



Primary Academy and Pre-school

Art Long Term Planning Document

Implemented: September 2021

Updated: September 2024

Next Review: September 2026

Our Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, make progress from their starting points and to contribute positively to the school community and beyond.

Communication	Community	Application
<p>It is essential that children leave Heathlands Primary Academy able to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Through our work on vocabulary, we aim to develop children’s imaginations and to support them with building a rich vocabulary, which will enable them to understand the world in which we live.</p> <p>We will do this in art by:</p> <ul style="list-style-type: none"> ensuring that children understand that art can be used as a resource that tells us about artists and the past. enabling children to develop an understanding that art is influenced by the time, place and culture in which it was made. 	<p>Children who attend Heathlands Primary Academy should feel that they are always part of a community, whether this means their class, school, local area or as global citizens. We are closely supported by the Cultural Hub and this enables us to deliver authentic experiences that the children can then use back in the classroom. Some of the ways in which we will achieve this in art will be:</p> <ul style="list-style-type: none"> to allow children the opportunity to take risks, which enable them to become resourceful, innovative, enterprising and capable citizens. to allow children the opportunity to show how high quality, imaginative and emotionally-driven artwork can make an essential contribution to the creativity, culture, wealth and well-being of a nation. 	<p>A key part of our curriculum is ensuring that new skills and knowledge are applied across the subjects, where appropriate. This will enable children to see new information in a variety of contexts, and to become more independent learners. We will ensure this is effective in art by:</p> <ul style="list-style-type: none"> ensuring that children produce art that expresses their emotions and communicates their ideas. giving the children an opportunity to research artists using a wide-range of quality texts and online resources.

Long Term Planning Document

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6									
Units of work (linked to NC PoS)	Refer to Development Matters (2020)		To use a range of materials creatively to design and make products. -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour pattern, texture, shape.		To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]											
	Suggested outcomes	Pre-school - Expressive Arts and Design (p.71-73) - Physical Development (p.39-41)	Focus: Mixing colours, thick and thin lines	Focus: Colour mixing and different brush strokes	Focus: 3d Art - create a model / Clay - using tools	Focus: Using print to create clear, repeating patterns	Focus: Drawing 3D shapes - using tone	Focus: 3D Art - design and stability / Clay - Pinch and slab	Focus: To layer prints to create different details and add multiple colours							
Reception - Expressive Arts and design (p.73-75) Physical Development (p.41-45) Activities to be included in continuous provision throughout the year: Pre-school - Drawing from observation and imagination - Use drawing to represent ideas, e.g.		Produce pieces of abstract art that use primary colours and/or secondary colours. OR Paint a seascape in 'Lowry colours', by mixing colours.	Focus: Using a printing block Make a collage using prints from various objects. OR Produce a print using plasticine.	Create a painting inspired by one of the elements; water, fire, air or earth. OR Create your own 'shape' painting in the style of Kandinsky's 'Squares with Concentric Circles'	Focus: Shading, tone and texture/pattern Draw own version of Miro's 'The Farm'. OR Illustrate a short story.	To produce a landscape painting in the style of Van Gogh. OR Paint a fruit or vegetable picture.	Focus: Tone - highlight and shadow, grades of pencil Use pencils to create tones within portraits. OR Design an insect mosaic.	Create wallpaper using a print with a repeating pattern. OR Create a print that uses increasing detail and more than one colour.	Focus: Pattern, texture and colour Paint part of a famous artwork. OR Create a 'cut-up' abstract painting based on a word/s.	Observational drawings of buildings. OR Draw a fantasy world based on the artwork of Colin Thompson, incorporating 3D shapes.	Make a 3D human model out of clay. OR Make 'fruit and vegetable' inspired clay tiles.	Focus: The effect of colour 'Packaging' painted collage. OR Create a 'Colour Composition'	Focus: Positive and negative space Create a series of drawings that demonstrate the use of 'positive and negative space'.	Create a print for a piece of (glue) batik work. OR Make a plant sculpture.	Focus: Texture Create an impasto painting. OR Paint textured backgrounds for adding photographic prints.	Focus: Perspective Create a series of drawings that include a 'vanishing point'. OR Create a piece of street art with own graffiti tag.

<p>sounds, movement, emotions.</p> <ul style="list-style-type: none"> - Explore colour and colour-mixing. - Look at the differences between colours. - Explore a range of artists. - Opportunities for 'crossing-the-midline', e.g. vertical painting. <p>Reception</p> <ul style="list-style-type: none"> - Develop colour-mixing so children can match colours they see. - Use a range of materials and tools. - Assist children to respond to the natural world (shapes, colours, smells, textures) through their art. - 'Free' drawing 																		
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6									
<p>Prior knowledge needed</p> <p>Expressive Arts and Design</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent</p>	<p><u>Expressive Arts and Design</u></p> <p>Expressive Arts and Design: Creating with materials</p> <ul style="list-style-type: none"> • 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. <p>Physical Development: Fine motor skills</p> <ul style="list-style-type: none"> • Know how to 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. <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p><u>Painting</u></p> <p>-To know that mixing 2 colours creates a new colour. (EYFS)</p> <p>-Use a range of small tools, including paintbrushes. (EYFS)</p> <p>-To know that red, yellow and blue are the primary colours. (Y1)</p> <p>-To know that colours can be lightened and darkened by adding black and white paints. (Y1)</p> <p>-To know that paintbrushes have different</p>	<p><u>Drawing</u></p> <p>-Begin to show accuracy and care when drawing. (EYFS)</p> <p>-To know that tone shows the lightness and darkness of colour. (Y1)</p> <p>-To understand that tone can be varied through lightness / darkness of lines. (Y1)</p>	<p><u>Sculpture</u></p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EYFS)</p>	<p><u>Painting</u></p> <p>-To know that red, yellow and blue are the primary colours. (Y1)</p> <p>-To know that colours can be lightened and darkened by adding black and white paints. (Y1)</p> <p>-To know that paintbrushes have different thicknesses. (Y1)</p>	<p><u>Drawing</u></p> <p>-To know that tone shows the lightness and darkness of colour. (Y1)</p> <p>-To understand that tone can be varied through lightness / darkness of lines. (Y1)</p> <p>-To know that shadow in a drawing is represented by darker areas. (Y2)</p> <p>- To know how to vary techniques for adding tone and texture to drawings by</p>	<p><u>Print-making</u></p> <p>-To know that a block can be used to repeat the same print again and again. (Y1)</p>	<p><u>Painting</u></p> <p>-To know that red, yellow and blue are the primary colours. (Y1)</p> <p>-To know that colours can be lightened and darkened by adding black and white paints. (Y1)</p> <p>-To know that paintbrushes have different thicknesses. (Y1)</p> <p>-To know that you can dilute paint with water. (Y2)</p> <p>-To know how to mix primary colours to create secondary colours: (Y2)</p> <p>- To know that blue and yellow</p>	<p><u>Drawing</u></p> <p>-To know that tone shows the lightness and darkness of colour. (Y1)</p> <p>-To understand that tone can be varied through lightness / darkness of lines. (Y1)</p> <p>-To know that shadow in a drawing is represented by darker areas. (Y2)</p> <p>- To know how to vary techniques for adding tone and</p>	<p><u>Sculpture</u></p> <p>-To know that sculpture is when the artist's thoughts are represented by a (3D) model / picture. (Y2)</p> <p>-To know that pottery is a type of sculpture. (Y2)</p> <p>-To know that clay can be moulded to create different shapes. (Y2)</p>	<p><u>Painting</u></p> <p>-To know that red, yellow and blue are the primary colours. (Y1)</p> <p>-To know that colours can be lightened and darkened by adding black and white paints. (Y1)</p> <p>-To know that paintbrushes have different thicknesses. (Y1)</p> <p>-To know that you can dilute paint with water. (Y2)</p> <p>-To know how to mix primary colours to</p>	<p><u>Drawing</u></p> <p>-To know that tone shows the lightness and darkness of colour. (Y1)</p> <p>-To understand that tone can be varied through lightness / darkness of lines. (Y1)</p> <p>-To know that shadow in a drawing is represented by darker areas. (Y2)</p> <p>- To know how to vary techniques for adding tone and texture to</p>	<p><u>Print-making</u></p> <p>-To know that a block can be used to repeat the same print again and again. (Y1)</p> <p>-To know that different materials can be used to create different textures. (Y3)</p> <p>-To know how to develop prints with increasing detail. (Y3)</p>	<p><u>Painting</u></p> <p>-To know that red, yellow and blue are the primary colours. (Y1)</p> <p>-To know that colours can be lightened and darkened by adding black and white paints. (Y1)</p> <p>-To know that paintbrushes have different thicknesses. (Y1)</p> <p>-To know that you can dilute paint with water. (Y2)</p> <p>-To know how to mix primary colours to</p>	<p><u>Drawing</u></p> <p>-To know that tone shows the lightness and darkness of colour. (Y1)</p> <p>-To understand that tone can be varied through lightness / darkness of lines. (Y1)</p> <p>-To know that shadow in a drawing is represented by darker areas. (Y2)</p> <p>- To know how to vary techniques for adding tone and texture to</p>	<p><u>Sculpture</u></p> <p>-To know that sculpture is when the artist's thoughts are represented by a (3D) model / picture. (Y2)</p> <p>-To know that pottery is a type of sculpture. (Y2)</p> <p>-To know that clay can be moulded to create different shapes. (Y2)</p> <p>-To know that an internal structure can be used to create</p>

<p>ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p><u>Physical Development</u></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><u>Painting</u></p> <p>-To know that mixing 2 colours creates a new colour. (EYFS)</p> <p>-Use large-muscle movements to paint. (EYFS)</p> <p>-Explore colour and colour mixing. (EYFS)</p> <p>-Use a range of small tools, including paintbrushes. (EYFS)</p>	<p><u>Drawing</u></p> <p>- Use large-muscle movements to make marks. (EYFS)</p> <p>-Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EYFS)</p> <p>-Use a comfortable grip with good control when holding pens and pencils. (EYFS)</p> <p>-Use drawing to represent ideas like movement or loud noises. (EYFS)</p> <p>-Begin to show accuracy and care when drawing. (EYFS)</p>	<p><u>Print-making</u></p> <p>- Use one-handed tools and equipment, for example, making snips in paper with scissors. (EYFS)</p> <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EYFS)</p>	<p>thicknesses. (Y1)</p>			<p>-To know that you can dilute paint with water. (Y2)</p> <p>-To know how to mix primary colours to create secondary colours: (Y2)</p> <p>- To know that blue and yellow make green; (Y2)</p> <p>-To know that red and yellow make orange; (Y2)</p> <p>-To know that blue and red make purple. (Y2)</p>	<p>using different techniques: using the side of a pencil to shade; smudging, blending, cross hatching. (Y2)</p>		<p>make green; (Y2)</p> <p>-To know that red and yellow make orange; (Y2)</p> <p>-To know that blue and red make purple. (Y2)</p> <p>-To know that most paintings have a foreground and a background. (Y3)</p> <p>-To know that different types of paint and dilution can create different effects. (Y3)</p> <p>-To understand that sketch books can be used to review and revisit ideas. (Y3)</p>	<p>texture to drawings by using different techniques: using the side of a pencil to shade; smudging, blending, cross hatching. (Y2)</p> <p>-To know that sketching is quick mark marking to outline shapes (not details). (Y3)</p> <p>-To know that the grade of pencil you choose can be used to create different tones and shading effects. (Y3)</p> <p>-To know that the grade of a pencil is defined by the number and letter on the side. (Y3)</p>		<p>create secondary colours: (Y2)</p> <p>- To know that blue and yellow make green; (Y2)</p> <p>-To know that red and yellow make orange; (Y2)</p> <p>-To know that blue and red make purple. (Y2)</p> <p>-To know that most paintings have a foreground and a background. (Y3)</p> <p>-To know that different types of paint and dilution can create different effects. (Y3)</p> <p>-To understand that sketch books can be used to review and revisit ideas. (Y3)</p> <p>-To know that pattern is alternated or repeated elements or symbols. (Y4)</p> <p>-To know that tertiary colours can be created by mixing one primary colour and one secondary colour. (Y4)</p>	<p>drawings by using different techniques: using the side of a pencil to shade; smudging, blending, cross hatching. (Y2)</p> <p>-To know that sketching is quick mark marking to outline shapes (not details). (Y3)</p> <p>-To know that the grade of pencil you choose can be used to create different tones and shading effects. (Y3)</p> <p>-To know that the grade of a pencil is defined by the number and letter on the side. (Y3)</p> <p>-To know how to draw 3D shapes using tones - cube, cuboid, cylinder. (Y4)</p>		<p>create secondary colours: (Y2)</p> <p>- To know that blue and yellow make green; (Y2)</p> <p>-To know that red and yellow make orange; (Y2)</p> <p>-To know that blue and red make purple. (Y2)</p> <p>-To know that most paintings have a foreground and a background. (Y3)</p> <p>-To know that different types of paint and dilution can create different effects. (Y3)</p> <p>-To understand that sketch books can be used to review and revisit ideas. (Y3)</p> <p>-To know that pattern is alternated or repeated elements or symbols. (Y4)</p> <p>-To know that tertiary colours can be created by mixing one primary colour and one secondary colour. (Y4)</p> <p>-To know that the hue (shade) of a colour can be changed by mixing specific colours together. (Y5)</p> <p>-To know how to match colour to real life, using colour palettes. (Y5)</p>	<p>drawings by using different techniques: using the side of a pencil to shade; smudging, blending, cross hatching. (Y2)</p> <p>-To know that sketching is quick mark marking to outline shapes (not details). (Y3)</p> <p>-To know that the grade of pencil you choose can be used to create different tones and shading effects. (Y3)</p> <p>-To know that the grade of a pencil is defined by the number and letter on the side. (Y3)</p> <p>-To know how to draw 3D shapes using tones - cube, cuboid, cylinder. (Y4)</p> <p>-To understand what positive and negative space is within a drawing. (Y5)</p>	<p>stability. (Y4)</p> <p>-To know that specific tools can be used to add marks. (Y4)</p> <p>-To know how to create a 3D sculpture, using pinch and slab methods. (Y4)</p>
---	---	---	---	--------------------------	--	--	--	--	--	--	---	--	---	---	--	---	--	--

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6												
Art skills to be explicitly taught during this unit	<p><u>From Development Matters:</u></p> <p><u>Physical Development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p><u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Make marks with chalk, crayons, pencils</p>	<p><u>Painting</u> -Experiment with different brushes and tools to create texture (fingers, paintbrushes (EYFS), sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>-Mix primary colours to create secondary colours.</p> <p>-Paint a line which is thick or thin.</p> <p>-Choose the right paintbrush for the type of line they wish to create (thick or thin).</p>	<p><u>Drawing</u> -Identify light and dark within drawings.</p> <p>-Draw light and dark lines (by varying the pencil pressure).</p> <p>-Vary tone in drawings by using different techniques, e.g. varying the amounts of pressure and the thickness of the line.</p> <p>-To identify patterns within pieces of art and produce patterns by repeating lines.</p> <p>-Use a repeating pattern within a piece of art.</p> <p>-Add detail to drawings through adding shapes within another shape, e.g. nostrils, windows within a house.</p>	<p><u>Print-making</u> -Create a repeating pattern with a print.</p>	<p><u>Painting</u> -Experiment with different brushes, tools (Y1) and brush strokes to create different effects, e.g. stippling and dry brush.</p> <p>-To choose the right thickness of the paintbrush to achieve desired outcome.</p> <p>-To choose the right amount of each paint when mixing secondary colours.</p>	<p><u>Drawing</u> -Vary drawing materials using pencils, pastels, graphite, pen, charcoals.</p> <p>- Identify areas of shadows and highlights in drawings and create this within their own work.</p> <p>-Produce patterns by repeating lines (Y1), shapes, and colour.</p> <p>-Identify shadow when observing an object / person.</p> <p>-To identify patterns within pieces of art and produce patterns by repeating lines and shapes.</p> <p>-Draw objects in proportion to each other within the same picture e.g. the size of a man next to a house, fingers on a hand.</p>	<p><u>3D art / Clay</u> -Be able to identify 2D shapes within a sculpture.</p> <p>-Use simple tools and techniques to shape, assemble and join materials glue, staple, cellotape, masking tape, paperclip, split pin (DT) that some methods create a more permanent joins than others (e.g. temporary paperclips, tape, permanent glue, staples)</p> <p>-Create a model or 3D picture that represents an idea or replicates an object/person or place.</p> <p>-Create a sculpture using natural materials</p> <p>-Mould clay to a desired shape using: pinching, rolling and stretching (EYFS), twisting, scratching and coiling.</p> <p>-Create a clay sculpture following a design</p> <p>-Roll clay to an appropriate thickness</p> <p>-Use a range of tools to mark make on the surface of the clay</p>	<p><u>Painting</u> -Make observations and translate this into their art work</p> <p>-Identify and create foreground and background in pictures e.g. block painting colours using washes</p> <p>- Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create</p> <p>-Use watercolours with the correct amount of water to paint ratio for the desired effect (washes/ defined lines to create details)</p> <p>-Choose the thickness of the paintbrush to achieve desired outcome (Y2).</p> <p>-Choose the right amount of different paints when mixing secondary colours</p> <p>-Mix watercolours to create the desired colour</p> <p>-Use sketch books to record observation</p>	<p><u>Drawing</u> -Vary techniques for adding tone and texture to drawings by using different techniques: varying the amounts of pressure and thickness of the line (Y1) using the side of a pencil to shade; smudging, blending, cross hatching (Y2)</p> <p>-Use different pencil grades</p> <p>-Create highlights and shadows in drawings.</p> <p>-Identify highlighting and shadow in between and within drawings.</p>	<p><u>Print-making</u> -Use different tools to create prints with different textures.</p> <p>-Develop prints with increasing detail e.g. detail added to the inside of shapes using polystyrene.</p>	<p><u>Painting</u> -Experiment with different brushes, tools (Y1) and brush strokes to create different effects.</p> <p>-Choose the right amount of different paints when mixing secondary colours.</p> <p>-Mix tertiary colours.</p> <p>-Identify patterns within art and recreate patterns in their own art work.</p> <p>-Notice how shading and colours have been used to create definition and perspective.</p> <p>-Combine use of paint with another art media (e.g. collage).</p> <p>-Create sketch books to record their observations.</p>	<p><u>Drawing</u> -Create different tones and textures in drawing, making some parts lighter and some darker by using different techniques: shading (side of a pencil), blending, smudging, varying the amounts of pressure, varying the thickness of the line, cross-hatching.</p> <p>-Identify 3D shapes by name within a drawing.</p> <p>-Show an awareness of scale of different shapes.</p> <p>-Draw basic shapes using techniques for shading and highlighting: cube, cuboid, cylinder.</p> <p>-Add a range of different tones to a drawing.</p>	<p><u>3D art / Clay</u> -Be able to identify 3D shapes within a sculpture and replicate some of these.</p> <p>-Create 3D structures using a basic structure, covered with a materials e.g. paper maché.</p> <p>-Be able to explain the design of a sculpture they have created.</p> <p>-Create a 3D sculpture, using pinch and slab methods, showing different techniques for decoration .</p>	<p><u>Painting</u> -Vary the tone, tint and hue of colours to enhance the mood of a picture.</p> <p>-Create a picture using a specific colour palette.</p> <p>-Record observations of real objects / landscapes, matching colour to real life.</p> <p>-Create sketch books to record their observations and use them to review ideas.</p>	<p><u>Drawing</u> -Create different tones, textures and shapes in drawing: shading (side of a pencil), blending, smudging, varying the amounts of pressure, varying the thickness of the line, cross hatching.</p> <p>- identify the use of positive and negative space within compositions.</p> <p>- Create their own compositions using positive and negative space (can use assisted photography and ICT).</p>	<p><u>Print-making</u> -Develop prints with increasing detail e.g. detail added to the inside of shapes using polystyrene.</p> <p>-Build up layers of prints within a composition to add different colours and detail.</p> <p>-Explore the use of positive and negative shapes (e.g. using embossed wallpaper) within print.</p>	<p><u>Painting</u> - Identify how texture is created using different techniques e.g. layering, stippling, dry brush.</p> <p>-Use collage, dry brush, layering, splattering and stippling to create different textures.</p> <p>-Experiment with different brushes, tools (Y1) and brush strokes to create different effects: to develop techniques that create patterns and texture (Y3&4).</p> <p>-Create sketch books to record their observations and use them to review and revisit ideas.</p>	<p><u>Drawing</u> -Understand how layers can be built up in art (e.g. using view finders to support).</p> <p>-Observe how highlights and shadows change on an object, when observed from different angles</p> <p>-Draw objects from different angles, altering tone to match real life observations.</p> <p>-Create drawings that have a vanishing point.</p>	<p><u>3D art / Clay</u> -Discuss the possible intent of the artist when looking at example pieces.</p> <p>-Apply their scientific knowledge to support them in designing, building and structuring their sculpture.</p> <p>-Reinforce a sculpture (internal or externally as required) to ensure it is stable.</p> <p>-Show an awareness of the finishing of the product e.g. by adding decorative detail, matching textures / materials.</p> <p>-Explain each part of the design of a sculpture they have created.</p> <p>-Create different 3D shapes e.g. using retainers.</p> <p>-Mould and join pieces of clay together effectively.</p>

	EYFS	Y1			Y2			Y3			Y4			Y5			Y6		
Knowledge to be taught (Secured knowledge in bold)	Physical Development: Know how to 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.	Painting -To know that red, yellow and blue are the primary colours. -To know that from the primary colours other colours can be made (green, purple and orange). -To know that colours can be lightened and darkened by adding black and white paints. -To know that paintbrushes have different thicknesses. -To understand that the size of paintbrush affects the thickness of the lines they create.	Drawing -To know that each medium has different qualities e.g. pencil for precision, pastels to blend (vary media between Y1&2) -To know that tone shows the lightness and darkness of colour. -To understand that tone can be varied through lightness / darkness of lines. -To know that the pressure that you apply when drawing can be one way to change the light / darkness of a line.	Print-making -To know that shapes can be cut / or indents made in an object (e.g. potato). -To understand that the indented shape will not hold paint and appear as the same colour as the background materials that is being printed upon. -To know that a block can be used to repeat the same print again and again.	Painting -To know that you can dilute paint with water. -To know that different brush strokes can be used to produce different effects. -To know how to mix primary colours to create secondary colours: - To know that blue and yellow make green; -To know that red and yellow make orange; -To know that blue and red make purple.	Drawing -To know that shadow in a drawing is represented by darker areas. -To know that shadows can be represented in drawings using a range of techniques, e.g. shading, smudging, blending, cross-hatching. - To know how to vary techniques for adding tone and texture to drawings by using different techniques: using the side of a pencil to shade; smudging, blending, cross hatching.	Sculpture -To know that sculpture is when the artist's thoughts are represented by a (3D) model / picture. -To know that pottery is a type of sculpture. -To understand that some artists use pottery to convey their ideas. -To know that when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). -To understand that scratching clay makes the join more likely to hold. -To know that clay can be moulded to create different shapes.	Painting -To know that most paintings have a foreground and a background . -To know that different types of paint and dilution can create different effects. -To understand that sketch books can be used to review and revisit ideas.	Drawing -To know that different media can be used to create different effects (pencil, oil pastel, charcoal, ink, chalk, pastels, crayons, felts). -To know that sketching is quick mark marking to outline shapes (not details). -To know that drawings contain details that sketches do not. -To know that the grade of pencil you choose can be used to create different tones and shading effects. -To know that the grade of a pencil is defined by the number and letter on the side: - To know that the harder the pencil (H) the lighter the shade; -To know that the softer the pencil (B) the darker the shade. -To know that tones are created by the way in which light falls on a 3D object. -To understand that where light is strongest, highlights are created and where light is weakest, shadows are created.	Print-making -To know that different materials can be used to create different textures. - To know that the tessellation of shapes can be used to create repeating patterns. - To know that prints can be made on top of each other (overlays) or over other pictures / collages. -To know how to develop prints with increasing detail.	Painting -To know that pattern is alternated or repeated elements or symbols. -To know that different paints have different thicknesses (e.g. acrylic, poster, watercolour). -To know that different paints can create different textures on the page. -To know that tertiary colours can be created by mixing one primary colour and one secondary colour.	Drawing -To know that are often a range of different tones between highlights and the shadows -To know how to draw 3D shapes using tones - cube, cuboid, cylinder.	Sculpture -To recognise that a sculpture needs to be designed, with a clear thought process behind what each element represents. -To know that an internal structure can be used to create stability. -To understand that structures can be coated with a material (e.g. maché) and decorated. -To know that clay can be moulded to create different shapes, e.g. pinch and slab methods. -To know that specific tools can be used to add marks (as decoration and to create texture). -To know how to create a 3D sculpture, using pinch and slab methods.	Painting -To know that the hue (shade) of a colour can be changed by mixing specific colours together, e.g. to darken red, use blue or brown and to darken yellow, use a light shade of orange. -To know that to darken a secondary colour, use the darkest primary colour that was used to create that secondary colour. e.g. to darken an orange, choose red. -To know that a tint can be created by adding white to a colour. -To know how to match colour to real life, using colour palettes.	Drawing -To show an awareness of scale of different shapes (in relation to each other). -To understand what positive and negative space is within a drawing.	Print-making -To know how to use negative and positive space within a composition to add different colours and detail.	Painting -To know how different textures can be created e.g. by adapting and layering different materials (collage). -To know how to use different techniques to create different textures.	Drawing -To understand what perspective means (a way of creating depth or distance in work). - To know that a vanishing point is a spot on the horizon line, something that has been decreasing or disappears altogether, or where all parallel lines appear to meet. - The areas of highlight and shadow on an object will change depending on the angle it is viewed from.	Sculpture -To understand how to create different 3D shapes e.g. using retainers (making a sculpture around a 3D shape that an then be removed). - To understand how to finish a product.
	EYFS	Y1			Y2			Y3			Y4			Y5			Y6		

Art vocabulary to be explicitly taught during this unit	Colour names, brush, pencil, pen, paper, card	Painting thick, thin, thickness, lighten, darken, shades	Drawing HB pencil, lead, 2D light and dark, repetition, pattern, plus vocabulary linked to chosen media e.g. charcoal, oil pastel, ink	Print-making Print, paint, press, design, block, repeated pattern	Painting textures, primary, secondary, palette, balance of water, stippling and dry brush, effects, fine, medium, thick brushes	Drawing hatch, cross hatch, blend, smudge, plus vocabulary linked to chosen media e.g. charcoal, oil pastel, ink (different to Y1)	3D art / Clay clay, marking, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin, disc cutter, scalpel, materials (e.g. cardboard, paper)	Painting foreground, background, precision, detail	Drawing control, hard soft grade (pencil), hatching, 3D, depth, hard soft grade (pencil)	Print-making repeating pattern, roller, tessellation, detail	Painting tertiary colours, block painting	Drawing stippling (for drawing)	3D art / Clay paper mache, decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability, decorate, set, shape, inch, slab	Painting tertiary colours, foreground, background, hue, tone, tint, mood	Drawing positive and negative space	Print-making roller, tessellation, relief printing, plate, embossed, layers	Painting washes, dry brush splattering	Drawing Vanishing point Perspective Tone Angle Horizon line parallel revision of all previous drawing vocabulary	3D art / Clay smoothing, retainers, decorative detail
	EYFS	Y1			Y2			Y3			Y4			Y5			Y6		
Suggested artists to study	Local artists and craftspeople (or adults within school who have different skills) to visit to widen range of ideas children can draw upon. Visit galleries/museum.	Jackson Pollack (abstract art) L.S. Lowry (seascape)	Paul Klee (portraits)		Wassily Kandinsky (abstract art)	Joan Miro (surrealism) Quentin Blake (illustrations)	Marc Quinn, Eva Rothschild (unusual sculptures) Andy Goldsworthy (natural sculptures)	John Constable (landscape) Caravaggio (painting vegetables)	Rembrandt (portraits) Louise Bourgeois (insects)	Andy Warhol (repeating print)	Howard Hodgkin (abstract)	Stephen Wiltshire (buildings) Hundertwasser (colourful buildings) Colin Thompson (illustrator)	Giacometti (human sculpture)	Ben Nicholson (colour composition)	M.C. Escher (positive/negative spaces)		Vincent van Gogh (impasto) Edvard Munch ('The Scream')	Banksy (graffiti)	Carlos Paez Vilaro (drum decoration)
Knowledge for artists		Pollack: know that he created abstract 'action painting' Lowry: know that he created landscapes which include 'matchstick men'	Klee: know that he used geometric shapes to create portraits		Kandinski: know that he used the idea of repeated patterns	Miro: know that he painted his thoughts, imagination and dreams (surrealism) Blake: know that he was a book illustrator	Goldsworthy: know that he used symmetry in art	Constable: know that he painted countryside landscapes Caravaggio: know that he painted realistic still life of fruit and vegetables	Rembrandt: know that he focused on light and shade to create detailed self-portraits Bourgeois: know that she created large-scale sculptures	Warhol: know that his style was pop art; know that he printed colourful repeating images	Hodgkin: know that he painted with large brush strokes and layered colours	Wiltshire: know that he created line drawings of buildings Hundertwasser: know that he morphed human features with nature Thompson: know that he illustrates detailed fantasy worlds	Giacometti: know that he sculpted solitary figures	Nicholson: know that he was a modernist painter who used many squares, circles and rectangles	Escher: know that he drew optical and conceptual effects		Van Gogh: know he lived and worked in countryside and used nature colours to show his feelings Munch: know that he expressed his emotions through his paintings	Banksy: know that he created graffiti art work; know that his art work is used to deliver messages to society	Paez Vilaro: know that his paintings show the graphic and colourful aesthetics of Afro-Uruguayan culture
Rationale	<p>This curriculum aims for all pupils to leave school with an understanding that varying techniques and media in art can create different effects, that art is influenced by the time, place and culture in which it was made and that art is produced to express emotions and communicate ideas. The curriculum has been designed so that the children's skills in four main areas of art – painting, drawing, printing and 3D art is built up year on year. Each term will focus on one of these areas (printing and 3D art will be taught in the same term).</p> <p>Painting: At KS1 the emphasis is on mixing colours (primary and secondary), creating tones and using brushes in different ways to create a variety of lines and strokes. At KS2 the children further develop their colour mixing skills (tertiary colours), apply their colour mixing skills to different styles of artwork. They develop their knowledge of how to use colour and its effect. They learn how to add pattern and texture to their work.</p> <p>Drawing: KS1 children will use various media to create different lines, tones and textures and learn about shading. At KS2 the children will develop their use of tone and texture and will be introduced to more complex drawing techniques, such as drawing 3D shapes, using positive and negative spaces and creating work that has a 'vanishing point'.</p> <p>Printing and 3D art: At KS1 children will use different materials to create simple prints and 3D artwork. At KS2 the children will begin to create more complex prints, e.g. layered prints and batik work and 3D artwork that require the use of a wider range of materials and new techniques.</p>																		