



# HILL TOP ACADEMY

## Art Curriculum Intent



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ART LEAD AND CURRICULUM LEAD  
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# Introduction

## Introduction

This document outlines the knowledge, language and concepts that should be taught in Art  
It includes:

- A summary of the Art knowledge and principles that underpin our approach
- Long Term Sequence (curriculum map) for Art
- Progression of Art including alignment with the National Curriculum, substantive concepts, big ideas and questions.

## Intent

We have deliberately built our Art and Design curriculum around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists. Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding. It is our intention that through studying Art and Design, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the rich substantive and disciplinary knowledge:

1. **Substantive knowledge** - this is the core subject knowledge and vocabulary used about the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions. We explore these through the lenses of substantive concepts which are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

The substantive concepts that we develop through our Art curriculum are:

**Drawing      Painting      Sculpture**

Through these disciplines, children will develop practical knowledge of artistic methods and techniques. They will also learn theoretical knowledge about artists and art movements.

2. **Disciplinary knowledge** – In addition to the core knowledge required to be successful within each of these elements, our curriculum outlines key aspects of how we intend to develop working artistically. We organise our curriculum so that it focuses on developing various aspects of these competencies at different points.

The features of working artistically in our Art and Design Curriculum are:

**Shape      Line      Colour      Value      Form      Texture      Space**

We define and regularly explore these through questioning during pupils' study:

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?

- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- Artists use **form** when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g., shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

## Implementation

We implement our intent using sequenced knowledge components and appendices to guide cognitive thinking. A guiding principle through the academy is that each study draws upon prior learning. For example, in the EYFS, pupils learn how name and recognise the primary colours. This is revisited and positioned so that in Year 1, pupils revisit and build on their prior learning to be able to mix secondary colours, relating to what children already know. This makes it easier to cognitively process. This helps to accelerate new learning as children integrate prior understanding.

## Learning sequences

We organise intended learning into modules or units. These group the knowledge, skills and understanding that we want children to remember, do and use. Each module aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. A lesson sequence always begins with a study of an artist, two to three lessons on specific knowledge and skills, a consolidation lesson finishing with a lesson to generate an inspired final piece.

Exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each module. Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others. Along with this, connections to other subject areas are listed as are the links that are made, in the lesson sequences, to works of literature. Specific books and illustrators are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles. Background information is provided about the specific artists studied in the block. This information gives teachers an insight into where the artist sits in art history and their influences. An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.

## Lesson structure

Lessons typically are split into six phases:

- CONNECT This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include Flick Back 5, Recap questions, Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson.
- EXPLAIN This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the substantive knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and images so that explanations are precise.
- EXAMPLE Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. An example in Art could be demonstrating how to mix a colour, before colour mixing together.
- ATTEMPT Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed. Extending the previous Art example, pupils could practice mixing colour

•**APPLY** This is where pupils would typically begin to record in books. The number of scaffolds may vary.

•**CHALLENGE** Teachers get the children to interrogate their learning -summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs.

## Impact

To identify the impact our curriculum is having on our pupils; we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We use four main tools to quality assure the implementation and impact of our curriculum:

- **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Assessment and achievement** articulate the outcomes from tasks and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.
- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When undertaking these we ask the following key questions:
  - • How well do pupils remember the content that they have been taught?
  - • Do books and pupil discussions radiate excellence?
  - • Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?

Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice, vocabulary use and application, deliberate practice and rephrasing of taught content, cumulative quizzing within the learning sequence, summarising and explaining the learning question from the sequence, tests and quizzes. The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary:

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark? • The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to: to use artistic language effectively; to explain artistic techniques and processes; to evaluate their own and others' work.
- The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.















The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

We use **summative assessment** is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the curriculum). We make summative judgements annually. Teachers record summative judgements on OTrack.














**Pupil book study** is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

**The Subject Leader** undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on impact of the curriculum termly to the Curriculum Leader, Principal and Governors.

# Whole School Art Overview

	Autumn 1	Spring 1	Summer 1
EYFS	<p><u>Painting</u> <i>'Kandinsky '1866)</i></p> 	<p><u>Sculpture</u> <i>'Jim Dine' (1935)</i></p> 	<p><u>Drawing</u> <i>'Daria Solak'</i></p> 
Year 1	<p><u>Painting</u> <i>'Kandinsky' 1866 (EYFS revisit)</i> <i>'Piet Mondrian' (1872)</i></p> 	<p><u>Drawing</u> <i>'Pablo Picasso' (1881)</i></p>  <p><i>'Kimmy Cantrell (1957)</i></p> 	<p><u>Sculpture</u> <i>'Andy Goldsworthy' (1956)</i></p> 
Year 2	<p><u>Drawing</u> <i>"Gerd Winner' (1939)</i></p> 	<p><u>Painting</u> <i>'Mark Rothko' (1903)</i></p> 	<p><u>Sculpture</u> <i>'Claes Oldenburg' (1929)</i></p> 
Year 3	<p><u>Painting</u> <i>'Frida Kahlo' (1907)</i></p>  <p><i>'Georgia O'Keefe' (1887)</i></p> 	<p><u>Drawing</u></p>	<p><u>Sculpture</u> <i>'Hokusai' (1760)</i></p>  <p><i>'Barbara Hepworth' (1903)</i></p> 



Year 4	<p style="text-align: center;"><u>Sculpture</u> <i>'Lucie Rie' (1902)</i></p>  <p style="text-align: center;"><i>'Magdalene Odundo' (1918)</i></p> 	<p style="text-align: center;"><u>Drawing</u> <i>'Andrea Ferrucci' (1465)</i></p> 	<p style="text-align: center;"><u>Painting</u> <i>'Vincent Van Gough' (1853)</i></p> 
Year 5	<p style="text-align: center;"><u>Drawing</u> <i>'Hans Holbein' (1497)</i></p>  <p style="text-align: center;"><i>'Cecil Beaton' (1904)</i></p> 	<p style="text-align: center;"><u>Sculpture</u> <i>'Gutzon Borglum' (1867)</i></p>  <p style="text-align: center;"><i>'Nancy Holt' (1938)</i></p> 	<p style="text-align: center;"><u>Painting</u> <i>'Noe Two'</i></p>
Year 6	<p style="text-align: center;"><u>Drawing</u> <i>'L.S. Lowry' (1887)</i></p> 	<p style="text-align: center;"><u>Sculpture</u> <i>'Henry Moore' (1898)</i></p>  <p style="text-align: center;"><i>'Antony Gormley' (1950)</i></p> 	<p style="text-align: center;"><u>Painting</u> <i>'Faith Ringgold' (1930)</i></p>  <p style="text-align: center;"><i>'Marilyn Nance' (1953)</i></p> 

## Equity and Diversity

	Autumn 1	Spring 1	Summer 1
EYFS	<p><u>Painting</u></p> <p><b>'Kandinsky' (1866)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Russian painter</li> </ul>	<p><u>Sculpture</u></p> <p><b>'Jim Dine' (1935)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• American artist</li> </ul>	<p><u>Drawing</u></p> <p><b>'Daria Solak'</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• Illustrator</li> </ul>
Year 1	<p><u>Painting</u></p> <p><b>'Kandinsky' 1866 (EYFS revisit)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Russian painter</li> </ul> <p><b>'Piet Mondrian' (1872)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Dutch painter</li> </ul>	<p><u>Drawing</u></p> <p><b>'Pablo Picasso' (1881)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Spanish artist</li> </ul> <p><b>'Kimmy Cantrell' (1957)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• African American artist</li> </ul>	<p><u>Sculpture</u></p> <p><b>'Andy Goldsworthy' (1956)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• English sculptor</li> </ul>
Year 2	<p><u>Drawing</u></p> <p><b>'Gerd Winner' (1939)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• German artist</li> </ul>	<p><u>Painting</u></p> <p><b>'Mark Rothko' (1903)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Russian painter</li> <li>• Abstract</li> </ul>	<p><u>Sculpture</u></p> <p><b>'Claes Oldenburg' (1929)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Swedish-born American sculptor</li> </ul>
Year 3	<p><u>Painting</u></p> <p><b>'Frida Kahlo' (1907)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• Mexican painter</li> <li>• Surrealism</li> </ul> <p><b>'Georgia O'Keefe' (1887)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• American painter</li> <li>• Modernism</li> </ul>	<p><u>Drawing</u></p>	<p><u>Sculpture</u></p> <p><b>'Hokusai' (1760)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Japanese painter</li> </ul> <p><b>'Barbara Hepworth' (1903)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• English sculptor</li> <li>• Modernism</li> </ul>

Year 4	<p style="text-align: center;"><u>Sculpture</u></p> <p><b>'Lucie Rie' (1902)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• British potter</li> </ul> <p><b>'Magdalene Odundo' (1918)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• British artist</li> <li>• Painter and ceramic artist</li> </ul>	<p style="text-align: center;"><u>Drawing</u></p> <p><b>'Andrea Ferrucci'</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Italian sculptor</li> </ul>	<p style="text-align: center;"><u>Painting</u></p> <p><b>'Vincent Van Gough' (1853)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Dutch painter</li> </ul>
Year 5	<p style="text-align: center;"><u>Drawing</u></p> <p><b>'Hans Holbein' (1497)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• German-Swiss painter</li> <li>• Renaissance style</li> </ul> <p><b>'Cecil Beaton' (1904)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• British photographer</li> </ul>	<p style="text-align: center;"><u>Sculpture</u></p> <p><b>'Gutzon Borglum' (1867)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• American sculptor</li> </ul> <p><b>'Nancy Holt' (1938)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• American artist</li> </ul>	<p style="text-align: center;"><u>Painting</u></p> <p><b>'Noe Two'</b></p>
Year 6	<p style="text-align: center;"><u>Drawing</u></p> <p><b>'L.S. Lowry' (1887)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• English artist</li> </ul> <p><b>'Edward Hopper' (1882)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• American realist painter</li> </ul>	<p style="text-align: center;"><u>Sculpture</u></p> <p><b>'Henry Moore' (1898)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• English artist</li> <li>• Modernism</li> </ul> <p><b>'Antony Gormley' (1950)</b></p> <ul style="list-style-type: none"> <li>• Male</li> <li>• British sculptor</li> </ul>	<p style="text-align: center;"><u>Painting</u></p> <p><b>'Faith Ringgold' (1930)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• American painter and sculptor best known for her narrative quilts</li> </ul> <p><b>'Marilyn Nance' (1953)</b></p> <ul style="list-style-type: none"> <li>• Female</li> <li>• American photographer and visual artist.</li> </ul>

## Whole school Art Intent

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
<b>Thread</b>	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>➤ to use a range of materials creatively to design and make products</li> <li>➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ 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.</li> </ul>		<ul style="list-style-type: none"> <li>➤ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ to learn about great artists, architects and designers in history.</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge of artists and designers</b>	I know how to tell others about the work of a chosen artist.	<p>I know how to describe the work of a chosen artist and use key vocabulary.</p> <p>I know how to state what is different and what is similar about the work of two different artists.</p>	<p>I know how to describe the work of two or more artists and use key vocabulary.</p> <p>I know how to describe similarities and differences between two or more different artists.</p>	<p>I know how to explain the style of two or more artists/artworks and use this knowledge to describe my own work.</p> <p>I know how to understand the historical and/or cultural significance of a chosen artist /art form.</p> <p>I know how to compare the work of different artists and/or</p>	<p>I know how to discuss and identify the work of a range of different artists and/or artworks and use this knowledge to inform my own work.</p> <p>I know how to understand the historical and / or cultural significance of the work of a chosen artist / art</p> <p>I know how to compare the work of</p>	<p>I know how to critically analyse the styles of artists and use this to inform my own work.</p> <p>I know explain how a chosen artist or art form has contributed to the culture and / or history of a specific period.</p> <p>I know how to compare and explore the work of different artists and/or artworks using key artistic vocabulary.</p>	<p>I know how to critically analyse the styles of a range of similar and different artists and use this to inform my own work.</p> <p>I know how to explain and justify how a chosen artist or art form has contributed to the culture and /or history of a specific period.</p> <p>I know how to critically evaluate the work of different artists and/or</p>

				<p>artworks using key artistic vocabulary.</p> <p>I know how to recognise where artists can exhibit their artwork.</p>	<p>different artists and/or artworks using key artistic vocabulary.</p> <p>I know how to categorise where artists can exhibit their artwork and describe my experience as a viewer.</p>	<p>I know how to challenge and question artistic approaches to creating and exhibiting artworks that may influence others.</p>	<p>artworks using key artistic vocabulary.</p> <p>I know how to challenge and question artistic approaches to creating and exhibiting artworks that may influence others, including controversial examples.</p> <p>I know how to judge artworks based on my own artistic experiences.</p>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Responding to art</b>	<p>I know how to look and talk about my art describing simple techniques and media used.</p>	<p>I know how to look and talk about my art expressing my likes and dislikes.</p> <p>I know how to list artists I have studied and describe some techniques they use.</p> <p>I know how to tell another person what I have used in my own artwork that is similar to an artist I have studied.</p> <p>I know how to look for differences and similarities in artworks.</p>	<p>I know how to look and talk about my art and the art of others expressing my likes and dislikes.</p> <p>I know how to list artists I have studied and describe the techniques they use.</p> <p>I know how to state comparisons between two different artists, describing the similarities and the differences.</p> <p>I know how to reflect on the processes of art and explain what was successful.</p> <p>I know how to state developments I could</p>	<p>I know how to look and talk about my art and the art of others expressing my likes and dislikes and giving reasons for my thinking.</p> <p>I know how to describe the artists I have studied and explain the techniques they use.</p> <p>I know how to make comparisons between two or more different artists, describing the similarities and the differences in their style.</p> <p>I know how to reflect on the processes of art and explain what was successful.</p>	<p>I know how to discuss my artwork with others and express my likes and dislikes, giving reasons for my thinking.</p> <p>I know how to take on board the feedback of others and understand how their opinions can inform developments in my artwork.</p> <p>I know how to discuss the artists I have studied and key pieces of their work.</p> <p>I know how to make comparisons between two or more different artists, describing the similarities and the differences in their style.</p>	<p>I know how to discuss my artwork with others and express my feelings, giving reasons for my thinking/emotions.</p> <p>I know how to use the feedback from others to develop my ideas further.</p> <p>I know how to discuss the artists I have studied and explain key pieces of their work.</p> <p>I know how to make critical comparisons between two or more different artists, explaining the similarities and the differences in their style.</p>	<p>I know how to critically discuss my artwork with others and express my feelings, giving reasons for my thinking/emotions.</p> <p>I know how to use the feedback from others inform the decisions I make about developments to my artwork.</p> <p>I know how to critically discuss the artists I have studied (present and past) and refer to key pieces of their work and their influence.</p> <p>I know how to make critical comparisons between multiple different artists, explaining the</p>

			make to my artwork. about a piece of art.	I know how to discuss the work of others and explain successful elements and describe elements that could be developed.	I know how to reflect on the processes of art and explain what was successful and how an idea could be developed.  I know how to draw upon other artists from different disciplines and periods.	I know how to reflect on the processes of art and explain what was successful and how an idea could be developed, drawing on the work of other artists. I know how to draw upon other artists from a range of different disciplines, movements and periods, whose work is similar to my own.	similarities and the differences in their style, form, media etc.  I know how to reflect on the processes of art and explain what was successful and how an idea could be developed, drawing on the work of other artists.  I know how to draw upon other artists from a range of different disciplines, movements and periods, whose work is similar to my own.
<b>Evaluating and developing work</b>	I know how to tell an adult 2 steps I have followed for my art.  I know how to tell an adult my own thought and feelings I have represented in my art.	I know how to describe two techniques I have used in a end piece of art.  I know how to name two things I like about my artwork  I know how to name one thing I might change in my artwork.	I know how to describe three techniques I have used in an end piece of art.  I know how to name two things I like about my artwork using relevant provided vocabulary.  I know how to describe how I have changed and adapted my work for a specific purpose,	I know how to compare ideas, methods and approaches in my own and others' work, e.g., talk about the features they like in a piece of artwork.  I know how to describe all relevant techniques I have used in an end piece of art.	I know how to compare ideas, methods and approaches in my own and others' work, e.g., talk about the features they like in a piece of artwork.  I know how to annotate pieces of artwork to describe how myself or others could develop further.	I know how to use appropriate language when comparing ideas, methods and approaches in their own and others' work.  I know how to describe what I think and feel about my own and others' work and how this might influence my designs.  I know how to use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how	I know how to use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate my own work.  I know how to use sketch book / 'ideas journal' to adapt and critically evaluate my work as my ideas develop.  All know how to annotate and reflect upon my critical evaluations to develop ideas.

						they might develop their work further.	I know how to reflect on the ways in which my imaginative work has developed from a range of starting points.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>I know how to use graphic tools, fingers, hands, chalk, crayons and pencils to make marks.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination, and illustrations.</p>	<p>I know how to use pencils, rubbers, crayons, pastels, pen, chalk to draw lines.</p> <p>I know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</p> <p>I know how to use HB, 9B and 9H to create areas of light and dark.</p> <p>I know how to draw observed patterns and shapes.</p>	<p>I know how to use pencils, rubbers, crayons, pastels, chalk to draw lines and shape.</p> <p>I know how to hatch and cross hatch using a pencil to create areas of dark and light.</p> <p>I know how to use HB, 8H, 8B, 7H, 7B to create areas of light and dark.</p> <p>I know how to draw single and grouped objects from observations. (slices of citrus fruit)</p>	<p>I know how to use pencils, oil pastels, chalk pastels to draw lines and shape.</p> <p>I know how to hatch, contour hatch and cross hatch with a pencil to create tone and texture.</p> <p>I know how to HB, 8,7,6, 5H and 8,7,6, 5B to control lightness and darkness by shading.</p> <p>I know how to draw showing an awareness of a third dimension.</p> <p>I know how to draw in proportion and consider scale.</p>	<p>I know how to use pencils, oil pastels, chalk pastels, and charcoal to draw lines, form and shape.</p> <p>I know how to hatch, cross hatch, contour hatch, stipple and scumble with a pencil to create tone, shade and texture.</p> <p>I know how to HB, 8,7,6, 5, 4H and 8,7,6, 5, 4B to control and lightness and darkness by shading.</p> <p>I know how to draw from observation showing an awareness of a third dimension using reflection.</p>	<p>I know how to use pencils, oil pastels, chalk pastels, and charcoal to draw lines, fine lines to draw form and shape.</p> <p>I know how to use drawing techniques to show texture.</p> <p>I know how to HB, 8,7,6, 5, 4,3,2H and 8,7,6, 5, 4,2,3B to control lightness and darkness by shading.</p> <p>I know how to work in a sustained and independent way to create a detailed drawing.</p> <p>I know to draw in proportion (using scale and showing a developing awareness of third dimensions).</p> <p>I know how to use a view finder to draw from photographs or digital images.</p>	<p>I know how to use pencils, oil pastels, chalk pastels, and charcoal to draw lines, fine lines and watercolour pencils to draw form and shape understanding which works well in their work and why.</p> <p>I know how to work in a sustained and independent way to develop their own style of drawing using previously taught line technique.</p> <p>I know how to choose the correct pencil grade to control shade.</p> <p>I know how to use further simple perspective in their work using a single focal point and horizon.</p> <p>I know how to use guide lines to draw with an awareness of composition, scale and proportion.</p>

<b>Continue to build vocabulary on from previous years</b>							
<b>Drawing Vocabulary</b>	Chalk, crayons, pencils, marks, patterns.	Pencil, chalk, crayons, drawing, patterns, shape, line, texture, tone, surface, grades.	Sketchbook, lines, pastels, chalk, pen, tone, pencils, pattern, shape, light, dark, grades.	Pencils, oil pastels, lines, shape, hatch, contour hatch, cross hatch, pencil, tone, texture, shade, grades, observation, point perspective, vanishing point, light, dark, perspective, scale.	pencils, oil pastels, chalk pastels, charcoal, lines, form, shape, shade, texture, observation, reflection, light, dark, perspective, scale, proportion.	Pencils, oil pastels, chalk pastels, charcoal, lines, form, shape, shade, texture, observation, reflection, light, dark, perspective, scale, proportion, found object.	Consolidate all vocabulary
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p><b>Painting</b></p>	<p>I know how to use variety of tools including different size/size brushes and tools e.g., sponge brushes, fingers, twigs.</p> <p>I know and can recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e., coloured, sized and shaped paper.</p>	<p>I know how to use a range of tools, e.g., different brush sizes (big and small), hands, feet, rollers and sponge.</p> <p>I know the primary colours and can mix these to create secondary colours.</p> <p>I know how to describe colours as being warm or cold.</p> <p>I know how to hold a paint brush and fill in a shape.</p>	<p>I know how to use a round brush to produce marks and lines appropriate to work. E.g., small brush for small marks, large brush for colour wash.</p> <p>I know how to hold a paint brush and fill in a shape with an outline following a straight line.</p> <p>I know the secondary colours and can confidently mix these using primary colours.</p> <p>I know how to make tints using white and shades by adding black.</p>	<p>I know how to paint with a round brush (three different sizes) to demonstrate increasing control of the types of marks and lines made.</p> <p>I know how to mix the secondary colours and understand where these fit within the colour wheel.</p> <p>I know how to create light and dark within painting and begin to explore complimentary colours using a colour wheel.</p> <p>I know how to move my wrist to change direction when painting to create curved lines and blend colours</p>	<p>I know how to paint with a round brush (three different sizes) confidently controlling the type of marks and lines and experiment with different effects.</p> <p>I know to create tertiary colours using secondary colours.</p> <p>I know how to use light and dark within painting and show understanding of complimentary colours.</p> <p>I know how to create texture using dabbing, blending and streaking techniques.</p> <p>Start to develop a painting from a drawing.</p>	<p>I know how to paint with a round brush (four different sizes) controlling the types of marks and lines made and experiment with different textures. Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>I know how to mix and apply tertiary colours, shades and tones independently.</p> <p>I know how to mix and match colours to create atmosphere and light effects.</p> <p>I know how to create texture using blending, overpainting, and stippling and can explain why I have used this technique.</p>	<p>I know how to paint with a round brush (appropriately selected) to purposely control the types of marks made, experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>I know how to identify, mix and apply tertiary colours, shades and tones with confidence independently.</p> <p>I know how to create style through the development of: colour, tone and shade.</p> <p>I know how to create texture using blending, overpainting, stippling and wet on wet techniques and can explain why I have used this.</p>
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Continue to build vocabulary on from previous years							
<b>Painting Vocabulary</b>	Paint, paintbrush, primary colours.	Mix, colour, primary colours, paint, paintbrush, action painting, colour wheel.	Roller, sponge, paint, paintbrushes, primary colours, secondary colours, colour, poster paint, watercolour, scale (large and small)	Paint, paintbrush, round brush, marks, lines, action painting, colour wheel, secondary colours, complementary colours, curved lines, blend, mixing, watercolour, acrylic, opaque, translucent, palette.	Paint, paintbrush, round brush, marks, lines, action painting, colour wheel, secondary colours, tertiary colours, complementary colours, curved lines, blend, mixing, watercolour, acrylic, opaque, translucent, palette, blend, dabbing, streaking.	Paint, paintbrush, round brush, marks, lines, action painting, colour wheel, secondary colours, tertiary colours, complementary colours, contrasting colours, analogue colours, curved lines, blend, mixing, watercolour, acrylic, opaque, translucent, palette, blend, dabbing, streaking, stippling, layers.	Consolidate all vocabulary
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>3D Form</b>	<p>I know how to use play dough to squash, squeeze, pinch and roll.</p> <p>I know how to use malleable media to impress.</p> <p>I know how to cut shapes using scissors.</p> <p>I know how to build a sculpture using recycled, natural and manmade materials.</p>	<p>I know how to use a sponge to smooth the surface of clay.</p> <p>I know roll out clay using a rolling pin.</p> <p>I know how to use a plastic trimming tool to cut a rectangle.</p> <p>I know how to manipulate clay by using rolling, pinching and kneading techniques to shape clay.</p> <p>I know how to build a sculpture using recycled, natural and manmade materials.</p>	<p>I know how to manipulate clay by using rolling, pinching and kneading techniques.</p> <p>I know how to use a plastic trimming tool to cut.</p> <p>I know how to join two pieces of material to create a join.</p> <p>I know how to use a modelling tool to make an impression in clay (dots and lines).</p> <p>I know how to build a strong sculpture using recycled,</p>	<p>I know how to use a plastic trimming tool to cut clay.</p> <p>I know how to use a modelling tool to carve patterns into the surface of clay.</p> <p>I know how to make slip to join two pieces of clay together.</p> <p>I know how to produce maquettes.</p> <p>I know how to design and build a strong sculpture using recycled, natural and manmade materials.</p> <p>I know how to join two or more pieces of</p>	<p>I know how to use a plastic trimming tool to cut and join more than two pieces of clay.</p> <p>I know how to make slip to join pieces of clay together.</p> <p>I know how to use a plastic modelling tool to manipulate the clay and create different textures.</p> <p>I know how to use coiling.</p> <p>I know how to produce maquettes.</p> <p>I know how to use a range of media (mixed materials) to create a</p>	<p>I know how to use different plastic modelling tools to manipulate the clay and create different textures.</p> <p>I know how to use slabbing and coiling techniques.</p> <p>I know how to produce maquettes.</p> <p>I know different ways of finishing work: glaze, paint, polish.</p> <p>I know how to use a range of media (mixed materials) to create a sculpture, experimenting with different scales.</p>	<p>I know how to use different plastic modelling tools to manipulate the clay and create different textures.</p> <p>I know how to use slabbing and coiling to produce refined pieces.</p> <p>I know how to produce maquettes.</p> <p>I know different ways of finishing work: glaze, paint, polish.</p> <p>I know how to use a range of media (mixed materials) to create a sculpture, experimenting with different scales.</p>

			natural and manmade materials.	material to create a strong join.	sculpture, experimenting with different scales.	I know how to create a sculpture and recognise its sculptural form (environment, furniture, buildings etc.).  I know how to use wire to make or strengthen sculptures.	I know how to create a sculpture and recognise its sculptural form (environment, furniture, buildings etc.).  I know how to explain the difference between relief and freestanding sculpture and use this to develop my ideas.  I know how to use wire to make or strengthen sculptures.
<b>Continue to build vocabulary on from previous years</b>							
<b>3D Form Vocabulary</b>	Pinch, roll, shape, sculpture.	roll, knead, shaping, construct, natural, man-made, sculpture, clay, two dimensional, three-dimensional, slip.	Roll, knead, tools, sculpture, natural, man-made, recycled materials, join, impression, manipulate, clay, two dimensional, three-dimensional, slip	Sculpture, trimming tool, cutting, modelling, patterns, slip, maquettes, recycled, natural, man-made materials, manipulate, impressions, clay, two dimensional, three-dimensional, papier mache, model, slip.	Sculpture, trimming tool, cutting, modelling, patterns, slip, maquettes, recycled, natural, man-made materials, manipulate, impressions, clay, two dimensional, three-dimensional, papier mache, model, coiling, scale, mixed media, texture, slip	Sculpture, trimming tool, cutting, modelling, patterns, slip, maquettes, recycled, natural, man-made materials, manipulate, impressions, clay, two dimensional, three-dimensional, papier mache, model, coiling, scale, mixed media, texture, glaze, slabbing, coiling.	Consolidate all vocabulary
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Collage</b>	I know how to handle, manipulate and enjoy using materials.  I know how engage in the sensory experience of exploring materials.	I know how to make choices about which material(s) to use from a given selection.  I know how to select, sort, fold, cut and tear.  I know how to use glue and paste carefully to overlap and overlay.	I know how to investigate texture e.g., scrunching, and screwing paper up.  I know how to sort and group materials for different purposes e.g. colour, texture.	I know how to select and use materials to achieve a desired outcome.  I know how to experiment with creating mood, feeling, movement and areas of interest.	I know how to experiment with a range of collage techniques such as tearing, overlapping, layering, tessellation to create images and represent textures.  I know how to use collage as a means of collecting ideas and	I know how to add collage to a painted, printed or drawn background.  I know how to use a range of materials to create collages.  I know how to use different techniques, colours, and textures	I know how to add collage to a painted or printed background and create and arrange accurate patterns.  I know how to use a range of mixed media.  I know how to plan and design a more complex collage.

	I know how to explore different materials freely, to develop my own ideas about how to use them and what to make.	I know how to cut shapes using scissors.  I know how to make choices about which materials to use e.g. photocopy material, fabric, crepe paper, magazines.  I know how to create simple collages.	I know how to cut a variety of shapes to complete a composition.  I know how to use adhesives to select, and place cut and torn shapes onto a surface.  I know how to use key vocabulary to demonstrate knowledge and understanding in this strand.	I know how to experiment with collage techniques: tearing, crumpling, folding, overlapping, and layering to create images and represent textures.  I know how to work on different scales.	information and building a visual vocabulary.  I know how to create and arrange shapes appropriately.  I know how to use key vocabulary to demonstrate knowledge and understanding in this strand.	etc, when designing and making pieces of work.  I know how to use collage as a means of extending work from initial idea.	I know how to use a variety of techniques: overlapping, layering, mosaic, and montage.  I know how to use key vocabulary to demonstrate knowledge and understanding in this strand.
<b>Collage Vocabulary</b>		collage, squares, cut, place, arrange.	collage, squares, gaps, cut, place, arrange. mosaic, features.	collage, squares, gaps, cut, place, arrange, mosaic, features, shape, form, arrange, fix.			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Textiles</b>	I know how to handle, describe and use a variety of textiles and fabric: Binca, plastic frame, range of cotton fabric felt, wool.  I am beginning to know how to learn how to thread a bodkin needle using wool, ribbon or embroidery thread.  I know how to cut and thread material to sew with and tie a	I am beginning to know how to identify different forms of textiles/fabric e.g. binca, felt, velvet, cotton, hessian.  I know how to use different fabrics and materials to develop textile pieces.  I know how to cut an appropriate length of wool, embroidery thread.  I know to thread a needle by pinching the end into a chenille type needle (size 20) and how to tie a knot in the end.	I know how to thread a needle by pinching the end into an embroidery/tapestry needle (size 13-15) I and how to tie a knot in the end.  I how to cut an appropriate length of wool, embroidery thread.  I know how to use a running stitch and use this when joining two pieces of fabric together.  I know how to come up from underneath	I know how to thread a needle (13-15 for embroidery, chenille needle for wool work) independently.  I know how to use a running stitch and introduce a back stitch.  I know how to apply decoration onto different fabrics using beads, buttons, feathers, ribbon and stitches (create a collective collage).  I am beginning to know how to modify threads and fabrics, knotting, fraying,	I know how to thread a needle independently.  I know how to use a running and back stitch.  I know how to decoration using needle and thread: buttons, sequins.  I am beginning to know how to apply colour by printing and using fabric crayons/ paints.  I know how to change and modify threads and fabrics as in Y3.	I know how to use a variety of needles for different fabrics/embroidery – bodkin (wool) chenille feltwork, beading – applique.  I know how to use a variety of techniques, e.g. printing, dyeing, weaving, and stitching to create different textural effects.  I know how to demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye.	I know how to design, plan, and decorate a fabric piece.  I know how to experiment with a variety of techniques.  I know how to use several different stitches creatively to produce different patterns and textures.  I know how to show an awareness of the skills involved in aspects such as batik.

<p>knot at the end (length finger to elbow).</p> <p>I know how to begin to come up from underneath a fabric and then go back down to create small and long running stitch.</p> <p>I know how to use simple weaving techniques: paper, twigs, ribbons, wool.</p> <p>I know how to attach other creative items onto a fabric to join using a stitch e.g. buttons, beads, twigs.</p> <p>I am beginning to know how to experiment with a range of tools and joins: cut, glue stick/pva, hol punch, staple, split pin, paper clip, treasure tag.</p>	<p>I know how to begin experimenting with a range of joining techniques e.g thread needle, cutting, gluing, trimming material, stitch and knot.</p> <p>I know how to come up from underneath a fabric and then go back down to create simple stitches: running and couching.</p> <p>I know how to create weaves using a card loom or learning environment items e.g. outdoor fence, willow frame.</p> <p>I know how to add objects to the weaving e.g. buttons, twigs, leaves, dried flowers, buttons.</p> <p>I know how to sort objects to attach to art into whether they are manmade or natural and according to their qualities: warm, hard, soft, cold, shiny...</p>	<p>a fabric and then go back down to create simple stitches: running, cross stitch, and couching.</p> <p>I know how to experience weaving, both 3D and flat i.e. paper plates to create woollen circular patterns (Alba Thomas style) grass through twigs, carrier bags on a bike wheel.</p>	<p>fringing, pulling threads, twisting, plaiting.</p> <p>I know how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, blanket, star stitch and couching.</p>	<p>I know how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch and couching and chain stitch and French knots.</p>	<p>I know how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch, cross stitch, star stitch and couching, French knots and satin stitch, split stitch.</p> <p>I know how to show experience in painting, printing, and dyeing fabric.</p> <p>I know how to show an awareness of natural dyes and how these are more sustainable in the fashion industry</p>		
<p>Other art, craft and</p>							

design techniques							
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