

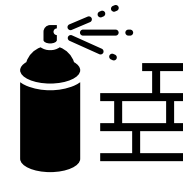
# The Art and Design Curriculum at Kings Heath Primary School



Kings Heath  
Primary School

"Every human is an artist"  
Don Miguel Ruiz

## The Art and Design Curriculum at Kings Heath Primary School



### Subject intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Art and design overview

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

Projects are placed alongside other subject projects where there are opportunities for making meaningful connections.

Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms.

Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

### Key Stage 1

In Key Stage 1, each autumn term begins with the colour project *Mix It*. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In

Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

### Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with the colour project *Contrast and Complement*. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.

In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

### Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with the colour project *Tints, Tones and Shades*. Teaching these projects in Years 5 and 6 enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts.

In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of *taotie* and the significance of the Expressionist movement.

In Year 6, children are encouraged to work more independently in projects like *Environmental Artists* and *Distortion and Abstraction*. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects *Inuit* and *Trailblazers, Barrier Breakers*.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study.





## Curriculum Map Art and Design: Whole School

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Y1</b>	Colour theory, colour wheel; Primary and secondary colours	Portraiture; collage	Motifs; line and shape; Texture; Collagraphy		3-D murals; Buildings; Significant people- James Rizzi	
<b>Y2</b>	Colour theory, colour wheel; Primary and secondary colours	Still life; Colour study; Compositions	Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms		Portraiture; Royal portraits; Sketching; Digital artwork	
<b>Y3</b>	Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours	Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots	Sculpture	Figure drawing; Urban landscapes; Significant artist – LS Lowry	Weaving with natural materials; Botanical art and illustration; Observational drawing; Unit and lino printing; Botanical study	History of mosaics; Sketching; Mosaics
<b>Y4</b>	Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours	Weaving; Exploring yarns	Landscape; Perspective	Significance of animals in art; Drawing; Printing, Clay sculpture	Figure drawing; Statues, statuettes and figurines; Sculptures from ancient civilizations; Clay work and sculpting	Features of Islamic art; Motifs and patterns; High and low relief clay sculpture
<b>Y5</b>	Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes	Taotie motifs; Casting methods; Watercolour	Continuous line drawing; Significant artists – Pablo Picasso and Rembrandt; Shading techniques; Drawing on black paper; Black and white photography	Land art; Natural materials; Relief sculpture; Installations	Paper crafts; Papermaking; Paper, fabric, mixed media and surreal photo collage; Mixed media artwork	Expressionist art movement; Significant artist – Edvard Munch; Portrait photography; Expression; Self-portraits
<b>Y6</b>	Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes	Significant black artists; Analysing artwork; Creating artwork with meaning	Printmaking; Carving	Environmental art; Recycled, reused and repurposed materials	Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay; Orphism	Using sketchbooks; Observational drawing; Mixed media collage; Pop Art



# Art and Design Progression of Knowledge and Skills



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Humankind</b> 	<b>Human form</b>	<p>A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.</p>	<p>A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p>	<p>A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</p>	<p>A drawing, painting or sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory.</p>	<p>Artists draw, paint or sculpt human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p>	<p>Art can be developed that depicts the human form to create a narrative. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</p>	<p>A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Explore and create expression in portraiture.</p>	<p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p>
<b>Creativity</b> 	<b>Creation</b>	<p>Use a range of media, tools and techniques to create images, express ideas and show different emotions.</p>	<p>Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas.</p>	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Select the best materials and techniques to develop an idea.</p>	<p>Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork.</p>	<p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Develop techniques through experimentation to create different types of art.</p>	<p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create innovative art that has personal, historic or conceptual meaning.</p>



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generation of ideas</b>	<b>Talk about and represent ideas, sounds, movement and emotions through their creations.</b>	Communicate their ideas as they are creating artwork.	Discussion and initial sketches can be used to	Discussion and initial sketches can be used to	A sketch is a quickly-produced or unfinished	Preliminary sketches are quick drawings that can be	Artists use sketching to develop an idea over time.	Ways to review and revisit ideas include annotating	A mood board is an arrangement of images,
			communicate ideas and are part of the artistic process.	communicate ideas and are part of the artistic process.	drawing, which helps artists develop their ideas. Make	used to inspire a final piece of artwork. They are often	Create a series of sketches over time to develop ideas	sketches and sketchbook pages, practising and	materials, text and pictures that can show ideas or
			Communicate their ideas simply before creating artwork.	Communicate their ideas simply before creating artwork.	simple sketches to explore and develop ideas.	line drawings that are done in pencil. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	on a theme or mastery of a technique.	refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas.	concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
<b>Evaluation</b>	<b>Say what they like or dislike about their work.</b>	Share their creations with others, explaining their intentions and the techniques and tools they used.	Aspects of artwork that can be discussed include	Aspects of artwork that can be discussed include	Aspects of artwork to analyse and evaluate	Suggestions for improving or adapting artwork could	Constructive feedback highlights strengths and weaknesses and provides	Ideas are the new thoughts and messages that artists have put into their work.	Strategies used to provide constructive feedback and reflection in art include
			subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.	subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.	include subject matter, colour, shape, form and texture. Analyse and evaluate their own and others' work using artistic	include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of	instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give	Methods and approaches are the techniques used to create art. Compare and comment on the ideas, methods and approaches in their own and others' work.	using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection.
					colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.	colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.	constructive feedback to others about ways to improve a piece of artwork.		



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Materials</b> 	<b>Malleable materials</b>	<p>Explore ways of changing the shape or texture of malleable materials.</p>	<p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>	<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p>	<p>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Use clay to create a detailed or experimental 3-D form.</p>	<p>Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Create a relief form using a range of tools, techniques and materials.</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>
	<b>Paper and fabric</b>	<p>Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.</p>	<p>Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.</p>	<p>Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage.</p>	<p>Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Create a range of textures using the properties of different types of paper.</p>	<p>Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p>	<p>Stitches include running stitch, cross stitch and blanket stitch. Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p>	<p>Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. Make and use paper to explore traditional crafting techniques.</p>	<p>Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p>

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Paint</b>	The primary colours are red, yellow and blue. Explore colour and application of paint using a range of different tools.	The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application.	The primary colours are red, yellow and blue. Identify and use paints in the primary colours.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours.	Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints.	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Mix and use tints and shades of colours using a range of different materials, including paint.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use colour palettes and characteristics of an artistic movement or artist in artwork.
	<b>Printing</b>	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint.	A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print.	A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Make a two-colour print.	Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme.	Some artists use text or printed images to add interest or meaning to a photograph. Add text or printed materials to a photographic background.	Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Use the work of a significant printmaker to influence artwork.



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Pencil, ink, charcoal and pen</b>	Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.	Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Use line, tone or shape to draw observational detail or perspective.

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nature</b> 	<b>Natural art</b>	Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. Explore natural materials and loose parts to make patterns and images.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.	Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials.	Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory.	Nature and natural forms can be used as a starting point for creating artwork. Use nature and natural forms as a starting point for artwork.	Natural patterns from weather, water or animals skins are often used as a subject matter. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.	Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Environmental art addresses social and political issues relating to natural and urban environments. Create art inspired by or giving an environmental message.
<b>Place and space</b> 	<b>Landscapes</b>	Create pictures of places from imagination or experience.	A painting of a place is called a landscape. Draw or paint a place from observation or imagination.	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation.	A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	An urban landscape is a piece of artwork that shows a view of a town or city. Draw, collage, paint or photograph an urban landscape.	Art can display interesting or unusual perspectives and viewpoints. Choose an interesting or unusual perspective or viewpoint for a landscape.	Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Use a range of materials to create imaginative and fantasy landscapes.	Perspective is the art of representing 3-D objects on a 2-D surface. Draw or paint detailed landscapes that include perspective.

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Comparison</b></p>	<p><b>Compare and contrast</b></p>	<p><b>Say how their artwork is the same or different to someone else's.</b></p>	<p>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</p>	<p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art.</p>	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Describe similarities and differences between artwork on a common theme.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Compare and contrast artwork from different times and cultures.</p>	<p>Visual elements include line, light, shape, colour, pattern, tone, space and form. Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>
 <p><b>Significance</b></p>	<p><b>Significant people, artwork and movements</b></p>	<p><b>Explore and talk about pictures of famous artwork as they paint and draw.</b></p>	<p>Explore artwork by famous artists and talk about their likes and dislikes.</p>	<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.</p>	<p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Work in the style of a significant artist, architect, culture or designer.</p>	<p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it.</p>	<p>Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Investigate and develop artwork using the characteristics of an artistic movement.</p>	<p>Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own</p>

# Art and Design Progression of Vocabulary



	Malleable materials	Paint	Natural art	Human Form	Creation	Compare and Contrast	Paper and Fabric	Pencil, ink, charcoal and pen	Printing	Generation of ideas	Landscapes	Evaluation	Significant people, artwork and movements
<b>EYES</b>	dough flatten pinch press roll squeeze knead texture flexible mould stretch twist imprint scent pattern clay	colour decorate paint roller pattern palette wax resist indigo colour chart primary mix	leaf natural pine cone seed bolt pebble gem nut fossil lentil petal bead loose part pasta shell pattern repeating	eye face feature hair symmetry	colour curvy foam pattern smooth straight zigzag choice creation brush texture environment ice sculpt experiment explore collage photograph choose describe recycle weave	compare different photograph same dislike symbol share	collage decorate attach glitter shiny feature scissors unique scaly texture rub material technique	draw pattern print tool sponge printing ammonite fossilised line size spiral observe tripod	handprint pattern tool texture printed landscape stamp repeat design style press rubbing spot	crown features mask material explore talk artwork build create discuss communicate observe cooperate	moon imagine place sky landscape environment garden outside city fantasy imaginary savannah scenery polar meadow forest Arctic	change talk	Claude Monet Emile Nolde Wassily Kandinsky opinion like dislike

Year 1	Malleable materials	Paint	Natural art	Human Form	Creation	Compare and Contrast	Paper and Fabric	Pencil, ink, charcoal and pen	Printing	Generation of ideas	Landscapes	Evaluation	Significant people, artwork and movements
	3-D form layer	colour mixing colour wheel hue primary secondary mix	loose part motif transient	collage expression feature portrait	collage design express explore		collage layer bumpy furry grainy gritty ridged grooved spiky woven	bumpy curved hard pencil jagged spiral zigzag wavy dotty	palette printmaking roller collagraph colourway textural	communicate explore unique imaginative	building cityscape feature street urban landscape	dislike evaluate success feedback opinion	Andy Warhol Frida Kahlo Pablo Picasso Ludwig Kirchner
Year 2	clay dough imprint malleable material pattern	colour mixing colour wheel hue primary secondary mix multicoloured pattern	form natural flower sculpture natural form petal	portrait pose posture	compose create medium scale sketch	composition man-made natural observe inspiration background foreground pose	bumpy rough smooth soft surface texture wrinkly			describe discuss explore investigate form represent sketch		evaluate successful analyse improve feedback similar different	Baroque Cubism Dutch golden age Expressionism Fauvism Mannerism Pop art Post- impression Renaissance modern art still life Hans Holbein portraiture

Malleable materials	3-D clay coil sculpture slip form	analogous colour family complementary cool hue mood tertiary warm	imprint pattern nature botanical fern frond fruit natural form	abstract figurative human form manikin photography pose sculpture unposed	base colour template fine detail form sculpt preliminary sketch angle botanical art illustration technique design mosaic tesserae	colour theory comparison evaluate mood style accurate bold complimentary harmonious illustrative digital palette scientific simplified traditional vintage watercolour	cloth fabric craft interlace loom man-made material warp weave weft woven yarn	pencil, ink, charcoal and pen	cross-hatch shade sketch charcoal detail figure-drawing scribble sketch smudge technique	block carve one-colour reduction relief two-colour ink tray lino print single-unit print tool two-colour print	colour-mixing layering palette translucency observe sketch describe motif colour swatch information perspective viewpoint design	city cityscape town urban landscape	discussion evaluate feedback improve technique adapt discuss finished piece talk successful examine	Significant people, artwork and movements
Year 3														

	Malleable materials	Paint	Natural art	Human Form	Creation	Compare and Contrast	Paper and Fabric	Pencil, ink, charcoal and pen	Printing	Generation of ideas	Landscapes	Evaluation	Significant people, artwork and movements
Year 4	3-D form score sculpt pinch carving cross-hatch wire frame slabbing alto-relief bas-relief high-relief low-relief	analogous colour family complementary cool hue mood tertiary warm colour theory	bird flower fruit inspiration motif symmetry feather visual element visual quality scale	3-D feature figurine human form statue statuette	base colour fine detail design symmetry weft weave sketch clay join score slip anatomically correct character figure drawing posture sculpture abstract motif geometric figurative grid system tesselate vegetal motif	comparison composition viewpoint theme visual element artistic feature property purpose sculpture size	back stitch embellishment embroidery embroidery hoop satin stitch scatter stitch	cross-hatch stipple tone anatomy circle detail outline realistic simplistic ink pen pencil sketch	analogous colour colour family colour theory complementary cool hue mood tertiary warm ink pigment warm wash	colour-mixing palette translucency design combine shade sketch tone experiment technique	atmospheric perspective landscape scenery	discussion evaluate feedback written review compare describe challenge constructive feedback reelect	Van Gogh Andre Derain Cezanne Gauguin El Greco Friedrich Indus valley craftspeople figurine low-relief Islamic art Muslim arabesque geometric pattern

	Malleable materials	Paint	Natural art	Human Form	Creation	Compare and Contrast	Paper and Fabric	Pencil, ink, charcoal and pen	Printing	Generation of ideas	Landscapes	Evaluation	Significant people, artwork and movements
Year 5	cast flatten imprint mould piece-mould silicone plaster low-relief relief-sculpture	Impressionist atmosphere darkness effect landscape art lightness sketchbook tint tone vibrancy white	composition contrast flower form light photography shadow shape texture tone Earth art earthwork land art local environment	Expressionist expression facial feature portrait portraiture self-portrait	compose foreground horizon landscape perspective sketch sketchbook continuous line drawing explore preliminary sketch subject matter technique discussion exploration abstract photo collage surrealism	compare line shape visual impact material opinion brushstroke compare effect emotion study subject matter	casting paper casting abstract collage decoupage figurative marbling mould papercraft papier-mache pulp quilling surreal texture thickness	3-D form contour cross-hatch detailed drawing form ink wash marker outline scribble shading technique smudge stipple soft pencil hard pencil	overlay text	improve practice refine sketchbook sketching technique	cityscape coastal depth fantasy horizon light mid space middle ground outline perspective real scale shade sky tint tone	discussion evaluate feedback improve reflect critique approach method	Shang Dynasty taotie relief Picasso Rembrandt Al Weiwei Goldsworthy Matisse Schwitters



<p>3-D form carve soapstone sculpture</p>	<p>Impressionist atmosphere darkness effect landscape art lightness sketchbook tint tone vibrancy white mixing palette</p>	<p>Environmental art land art meaning message</p>	<p>portrait</p>	<p>discussion feedback improve progress reflect adaptation evaluate exhibit</p>	<p>analysis meaning technique preference style message theme abstract abstraction analyse distortion</p>	<p>collage decorative stitching embellishment mixed media collage</p>	<p>shape observational drawing</p>	<p>ink print printmaking stencil Andy Warhol Pop art</p>	<p>digital mood board montage mood board form observation pattern shape discussion experimentation exploration inspiration research</p>	<p>cityscape coastal depth fantasy horizon light mid space middle ground outline perspective real scale shade sky tint tone</p>	<p>discussion evaluate feedback improve progress reflect result adaptation evaluation exhibition</p>	<p>Turgo Bastien Edmonia Lewis Yinka Shonibare Chris Ofili Hurvin Anderson Elizabeth Catlett Henry Ossawa Tanner Gordon Parks Augusta Savage Kenojuak Ashevak David Ruben Piqtuokun Inuit art Jessie Oonark Karoo Ashevak Lucy Tasseor Tutsweetak Pitseolak Ashoone Antony Gormly Chris Jordan</p>
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