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|  | **EYFS**  |
| ***Communication and language*** * Listen attentively and respond to what they hear
* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

***Personal, Social, Emotional Development**** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions
* Be confident to try new activities
* Work and play cooperatively and take turns with others

***Physical Development*** * Use a range of small tools, including scissors, paintbrushes and cutlery
* Begin to show accuracy and care when drawing

***Mathematics*** * Subitise up to 5
* Explore and represent patterns within numbers up to 10
 | ***Understanding the world*** * Describe their environment using knowledge from observation, discussion, stories non-fiction texts and maps
* Explore the natural world around them, making observations and drawing pictures of animals and plants

***Expressive Arts and Design*** * 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

***Literacy*** * Use and understand recently introduced vocabulary during discussions
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| **Disciplinary Knowledge** | **KS1** | **Lower KS2** | **Upper KS2** |
| **Should be covered in all art units of work** | * Record, explore, and experiment with ideas from first-hand observations.
* Ask and answer questions about the starting points for their work.
* Explore the work of a few famous artists, craftspeople, and designers from different times and cultures, noting differences and similarities.
* Explore how art has changed over time.
* Develop ideas by trying things out and changing their minds.
* Make simple observations about their own work and the work of others.
* Begin to identify basic elements such as colour, shape, and line.
* Review what they and others have done and say what they think and feel about it.
* Learn to give and receive basic feedback, focusing on positive aspects.
* Learn to critique others’ work respectfully and be tolerant of other people’s opinions.
* Develop confidence and enjoyment in art activities
 | * Select and record from first-hand observation, experience, and imagination, exploring ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore different art movements (e.g., Impressionism, Cubism) and identify key characteristics.
* Explore art history and the influence of culture on art.
* Develop more complex ideas and experiment with different techniques.
* Make detailed observations about the visual and tactile qualities of their own work and the work of others.
* Compare ideas, methods, and approaches in their own and others’ work and say what they think and feel about them.
* Reflect on their own work and identify areas for improvement.
* Begin to understand and use art vocabulary to describe their observations.
* Adapt their work according to their views and describe how they might develop it further.
* Begin to annotate work in sketchbooks, noting ideas, thoughts, and feedback.
* Continue to critique others’ work respectfully and be tolerant of other people’s opinions.
* Gain confidence and enjoyment in art, expressing creativity and personal ideas.
 | * Select and record from first-hand observation, experience, and imagination with a clear purpose.
* Make detailed and thoughtful observations about starting points and select ideas to use in their work.
* Study art history in more detail, including major art periods (e.g., Renaissance, Baroque, Modernism).
* Understand the historical and cultural context of various art movements and significant works.
* Explore the roles and purposes of artists, craftspeople, and designers with an understanding of historical and cultural contexts.
* Compare and contrast ideas, methods, and approaches in their own and others’ work, providing detailed evaluations.
* Use specific examples from art history to support their comparisons.
* Adapt their work with a clear rationale and describe how they might develop it further, incorporating feedback and self-reflection.
* Make observations about artistic techniques, materials, and concepts.
* Use advanced art vocabulary to articulate their observations clearly.
* Use sketchbooks extensively to annotate their work, including detailed notes, thoughts, and critiques.
* Critique others’ work with respect, tolerance, and insightful feedback, considering multiple perspectives.
* Exhibit growing confidence in art abilities and enjoyment in the creative process.
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**Key Stage One**

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| **Year 1** |
| **Substantive Knowledge** |  |  |  |
| **Painting*** **Use of Primary Colours**: Identify and use primary colours (red, blue, yellow) in paintings.
* **Experimentation with Tools**: Experiment with a variety of painting tools such as brushes, sponges, and fingers.
* **Colour Mixing Basics**: Mix primary colours to create secondary colours (green, orange, purple).
* **Application of Paint**: Apply paint using different techniques (dabbing, stroking, washing).
* **Shape Painting**: Paint simple shapes and forms (circles, squares, triangles).
* **Texture Creation**: Explore creating textures with paint using different tools and techniques.
* **Line Usage**: Use lines in painting to define shapes and add details.
* **Painting from Observation**: Create simple paintings based on observation (e.g., a fruit bowl).
* **Imaginative Painting**: Create paintings from imagination or storytelling.
 | **Printing*** **Introduction to Printing**: Understand the basic concept of printing and how it differs from drawing and painting.
* **Simple Printmaking Tools**: Experiment with simple printmaking tools such as stamps, sponges, and found objects (e.g., leaves, fabric).
* **Basic Techniques**: Learn basic printing techniques such as stamping, pressing, and rubbing.
* **Repetition and Patterns**: Create simple patterns and designs through repetitive printing.
* **Texture Exploration**: Explore the use of texture in printing by using various textured objects and materials.
* **Colour Application**: Apply primary and secondary colours in printing activities, understanding how different colours can be layered and combined.
* **Control and Coordination**: Develop control and coordination when using printing tools to achieve desired effects.
* **Simple Imagery**: Create simple printed images and designs that convey basic ideas or themes.
 | **Drawing*** **Use of Basic Shapes**: Identify and draw basic shapes such as circles, squares, triangles, and rectangles to construct recognisable forms (e.g., people, animals, and buildings).
* **Experimentation with Different Media**: Experiment with a variety of drawing tools and media such as pencils, crayons, pastels, and chalk. Explore the effects created by each tool and media and express a preference based on their experiences.
* **Creation of Textures**: Apply simple textures to drawings using techniques like rubbing, stippling, or making hatch marks. Demonstrate a basic understanding of how textures can represent things like fur, grass, or brick.
* **Line Usage**: Use different kinds of lines such as straight, wavy, zigzag, or looped in drawings. Understand the use of line to depict movement, thickness, and direction.
* **Control and Coordination**: Demonstrate improved control and coordination in drawing, including drawing with a purpose, keeping within lines where appropriate, and showing some accuracy in detail and proportions.
* **Colour Theory Introduction**: Introduce primary and secondary colours and begin to understand how colours can be mixed to create new hues. Practise colouring skills within drawings, showing awareness of colour placement and choices.
* **Observational Drawing Skills**: Engage in simple observational drawing, focusing on the physical properties of objects they can see and touch. Represent basic objects realistically based on observations.
* **Representation of Simple Ideas**: Convey simple concepts or ideas through drawings, such as emotions (happy, sad) or weather (sunny, rainy), utilising appropriate elements and details.
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| **Year 2** |
| **Substantive Knowledge** |  |  |  |
| **Painting*** **Refinement of Colour Mixing**: Improve colour mixing skills to create a wider range of hues and tones.
* **Advanced Tool Usage**: Use a variety of painting tools more effectively to achieve desired effects.
* **Brush Control**: Develop control over brush strokes to create different textures and details.
* **Painting Simple Scenes**: Create paintings that depict simple scenes (e.g., a landscape with a sky and ground).
* **Texture and Pattern**: Explore creating more complex textures and patterns with paint.
* **Detail Work**: Focus on adding details to paintings to make them more realistic or expressive.
* **Painting People and Animals**: Begin painting simple representations of people and animals.
* **Storytelling through Painting**: Use paintings to tell simple stories or convey ideas.
 | **Printing** * **Refined Printing Techniques**: Build on basic techniques to include more refined and controlled printing methods.
* **Variety of Tools**: Experiment with a wider variety of printing tools, including rollers, brushes, and handmade stamps.
* **Layering Colours**: Learn to layer colours in prints to create more complex and visually interesting designs.
* **Detailed Patterns and Designs**: Create more detailed and intricate patterns using printing techniques.
* **Texture and Detail**: Focus on adding texture and detail to printed designs using various tools and materials.
* **Two-Colour Printing**: Experiment with two-colour printing, understanding the impact of colour choices and combinations.
* **Printmaking Projects**: Undertake simple printmaking projects that involve planning, designing, and executing prints.
* **Printing from Nature**: Use natural objects (e.g., leaves, flowers) to create prints, understanding how different objects produce different textures and patterns.
 | **Drawing*** **Refinement of Basic Shapes**: Use basic shapes more confidently to create more complex and detailed forms (e.g., detailed animals, human figures, buildings).
* **Exploration of Media Effects**: Experiment further with different drawing tools and media, focusing on the specific effects they can create and how they can enhance drawings.
* **Advanced Texture Techniques**: Develop more advanced texture techniques, such as layering different marks and combining textures to represent complex surfaces (e.g., fur, fabric, wood).
* **Line Quality and Expression**: Experiment with line quality and how different lines can express movement, emotion, and other qualities in drawings.
* **Proportional Drawing**: Begin to understand and apply basic proportional relationships in drawings, especially in human and animal figures.
* **Colour Mixing and Application**: Gain more experience with colour mixing and apply these skills in drawings, understanding how to create and use different hues effectively.
* **Detailed Observational Drawing**: Improve observational drawing skills by focusing on capturing more details and accuracy in representations of objects and scenes.
* **Narrative Drawing**: Use drawings to tell simple stories or convey more complex ideas, integrating learned skills in shape, texture, line, and colour.
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**Key Stage Two**

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| **Year 3** |
| **Substantive Knowledge** |  |  |  |
| **Painting*** **Understanding Colour Theory**: Understand the basics of colour theory, including primary, secondary, and complementary colours.
* **Exploring Media**: Experiment with different painting media such as watercolours, acrylics, and tempera.
* **Techniques and Methods**: Learn and apply basic painting techniques such as washes, layering, and blending.
* **Painting from Observation**: Create paintings from observation, focusing on capturing basic shapes and colours.
* **Proportion and Scale**: Understand and apply basic concepts of proportion and scale in painting.
* **Detailed Work**: Add finer details to paintings to enhance realism or expression.
* **Imaginative and Narrative Painting**: Create imaginative paintings and paintings that tell a story.
* **Composition Basics**: Learn to arrange elements in a painting to create a balanced composition.
* **Texture and Pattern**: Experiment with creating textures and patterns using different painting techniques.
 | **Drawing*** **Understanding Lines**: Practice drawing different types of lines (straight, curved, wavy, zigzag).
* **Basic Shapes**: Draw and combine simple geometric shapes (circles, squares, triangles).
* **Texture Exploration**: Experiment with creating textures using pencils and crayons (hatching, cross-hatching, stippling).
* **Still Life Drawing**: Draw basic objects from observation (fruit, simple toys).
* **Proportion and Scale**: Introduction to the concepts of proportion and scale in drawing.
* **Detail Work**: Focus on adding details to drawings (patterns, small features).
* **Imaginative Drawing**: Create drawings based on imagination or stories.
* **Colour Introduction**: Begin to use coloured pencils and crayons to enhance drawings.
* **Simple Composition**: Arrange multiple objects in a drawing to create a simple scene.
 | **Collage*** **Introduction to Collage**: Understand the basic concept of collage and its artistic applications.
* **Exploring Materials**: Experiment with a variety of materials such as paper, fabric, magazine clippings, and natural objects.
* **Cutting and Tearing Techniques**: Learn and apply basic techniques for cutting and tearing materials to create desired shapes and textures.
* **Layering and Composition**: Understand and apply basic layering techniques to create depth and interest in collages.
* **Colour and Texture**: Explore the use of colour and texture in collage, understanding how different materials and colours can be combined.
* **Simple Themes and Ideas**: Create collages that represent simple themes or ideas, such as nature scenes or everyday objects.
* **Control and Coordination**: Develop control and coordination in handling materials and tools.
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| **Year 4** |
| **Substantive Knowledge** |  |  |  |
| **Drawing*** **Line Quality**: Focus on varying line thickness and quality.
* **Shape and Form**: Develop understanding of 3D shapes (cubes, spheres, cylinders) and how to represent them in 2D.
* **Texture and Pattern**: Experiment with more complex textures and patterns.
* **Proportions in Figures**: Study basic human and animal proportions.
* **Gesture Drawing**: Practice quick, expressive drawings to capture movement.
* **Detail and Expression**: Work on facial expressions and fine details in figure drawing.
* **Foreground and Background**: Learn to create depth by distinguishing between foreground and background.
* **Perspective Basics**: Introduction to one-point perspective.
* **Colour Use**: Expand use of colour to include blending and shading techniques.
 | **3d Drawing and Sculpture*** **Introduction to 3D Concepts**: Understand the basic concepts of three-dimensional (3D) shapes and forms.
* **Basic 3D Drawing Techniques**: Learn and apply basic techniques for drawing 3D objects on a 2D surface (e.g., shading, perspective).
* **Exploring Materials for Sculpture**: Experiment with a variety of materials for sculpture, such as clay, papier-mâché, and found objects.
* **Simple Sculpting Techniques**: Learn basic sculpting techniques such as modelling, carving, and assembling.
* **Texture and Form in Sculpture**: Explore the use of texture and form in 3D artwork.
* **Creating Simple 3D Models**: Create simple 3D models and sculptures based on observation and imagination.
* **Control and Coordination**: Develop control and coordination in handling sculpting tools and materials.
* **Understanding Proportion and Scale**: Apply basic concepts of proportion and scale in both drawing and sculpting.
 | **Collage*** **Advanced Collage Techniques**: Build on basic collage skills with more advanced techniques.
* **Exploring Diverse Materials**: Experiment with a wider variety of materials, including recycled items and three-dimensional objects.
* **Complex Cutting and Shaping**: Develop skills in more complex cutting and shaping of materials.
* **Intricate Layering and Composition**: Create more intricate and detailed compositions with multiple layers.
* **Theme Development**: Develop and execute collages that convey more complex themes and narratives.
* **Texture and Detail**: Focus on adding texture and detail to collages for a richer visual effect.
* **Mixed Media**: Combine collage with other art forms such as drawing, painting, and printmaking.
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| **Year 5** |
| **Substantive Knowledge** |  |  |  |
| **Drawing*** **Shading and Light**: Practice shading techniques to represent light and shadow.
* **Complex Forms**: Draw more complex forms and structures.
* **Texture Mastery**: Refine the ability to create realistic textures.
* **Two-Point Perspective**: Introduction to two-point perspective drawing.
* **Accurate Proportions**: Enhance skills in achieving accurate proportions in various subjects.
* **Dynamic Composition**: Explore dynamic and balanced compositions.
* **Mixed Media**: Experiment with combining different drawing media.
* **Narrative Drawing**: Create drawings that tell a story or convey a message.
 | **Digital Art*** **Introduction to Digital Art**: Understand the basic concepts and tools used in digital art.
* **Exploring Digital Tools**: Experiment with a variety of digital art tools and software.
* **Basic Digital Techniques**: Learn and apply basic digital art techniques such as drawing, painting, and erasing.
* **Creating Simple Digital Images**: Create simple digital images using basic shapes and lines.
* **Understanding Layers**: Learn the concept of layers and how to use them effectively in digital art.
* **Colour and Texture in Digital Art**: Explore the use of colour and texture in digital art, understanding how digital tools can enhance these elements.
* **Simple Animation**: Introduction to creating simple animations or GIFs.
* **Combining Traditional and Digital Media**: Experiment with combining traditional and digital media in artwork.
 | **3d Drawing and Sculpture*** **Advanced 3D Drawing Techniques**: Build on basic techniques to include more advanced 3D drawing methods (e.g., two-point perspective).
* **Exploring Complex Forms**: Draw and sculpt more complex forms and structures.
* **Advanced Sculpting Techniques**: Learn and apply more advanced sculpting techniques such as joining and detailed carving.
* **Creating Detailed 3D Models**: Create more detailed and intricate 3D models and sculptures.
* **Understanding Light and Shadow**: Apply concepts of light and shadow to enhance the realism of 3D drawings and sculptures.
* **Dynamic Composition in 3D Art**: Explore dynamic and balanced compositions in 3D artwork.
* **Texture and Detail Mastery**: Focus on mastering textures and adding intricate details to 3D artwork.
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| **Year 6** |
| **Substantive Knowledge** |  |  |  |
| **Digital Art*** **Advanced Digital Art Techniques**: Build on basic techniques to include more advanced digital art methods.
* **Exploring Advanced Tools**: Experiment with more advanced digital tools and features in art software.
* **Creating Complex Digital Images**: Create more complex digital images with multiple elements and details.
* **Advanced Layering Techniques**: Master the use of layers to create depth and complexity in digital art.
* **Digital Painting and Drawing**: Develop skills in digital painting and drawing with greater detail and precision.
* **Advanced Animation Techniques**: Learn more advanced techniques for creating digital animations.
* **Photo Manipulation**: Introduction to basic photo manipulation and editing techniques.
 | **Drawing*** **Advanced Shading**: Master the use of shading to create depth and realism.
* **Detail and Precision**: Focus on precision in detailed work.
* **Complex Compositions**: Create complex compositions with multiple elements.
 | **Individual Project*** **Using techniques from across the primary curriculum.**
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