

## ART Curriculum Learning Sequence and Intent - A specific plan of what we want pupils to know and be able to do

<b>Intent</b>	The national curriculum for art and design aims to ensure that all pupils: produce creative work, explore their ideas and record their experiences and become proficient in drawing, painting, sculpture and other art, craft and design techniques. Our art curriculum is designed to engage, inspire and challenge children, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art and craft. Children will be empowered to think creatively and critically. They will investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art and design and how they shape our past and our future.
<b>What does enrichment look like in this subject?</b>	Art lessons will be enriched through visits and visitors and activities that to go beyond the planned art curriculum. Teachers will plan opportunities and experiences that may not fit into the National Curriculum, but are outside its boundaries to further enhance the joy and wonder our pupils experience through creativity.
<b>Golden Threads Values</b>	<b>I can express my creativity and make choices about how I do this.</b>
<b>Golden Threads Attitudes</b>	<b>I Can Do It Persistence – Resilience - Be Organised - Get Along - Confidence</b>
<b>Golden Threads British Values</b>	<b>Mutual tolerance and respect. Individual liberty. Rule of law and Democracy</b>
<b>Curriculum design/ implementation</b>  <b>Top Ten!</b>	<ol style="list-style-type: none"> <li>1. <b>Cycle of learning</b> – This cycle of intent is based on a 3 year programme. This is to take account of the way our year groups are organised into classes.</li> <li>2. <b>Frequency of teaching and learning – a topic each term</b></li> <li>3. <b>Learning, working and talking like an artist</b> - The promotion of creativity and exposure to a rich and diverse art curriculum is essential to the successful acquisition of knowledge and understanding. That means being introduced to the key vocabulary and skills that an artist would use.</li> <li>4. <b>Knowledge organisers and vocabulary development</b> – we use knowledge organisers which outline the specific knowledge and vocabulary all pupils must master. This knowledge contained within the organisers is reviewed regularly to support learners’ ability to lock in learning and increase space in the working memory.</li> <li>5. <b>Published support</b> – Teachers use a range of support materials to help deliver an exciting curriculum. Medium Term planning –teachers should use the medium term plans from Kapow</li> <li>6. <b>Planning learning outcomes</b> – Teachers decide what learning outcomes their classes produce based on their interests, current world events and strong meaningful links to other curriculum areas.</li> <li>7. <b>Progression of skills and knowledge</b> – Alongside this intent document, runs a progression document that details the skills and knowledge pupils will experience.</li> <li>8. <b>Enquiry based learning</b> – Each topic focuses on the development of key artistic skills.</li> <li>9. <b>Cumulative curriculum</b> – Knowledge builds on knowledge. The more you know, the easier it is to acquire more knowledge. Therefore, our curriculum is sequenced cumulatively, always building upon prior knowledge. The curriculum is a spiral in which the paths of knowledge and understanding are deepened over time in increasingly complex ways. This spaced repetition over time with constant retrieval is what we use to make learning stick.</li> <li>10. <b>Incidental work</b> – Knowledge and understanding are woven into pupils’ everyday learning through early morning work, ‘What’s in the news’ discussions, assemblies and cultural experience days.</li> </ol>
<b>Impact</b>	Our art curriculum is high quality, well thought out and is planned to demonstrate progression. If pupils are keeping up with the curriculum, they should be making good or better progress. In addition, we measure the impact of our curriculum through the following methods: ♣ A reflection by teachers and pupils on standards achieved against the planned outcomes; ♣ Tracking of knowledge through marking and observations; ♣ Pupil discussions about their learning with their books planned learning outcome. We hope that pupils will be: happy to learn; have the opportunity to experience of a wide range of learning challenges within the subject and recognise how to respond appropriately. Pupils should talk enthusiastically about their learning in art and they should be eager to further their learning. They should develop a bank of retained knowledge that is pertinent to art within a real life context. They should understand what art is about, how art ‘happens’ in the real world and how it has shaped the world around them.
<b>Additional information</b>	<b>Learning Environment</b> – The learning environment around the school should reflect the value we give to art within the curriculum. Famous artist work should be on display, books and examples of architecture and design

EYFS	1	2	3	4	5	6
Context for learning- Expressive Arts and Design	Sculpture and 3D-Creation Station	Painting and Mixed Media	Structures: Junk Modelling	Drawing-Marvellous Marks	Craft and Design	Cooking and Nutrition
Learning Intent	Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.	Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Developing cutting, threading, joining and folding skills through fun, creative craft projects.	In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.
Learning Sequence ELGs	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.	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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing	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.	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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing	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.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Future learning	On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain	Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.	Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.	Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.
Drawing	Reception- Lesson 1: Mark making with wax crayons. Mark making with wax crayons, exploring textures in the classroom environment by taking wax rubbings and collecting patterns. Lesson 2: Mark making with felt tips. Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns. Lesson 3: Mark making with chalk. Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used. Lesson 4: Observational pencil drawings. Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see. Lesson 5: Drawing faces. Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully. Lesson 6: Drawing faces in colour. Comparing how colour is used by artists, applying what they have practised when drawing from observation and creating a colourful self-portrait.					
Painting	Reception: Lesson 1: Finger painting. Exploring paint through finger painting, children describe colours and textures and discuss their creations. Lesson 2: Outdoor painting. Collecting materials and objects from nature to make painting tools; children use these to create abstract and figurative art. Lesson 3: Painting to music. Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings. Lesson 4: Collage and transient art. Creating unique collages and transient art through independent exploration of mixed media resources. Lesson 5: Landscape collage Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle. Lesson 6: Group art. Working collaboratively, children create a large group painting inspired by the colours and patterns of fireworks.					
Structures: Junk Modelling	Reception: Lesson 1: Exploring junk modelling. Children learn about the names and use of various craft tools and materials for junk modelling and explore ways to manipulate materials to create different effects. Lesson 2: Cutting and scissor skills. Pupils practise and develop their scissor (and fine motor) skills by investigating how easy or difficult it is to cut and shape different materials using a variety of scissor types (right, left-handed, squeeze and craft zigzag and scalloped). Lesson 3: Choosing resources. After exploring and practising with various materials and tools in the junk modelling area, pupils decide and discuss which resources they would like to use and generate ideas to develop a class-based junk model. Lesson 4: Making models. Pupils put all of the skills and decisions into practice by developing their own unique junk model plan, which includes which tools, materials and components they will need to make it possible (e.g. a cone shape for a rocket top). They begin to build their junk model. Lesson 5: Evaluation and presentation. Following their plan, pupils continue to build their junk models, sticking as closely to their decisions as possible. When complete, pupils discuss and evaluate their finished model and present it to the rest of the class. Lesson 6: Temporary joins. Building on their knowledge of joins such as glue, paper clips and sticky tape, pupils explore and tinker with a range of temporary joining methods and their use (e.g. hook and loop shoes).					
Sculpture and 3D	Reception: Lesson 1: Clay. Exploring and understanding clay through manipulation and experimentation; developing small motor skills. Lesson 2: Playdough. Exploring the properties of playdough using hands and tools to manipulate it in different ways. Lesson 3: 3D landscape art. Creating 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects. Lesson 4: Designing animal sculptures. Looking at the shapes and patterns in clay animal sculptures; designing their own animal sculpture, considering how they will create it in clay. Lesson 5: Creating animal sculptures. Shaping clay into animal sculptures; refining their ideas as they follow their designs and problem solving as they work. Lesson 6: Painting animal sculptures. Developing their clay animals; choosing colours to decorate them and talking about the processes used to make their sculptures.					
Craft and design	Reception: Lesson 1: Cutting skills. Developing confidence with scissor skills; exploring the differences when cutting a range of materials. Lesson 2: Threading skills. Building small motor skills when threading a range of materials in different ways. Lesson 3: Joining materials Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use. Lesson 4: Paper snakes. Learning to fold, cut and curl paper to make colourful paper snakes. Lesson 5: Flower designs. Refining drawing and colouring skills to create a design for a tissue paper flower. Lesson 6: Tissue paper flowers. Using flower designs from the previous lesson to create colourful tissue paper flowers.					
Cooking and Nutrition	Reception: Lesson 1: Fantastic fruits and vegetables. Children explore and become familiar with different types of fruits and vegetables and their differences in texture, taste and appearance. Lesson 2: Pumpkin soup. After listening to 'The best pumpkin soup' story, pupils re-enact each part of the story using props. They explore the interior and exterior of a pumpkin. Using their senses, they describe the pumpkin's appearance and texture. Lesson 3: Designing soup. Using what they have learnt from lessons one and two, children develop a vegetable soup recipe of their own. When finished, the children share their ideas with their peers to create a class soup recipe. Lesson 4: Fine motor skills. The children work in groups to practise their fine motor skills to slice and chop play dough, ready to help prepare their vegetables next lesson. Lesson 5: Making soup. After developing a class soup recipe in lesson three and practising their fine motor skills in lesson four, pupils prepare different fruits and vegetables in groups ready to make, taste and evaluate the soup. Lesson 6: Designing soup packaging. The children become packaging designers in this lesson and look at existing soup packaging before generating their own ideas and designs for the class soup.					
Textiles: bookmarks	Reception: Lesson 1: Exploring threading and weaving. Children develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames. Lesson 2: Paper weaving. Building on lesson one, the children continue to explore weaving techniques, using a weaving base and paper strips. Lesson 3: Sewing with hessian. The children apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread. Lesson 4: Designing bookmarks. Children learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own. Lesson 5: Creating bookmarks. After developing their own design in lesson four, children begin to plan and sew their bookmark design using hessian fabric and thread. Lesson 6: Evaluating bookmarks. Continuing from lesson five, children complete their bookmarks and then in pairs, reflect and evaluate each other's bookmarks - paper versus fabric designs.					
Structures: Boats	Reception: Lesson 1: Waterproof materials. Pupils investigate and learn about waterproof materials. They conduct a test in groups and observe what happens when they pour water through various samples before reporting back to the class what they discovered. Lesson 2: Floating and sinking. Pupils investigate and learn about what floating and sinking means. They make predictions about whether an object will float or sink before they test their ideas as part of an experiment to see what will happen. Lesson 3: Boats. After looking at waterproof materials and what floating and sinking mean, the children learn about the different features and structures of boats and ships. Lesson 4: Investigating boats. The children continue to look at boats and ships, but with a particular focus on their shape and how they move through the water. They explore and play with various boats and containers to determine which shapes work best. Lesson 5: Designing boats. Applying what they have learnt through lessons one to four, the children discuss what would make a successful boat. They sketch, and discuss with their peers, their design ideas for their own boats. Lesson 6: Creating and testing boats. Pupils build the boat models they designed in lesson five. They test and evaluate their boats on the water, with increasing cargo and reflect on what could have been improved about the design.					

Year 1/2	1	2	3	4	5	6
<b>Context for learning</b>	<b>Sculptures and collages</b> On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	<b>Formal elements of art</b>	<b>Art and design skills</b>	<b>Human form</b>	<b>Sculpture and mixed media</b>	<b>Landscapes using different media</b>
<b>Learning Intent</b>		Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.	Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.
<b>Learning Sequence Prior Learning DM ELGs</b>	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.  Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.	. 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.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • <b>Begin to show accuracy and care when drawing</b>	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.	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.
<b>Future learning</b>	Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.	Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.	Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.	Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills.	Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure	
<b>Drawing</b>	Year 1- Explore mark making, experiment with drawing lines and use 2D shapes to draw. • Formal Elements: Lesson 2: Exploring Line • Formal Elements: Lesson 3: Making Waves • Art & Design Skills: Experimenting with Media • Landscapes Lesson 1: Seaside Landscape • Sculptures & Collages: Lesson 2: Junk Model Animals Year 2- Includes the above knowledge and to explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. • Art & Design Skills: Lesson 1: Drawing for Fun • Art & Design Skills: Lesson 2: Drawing Shading • Human Form: Lesson 2: Skulls • Human Form: Lesson 4: Opie Style Portraits • Sculpture & Media: Lesson 1: Superheroes • Sculpture & Media: Lesson 2: Drawing Expressions • Sculpture & Media: Lesson 3: Multimedia Superheroes					
<b>Painting</b>	Year 1- Develop skill and control when painting. Paint with expression. • Art & Design Skills: Painting: Colour Mixing • Landscapes using different media: Lesson 3: Shades and Colours of the sea • Landscapes: Lesson 4: Painting Over Texture • Landscapes: Lesson 5: Beach Collage Year 2 - includes the above knowledge and to further improve skill and control when painting. Paint with creativity and expression. • Art & Design Skills: Lesson 6: Painting a Rollercoaster Ride • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1					
<b>Craft, design, materials and techniques</b>	Year 1- Learn a range of materials and techniques such as clay etching, printing and collage. • Formal Elements: Lesson 1: Abstract Compositions • Art & Design Skills: Printing: Great Fire of London • Art & Design Skills: Lego Printing • Landscapes: Lesson 1: Seaside Landscape • Landscapes: Lesson 5: Beach Collage • Sculptures & Collages: Lessons 1-5 Year 2 - includes the above knowledge and to use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. • Art & Design Skills: Craft: Clay • Art & Design Skills: Design: Clarice Cliff Plates • Art & Design Skills: Weaving a Picture • Human Form: Lesson 3: Making Faces • Human Form: Lesson 5: Clothes Peg Figures • Sculpture & Media: Lesson 1: Superhero Figures • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1					
<b>Knowing and applying the formal elements; colour</b>	Year 1- Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. • Formal Elements: Lesson 4: Making Colours • Formal Elements: Lesson 5: Painting with Colour • Art & Design Skills: Painting: Colour Mixing • Landscapes: Lesson 4: Painting Over Texture Year 2 - includes the above knowledge and to mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. • Formal Elements: Lesson 4: 3D Colour Drawings • Sculpture & Media: Lesson 4: Multimedia Superheroes Part 2					
<b>Knowing and applying the formal elements; form</b>	Year 1- Learn about form and space through making sculptures and developing language. • Art & Design Skills: Experimenting with Media • Sculptures & Collages: Lesson 1: Snail Sculptures • Sculptures & Collages: Lesson 2: Junk Model Animals • Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 • Sculptures & Collages: Lesson 5: Giant Spider Model Part 2 Year 2 - includes the above knowledge and to extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. • Human Form: Lesson 1: Human Alphabet • Sculpture & Media: Lesson 1: Superhero Figures					
<b>Knowing and applying the formal elements; line</b>	Year 1 - Use, express and experiment with line for purpose, then use appropriate language to describe lines. • Formal Elements: Lesson 1: Abstract Compositions • Formal Elements: Lesson 2: Exploring Line • Formal Elements: Lesson 3: Making Waves Year 2 - includes the above knowledge and to Draw lines with increased skill and confidence. Use line for expression when drawing portraits. • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1 • Sculpture & Media: Lesson 5: Multimedia Superheroes Part 3					
<b>Knowing and applying the formal elements; pattern</b>	Year 1 - Understand patterns in nature, design and make patterns in a range of materials. • Art & Design Skills: Experimenting with Media • Art & Design Skills: Lego Printing • Sculptures & Collages: Lesson 1: Snail Sculptures Year 2 - includes the above knowledge and to Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. • Formal Elements: Lesson 1: Repeating Patterns					
<b>Knowing and applying the formal elements; shape</b>	Year 1 - Identify, describe and use shape for purpose. • Formal Elements: Lesson 1: Abstract Compositions • Art & Design Skills: Printing: Great Fire of London • Art & Design Skills: Experimenting with Media • Sculptures & Collages: Lesson 4: Giant Spider Model Part 1 • Sculptures & Collages: Lesson 5: Giant Spider Model Part 2 Year 2 – includes the above knowledge and to ccompose geometric designs by adapting the work of other artists to suit their own ideas. • Sculpture & Media: Lesson 3: Multimedia Superheroes Part 1					
<b>Knowing and applying the formal elements; texture</b>	Year 1 - Use materials to create textures. • Landscapes: Lesson 2: Beach Textures Year 2 – includes the above knowledge and to Identify and describe different textures. Select and use appropriate materials to create textures. • Formal Elements: Lesson 2: Texture 1: Taking Rubbings • Formal Elements: Lesson 3: Texture 2: Frottage					
<b>Knowing and applying the</b>	Year 1 - Understand what tone is and how to apply this to their own work. • Landscapes: Lesson 3: Shades & Colours of the Sea Year 2 – includes the above knowledge and to eexperiment with pencils to create tone. Use tone to create form when drawing. • Formal Elements: Lesson 4: Tone 1: 3D Pencil Drawings • Formal Elements: Lesson 5: Tone 2: 3D Colour Drawings					

formal elements; tone	
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Year 3/4	1	2	3	4	5	6
Context for learning	Craft	Formal elements of art	Art and design skills	Every picture tells a story	Sculpture	Prehistoric art
Learning Intent	On the theme of Ancient Egyptian art, children will consider the suitability of a surface for drawing, by recording colours, patterns and shapes through observational drawing.	Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.	Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.
Learning Sequence Prior Learning DM ELGs	On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	Exploring two of the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.	Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.
Future learning	Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.	Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.	Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.	Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.	Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills.	Analysing works of art and creating photo collages and abstract art inspired by the works explored.
Drawing	Year 3- Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. • Formal Elements: Shape 1: Seeing Simple Shapes • Formal Elements: Shape 2: Geometry • Formal Elements: Tone: Four Rules of Shading • Formal Elements: Tone: Shading from Light to Dark • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Art & Design Skills: Drawing: My Toy Story • Art & Design Skills: Learning about Carl Giles • Prehistoric Art: Lesson 1: Exploring Prehistoric Art • Prehistoric Art: Lesson 2: Charcoal Animals Year 4- Includes the above knowledge and to draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. • Formal Elements: Texture 1: Charcoal Mark Making • Formal Elements: Pattern 2: Reflection & Symmetry • Formal Elements: Pattern 3: Flower of Life • Art & Design Skills: Drawing: Still Life					
Painting	Year 3- Increase skill and control when painting. Apply greater expression and creativity to own paintings. • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Art & Design Skills: Painting: Tints & Shades • Prehistoric Art: Lesson 3: Prehistoric Palette • Prehistoric Art: Lesson 4: Painting on the Cave Wall • Prehistoric Art: Lesson 5: Hands on a Cave Wall Year 4- Includes the above knowledge and to Develop skill and control when painting. Paint with expression. Analyse painting by artists. • Art & Design Skills: Painting: Paul Cezanne • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae					
Craft, design, materials and techniques	Year 3- Use materials such as paper weaving, tie dyeing, sewing and other craft skills to design and make products. • Formal Elements: Shape 3: Working with Wire • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Prehistoric Art: Lesson 3: Prehistoric Palette • Craft: Lessons 1-5 Year 4 - includes the above knowledge and to make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. • Formal Elements: Texture and Pattern: Playdough Printing • Formal Elements: Pattern 1: Stamp Printing • Art & Design Skills: The Work of a Curator • Art & Design Skills: Design: Optical Illusions • Art & Design Skills: Design: Willow Pattern • Art & Design Skills: Craft: Soap Sculptures					
Knowing and applying the formal elements; colour	Year 3- Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Art & Design Skills: Painting: Tints & Shades • Art & Design Skills: Drawing: My Toy Story • Prehistoric Art: Lesson 3: Prehistoric Palette • Craft: Lesson: Mood Board Year 4 - includes the above knowledge and to analyse and describe colour and painting techniques in artists work. Manipulate colour for print. • Art & Design Skills: Painting: Paul Cezanne • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae					
Knowing and applying the formal elements; form	Year 3- Further develop their ability to describe 3D form in a range of materials, including drawing. • Art & Design Skills: Craft & Design 1: Craft Puppets • Art & Design Skills: Craft & Design 2: Sock Puppets • Art & Design Skills: Craft & Design 3: Shadow Puppets • Art & Design Skills: Painting: Tints & Shades Year 4 - includes the above knowledge and to develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. • Art & Design Skills: Craft: Soap Sculptures • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel					
Knowing and applying the formal elements; line	Year 3 - Express and describe organic and geometric forms through different types of line. • Art & Design Skills: Drawing: My Toy Story • Formal Elements: Shape 1: Seeing Simple Shapes • Formal Elements: Shape 2: Geometry • Prehistoric Art: Lesson 1: Exploring Prehistoric Art Year 4 - includes the above knowledge and to learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. • Art & Design Skills: Drawing: Still Life • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae					
Knowing and applying the formal elements; pattern	Year 3 - Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. • Craft: Lesson 2: Tie-Dyeing Materials Year 4 - includes the above knowledge and to create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. • Formal Elements: Pattern and Texture: Playdough Printing • Formal Elements: Pattern 1: Stamp Printing • Formal Elements: Pattern 2: Reflection & Symmetry • Formal Elements: Pattern 3: Flower of Life • Art & Design Skills: Design: Willow Pattern • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel					
Knowing and applying the formal elements; shape	Year 3 - Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. • Formal Elements: Shape 1: Seeing Simple Shapes • Formal Elements: Shape 2: Geometry • Formal Elements: Shape 3: Working with Wire • Prehistoric Art: Lesson 1: Exploring Prehistoric Art • Prehistoric Art: Lesson 2: Charcoal Animals Year 4 – includes the above knowledge and to create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. • Formal Elements: Pattern 3: Flower of Life • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel • Every Picture Tells a Story: Lesson 5: Abstract Art, Fiona Rae					
Knowing and applying the formal elements; texture	Year 3 - Analyse and describe texture within artists' work. • Prehistoric Art: Lesson 5: Hands on a Cave Wall • Craft: Lessons 1: Mood Board Year 4 – includes the above knowledge and to use a range of materials to express complex textures. • Formal Elements: Texture: Charcoal Mark Making • Formal Elements: Texture and Pattern: Playdough Printing • Every Picture Tells a Story: Lesson 1: My Parents, David Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children's Games, Pieter Breughel					
Knowing and applying the	Year 3 - Develop skill and control when using tone. Learn and use simple shading rules. • Formal Elements: Tone 1: Four Rules of Shading • Formal Elements: Tone 2: Shading from Light to Dark • Art & Design Skills: Drawing: My Toy Story Year 4 – includes the above knowledge and to Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. • Art & Design Skills: Drawing: Still Life • Every Picture Tells a Story: Lesson 1: My Parents, David					

formal elements; tone	Hockney • Every Picture Tells a Story: Lesson 2: The Dance, Paula Rego • Every Picture Tells a Story: Lesson 3: Table for Ladies, Edward Hopper • Every Picture Tells a Story: Lesson 4: Children’s Games, Pieter Breughel
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Year 5/6	1	2	3	4	5	6
Context for learning	Design for a purpose	Art and design skills	Make my voice heard	Photography	Still life	Every picture tells a story
Learning Intent	Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.	Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece ‘Nighthawks’ by Edward Hopper..	Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.	Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages	Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.	Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.
<b>Learning Sequence Prior Learning DM ELGs</b>	On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.	Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.	Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.
<b>Future learning</b>	Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.	Exploring Visual Elements (Tone, Texture, Line, Shape, form, scale, pattern, colour, and composition) and basic skills in Art and Design Key Assessment Imaginative/Creative task – ‘All about me’ Observational drawing assessment. Visual element development tasks	Discussion of themes. Quality research that informs ideas. Using visual elements to explain art. Linking the work of others to ideas. Observational skills. Presentation. Design and Making	Combining and exploring visual elements of observation and mixed media to respond to Photorealism art. Experimentation and skill development when using a range of media	Exploring portraiture. Proportions, accuracy, observational drawing. Linking to visual elements. Key Assessment Tasks: Understanding portraiture. Feature observation. Measuring skills. Technical skill. Linking ideas to that of other artists.	Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, and light, abstract images and underlying messages.
Drawing	Year 5 - Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. • Formal Elements: Lesson 1: House Drawing • Formal Elements: Lesson 3: Hundertwasser House • Formal Elements: Lesson 5: Monument • Art & Design Skills: Packaging Collage 1 • Art & Design Skills: Packaging Collage 2 • Art & Design Skills: Drawing: Picture the Poet • Art & Design Skills: Drawing: A Walking Line • Art & Design Skills: Little Inventors • Design For A Purpose: Lesson 1: Coat of Arms • Design For A Purpose: Lesson 2: Designing Space • Design For A Purpose: Lesson 3: Changing Spaces • Design For A Purpose: Lesson 4: What’s in a Name? Year 6 - Includes the above knowledge and to learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. • Art & Design Skills: Drawing: Zentangle Patterns • Make My Voice Heard: Lesson 1: Graffiti Artists’ Tag • Make My Voice Heard: Lesson 2: Kathe Kollwitz • Make My Voice Heard: Lesson 3: Guernica 1- Pablo Picasso • Still Life: Lesson 1: Composition • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium					
Painting	Year 5- Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. • Formal Elements: Lesson 3: Hundertwasser House • Art & Design Skills: Packaging Collage 2 Year 6 - includes the above knowledge and to paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. • Art & Design Skills: Painting: Impressionism • Make My Voice Heard: Lesson 4: Picasso Guernica 2 • Still Life: Lesson 4: Colour					
Craft, design, materials and techniques	Year 5- Create mixed media art using found and reclaimed materials. Select materials for a purpose. • Formal Elements: Lesson 2: House Monoprints • Formal Elements: Lesson 4: Be an Architect • Formal Elements: Lesson 5: Monument • Design For Purpose: Lesson 1: Coat of Arms • Design For Purpose: Lesson 2: Designing Spaces • Design For Purpose: Lesson 3: Changing Spaces • Design For Purpose: Lesson 4: What’s in a Name? Year 6 - includes the above knowledge and to create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. • Art & Design Skills: Craft: Zentangle Printing • Art & Design Skills: Design: Making a Hat • Make My Voice Heard: Lesson 5: Clay Sculpture • Make My Voice Heard: Lesson 1: Graffiti Artists’ Tag • Still Life: Lesson 5: Assembling the Memory Box • Photography: Lesson 1: Photomontage • Photography: Lesson 2: Truisms • Photography: Lesson 3: Macro Photography • Photography: Lesson 4: Self Portraits • Photography: Lesson 5: Expressions					
Knowing and applying the formal elements; colour	Year 5- Select and mix more complex colours to depict thoughts and feelings. • Formal Elements: Lesson 3: Hundertwasser House • Every Picture Tells a Story: Lesson 2: Rorschach • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Design For Purpose: Lesson 2: Designing Spaces • Design For Purpose: Lesson 3: Changing Spaces Year 6 - includes the above knowledge and to mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. • Art & Design Skills: Painting: Impressionism • Art & Design Skills: Learning about the work of Edward Hopper • Still Life: Lesson 4: Colour					
Knowing and applying the formal elements; form	Year 5- Further extend their ability to describe and model form in 3D using a range of materials. • Every Picture Tells a Story: Lesson 4: John Singer Sargent • Every Picture Tells a Story: Lesson 5: Magdalene Odundo Year 6 - includes the above knowledge and to express and articulate a personal message through sculpture. Analyse and study artists’ use of form. • Art & Design Skills: Learning about the work of Edward Hopper • Art & Design Skills: Design: Making a Hat • Make My Voice Heard: Lesson 5: Clay Sculpture • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium • Still Life: Lesson 5: Assembling the Memory Box					
Knowing and applying the formal elements; line	Year 5 - Extend and develop a greater understanding of applying expression when using line. • Every Picture Tells a Story: Lesson 2: Rorschach • Every Picture Tells a Story: Lesson 3: Emojis • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Design For Purpose: Lesson 3: Changing Spaces Year 6 - includes the above knowledge and to deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. • Art & Design Skills: Learning about the work of Edward Hopper • Make My Voice Heard: Lesson 3: Guernica 1 - Pablo Picasso • Make My Voice Heard: Lesson 1: Graffiti Artists’ Tag • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium					
Knowing and applying the formal elements; pattern	Year 5 - Construct patterns through various methods to develop their understanding. • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Formal Elements: Lesson 3: Hundertwasser House Year 6 - includes the above knowledge and to represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. • Art & Design Skills: Learning about the work of Edward Hopper • Make My Voice Heard: Lesson 3: Guernica 1- Pablo Picasso • Make My Voice Heard: Lesson 1: Graffiti Artists’ Tag • Art & Design Skills: Drawing: Zentangle Patterns • Art & Design Skills: Craft: Zentangle Printing					
Knowing and applying the formal elements; shape	Year 5 - Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape. • Every Picture Tells a Story: Lesson 2: Rorschach • Every Picture Tells a Story: Lesson 3: Emojis • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Design For Purpose: Lesson 3: Changing Spaces Year 6 – includes the above knowledge and to fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work. • Art & Design Skills: Learning about the work of Edward Hopper • Art & Design Skills: Design: Making a Hat • Make My Voice Heard: Lesson 1: Graffiti Artists’ Tag • Art & Design Skills: Craft: Zentangle Printing • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium					
Knowing and applying the formal elements; texture	Year 5 - Develop understanding of texture through practical making activities. • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Formal Elements: Lesson 3: Hundertwasser House • Formal Elements: Lesson 1: House Drawing • Formal Elements: Lesson 2: House Monoprints Year 6 – includes the above knowledge and to understand how artists manipulate materials to create texture. • Art & Design Skills: Craft: Zentangle Printing • Still Life: Lesson 4: Colour					
Knowing and applying the formal elements; tone	Year 5 – Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone. • Every Picture Tells a Story: Lesson 4: John Singer Sargent • Every Picture Tells a Story: Lesson 5: Magdalene Odundo • Formal Elements: Lesson 1: House Drawing • Formal Elements: Lesson 2: House Monoprints Year 6 – includes the above knowledge and to increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. • Art & Design Skills: Learning about the work of Edward Hopper • Make My Voice Heard: Lesson 2: Kathe Kollwitz • Art & Design Skills: Craft: Zentangle Printing • Still Life: Lesson 2: Charcoal • Still Life: Lesson 3: Negative Medium • Still Life: Lesson 4: Colour					

Vocabulary progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Art and Design</b>	<p>Drawing- colours, pencil, paper, point, sharp, blunt, move, hold, direct, care, observe, shade, dark, light</p> <p>Painting- colours, mix, blend, brush, tray, paper, water, wash, hold, move, observe, create, texture, form</p> <p>Sculpture- scissors, hold, card, create, cut, stick, strong, weak, hold, string, form, evaluate, design, shape</p> <p>Craft and design- cut, stick, attach, glue, hold, design, create, colour, texture, resources</p> <p>Structures-junk modelling Build, create, design, strong, weak, hold, glue, stick, cut, shape, form, evaluate, consider, changes,</p> <p>Textiles- scissors, paper, thread, move, create, design, texture, soft,</p> <p>Cooking and Nutrition- design, plan, organise, cut, prepare, hygiene, vegetables, fruits, seeds</p>	<p><b>As in Reception and...</b> Many of the artist's names will be very challenging for pupils to read at this age.</p> <p>Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>Sculpture &amp; Collage Lessons: Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk creature.</p> <p>Landscapes Lessons: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <p>Art &amp; Design Skills Lessons: Geometry, Tudor, Great Fire of London, printmaking</p>	<p><b>As in year 1 and...</b> Many of the artist's names will be very challenging for pupils to read at this age.</p> <p>Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.</p> <p>Art &amp; Design Skills Lessons: Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.</p> <p>Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.</p> <p>Sculpture &amp; Mixed Media Lessons: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin</p>	<p><b>As in KS1 and...</b> Some of the artist's names may be challenging for pupils to read at this age.</p> <p>Formal Elements Lessons: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, Geometry, 3D, sketch.</p> <p>Art &amp; Design Skills: Puppet, shadow puppet, decorate, detail, observation, Tint, shade, light and dark.</p> <p>Prehistoric Art: Negative, positive, tints, shades, natural form names, Charcoal, scaling, texture, fixative.</p> <p>Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>	<p><b>As in Year 3 and...</b> Many of the artist's names may be challenging for pupils to read at this age.</p> <p>Formal Elements Lessons: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.</p> <p>Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p>Art and Design Skills Lessons: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chino series, op-art</p>	<p><b>As in year 3 and 4 and...</b> Some of the artist's names may be challenging for some of the children to read.</p> <p>Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, and legacy.</p> <p>Every Picture Tells a Story Lessons: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, and ceramicist.</p> <p>Design For A Purpose Lessons: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p> <p>Art &amp; Design Skills Lessons: Annotate, visualise, scale, collage</p>	<p><b>As in year 3, 4, 5 and...</b> Some of the artist's names may be challenging for some of the children to read.</p> <p>Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture.</p> <p>Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture.</p> <p>Photography Lessons: Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</p> <p>Art &amp; Design Skills Lessons: Impressionism, zentangle, prototype, appreciation</p>

