Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark   1. To recognise and draw simple geometric shapes found in everyday objects 2. To recognise and apply geometry when drawing 3. To create and form shapes using soft modelling wire 4. To apply even layers of pencil tone when shading 5. To show tone by shading | 3D form  Facial features  Geometric shapes  Guidelines  Shading  Sketching  Template  Tone |
| **Summer Term** | | | |
| Unit: Craft & Art and design skills | * Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * Create sketch books to record their observations and use them to review and revisit ideas * Improve their mastery of art and design techniques, including weaving * Learn about great artists, architects and designers in history * To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space * 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] | **Craft**  Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills   1. To create a mood board 2. To create tie-dyed materials 3. To learn what paper weaving is and create a piece of art using this method 4. To weave using different materials   **Art and Design skills**  Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator   1. To understand how to create tint and shade of a colour. 2. To draw from observation | **Craft**  Interior designer  Intersectional points  Loom card frame  Mood board  Personality  Running stitch  Synthetic materials  Textile designer  Warp  Wax resist  Weave  Weft  **Art and Design Skills**  Cartoonist  Character  Minimal  Opaque  Sketching  Tint  Tone |
|  | Additional stand-alone lessons are available throughout the year  • Puppets (choose one from Lessons 4, 5 or 6))  • Drawing: My toy story | | |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Art and Design Skills | * Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * Learn about great artists, architects and designers in history * Develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space * Create sketchbooks to record their observations and use them to review and revisit ideas * Produce creative work, exploring their ideas and recording their experiences * Evaluate and analyse creative works using the language of art, craft and design * Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a ‘curator’   1. To create an image using an artistic process 2. To apply an understanding of tint to recreate a traditional design style 3. To paint in the style of a famous artist 4. To create a small-scale sculpture 5. To arrange and draw a still-life image from observation 6. To understand the role of a curator and to create an exhibit | Lenticular lens  Optical illusion  Score  Sequential order  Thematic |
| **Spring Term** | | | |
| Unit: Formal elements of art | * Create sketchbooks to record their observations and use them to review and revisit ideas * Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design | Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a ‘flip’ pattern and recreate a famous and ancient geometric pattern.   1. To develop a range of mark-making techniques 2. To create patterns using printing techniques 3. To create patterns using a stamp 4. To create patterns using reflection and symmetry | 2D shape  Abstract  Charcoal  Pattern  Reflection  Symmetrical  Texture |
| **Summer Term** | | | |
| Unit: Every picture tells a story | * Learn 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 | Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored   1. To analyse and act out a famous painting 2. To analyse and find meaning in a painting 3. To act out the story told in a painting 4. To focus on different parts of a painting 5. To analyse abstract paintings and describe the stories behind them 6. To understand how artists, use art to tell stories and evoke feelings | Abstract  Narrative  Pop art  Preparatory drawing  Re-enact |
|  | **Additional stand-alone lessons are available throughout the year**   * Sculpture (either Lesson 1 OR 2 and Lessons 3 and 4) | | |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Formal elements: Architecture | * Improve their mastery of art and design techniques, including drawing, painting and sculpture * Create sketchbooks to record their observations * Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * To record observations and use them to review and revisit ideas * Learn about great artists, architects and designers in history | Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.   1. To draw by interpreting forms from direct observation 2. To apply understanding of observational drawing to a new idea 3. To transform the look of a building in the style of a famous artist 4. To design a building in an architectural style 5. To design a monument | Abstract  Amphitheatre  Ancient  Architects  Composition  Cryptic  Legacy  Monoprint  Ornate  Pattern  Plaque  Representation  Shading  Sktch  Stadium  Symbolism  Temple |
| **Spring Term** | | | |
| Unit: Every picture tells a story | * Evaluate and analyse creative works using the language of art, craft and design * 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 * Become proficient in drawing, painting sculpture and other art, craft and design techniques   The DfE advises that the promotion of British Values should be through SMSC (Spiritual, Moral, Social and Cultural development). Ofsted will also assess these through the wider curriculum.  According to Ofsted, ‘fundamental British Values’ are:  Democracy  The rule of law  Individual liberty  Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith | Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside   1. To evaluate and analyse creative work using the language of art, craft and design-To understand that art can have both meaning and message 2. To create a symmetrical, abstract art form 3. To use visual symbols to create a meaningful message 4. To evaluate and analyse creative works using the language of art, craft and design-To use drama as a tool to explore the meaning behind a piece of artwork 5. To develop ideas for 3D work through sketching, drawing and visualisation in 2D | Abstract  Anonymous  Brexit  Emojis  Immigration  Mural  Pictograms  Racism  Street art  Symmetrical |
| **Summer Term** | | | |
| Unit: Design for purpose | * Become proficient in drawing, painting, sculpture and other art, craft and design techniques * Evaluate and analyse creative works using the language of art, craft and design * To improve their mastery of art and design techniques | In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts   1. To understand how visual language can be used to communicate personality and interests 2. To work collaboratively to a specific design brief 3. To work collaboratively to a specific design brief 4. To design a product which is appealing and purposeful 5. To present a product pitch | Client  Collaboration  Design brief  Font  Heraldry  Logo  Pitch  Presentation  Prototype  Sketch  Slogan  Soundbite  Template  Urban  Unique-selling-point (USP) |
| Unit | **Additional stand-alone lessons are available throughout the year**   * Art and design skills (Lessons 1, 2 and 6 only) | | |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Photography | * Become proficient in drawing, painting, sculpture and other art, craft and design techniques * Evaluate and analyse creative works using the language of art, craft and design * Improve their mastery of art and design techniques | Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.   1. To create a photo montage using secondary source photographs 2. To use text and image together to create meaningful and powerful photo posters 3. To understand abstract art through photography 4. To develop a self portrait from a photograph and translate it into a drawing 5. To replicate the mood and expression of a painting through photography | Composition  Crop  Digital  Expression  Lens  Macro  Photography  Self portrait  Technique  Truism |
| **Spring Term** | | | |
| Unit: Make my voice heard | * Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * 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] * To learn about great artists, architects and designers in history | Exploring art with a message, children look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer   1. To create graffiti art 2. To draw emotions 3. To create an impactful piece of art 4. To produce a finished piece of art 5. To create a sculpture | Abstract  Chiaroscuro  Composition  Figurative  Graffiti  Art  Parallel lines  Serif  Symbolism  Tag |
| **Summer Term** | | | |
| Unit: Still Life | * Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * Use the sketchbook to make observations and preparatory drawings * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay | In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.   1. To sketch ideas for a still life study 2. To draw a still life study in charcoal 3. To draw using a negative medium 4. To paint a still life study in colour 5. To create a box to showcase my work | Abstract  Cartoon  Charcoal  Colour wheel  Composition  Cuboid  Greyscale  Hue  Negative image  Sketching  Still life  underpainting  Visual minutes |
|  | **Additional stand-alone lessons are available throughout the year**   * Art and design skills(Lessons 1, 2, 3 and 5 only) | | |