



Art and Design progression of knowledge skills.

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing Explore materials and tools for mark making	Painting Explore mark making with paint, using primary colours	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D Use natural and man-made materials Create plaster casts from clay impressions	Collage Explore the visual and tactile qualities of objects Layer paper to build an image
Year 2	Drawing Evoke mood and represent movement through mark making	Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media	3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito	Printmaking Create monoprints and explore mark making and pattern with printing tools	Textiles & Collage Explore pattern and colour combinations Use collograph and Plastidine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage	3D Create relief sculptures Use wire to make 3D insects	Painting Use a range of paint techniques to create backgrounds for effect	Creative Response Painting and Printmaking Combine painting and printmaking techniques
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours	Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques	3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering	Painting Mix tints and tones to create an ombre effect with paint	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes	Printmaking Create three colour prints and combine printing techniques	Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork	3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls	Painting Explore a range of effects which can be achieved using watercolour paint	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish fabric
Year 6	Drawing Combine techniques to create abstract images Learn about surrealism and portraiture	Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements	Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials	Painting Combine techniques to create the illusion of water and depth	Creative Response Drawing and Textiles Combine drawing and batik to add detail

Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles and collage	3D	Creative Response
Year 3	Drawing &Painting	Printmaking	Textiles and collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking/Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & collage	Printmaking/Textiles	3D	Painting	Creative Response

Drawing					
Drawing	Nursery	Use a comfortable grip with good control when holding pens and pencils Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.			
	Reception	Uses a pencil and holds it effectively to form recognisable letters and shapes. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Develops their own ideas through experimentation with diverse materials, e.g., pencils and crayons to express and communicate their discoveries and understanding.			
		Key Concept & Artist	Knowledge	Skills	Vocab
	Y1 Block A Drawing	The Rhinoceros by Albrecht Durer (1515)	In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.	Select and name appropriate tools. Make a range of marks.	Drawing, orientation, pressure, cross-hatching, texture, monochrome, hard, firm, delicate, light, gentle.
	Y2 Block A Drawing	Waves by Beth Krommes (2021)	The surface drawn on will create different effects. In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language. Pupils will use a picture book or piece of art as a starting point for their own artwork.	Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed.	Response, stroke, linework, contrast, medium/media, stippling, hasty, speedy, swift, sluggish, slow, pressure.
Y3 Block A Drawing and painting	The Postman by Vincent Van Gogh	<ul style="list-style-type: none"> • There are lines and patterns in natural objects. • A range of effects can be made with paint. <p>In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and</p>	<ul style="list-style-type: none"> • Identify lines and patterns in nature (rocks and fossils). • Use a range of specific painting techniques. 	Hue, repetition, resist, tonking, sgraffito, impasto, weak, thick, thin, solid, chunky, watery, wash, densely	

			sgraffito. They will explore how to combine techniques to create texture and shape.		
Y4 Block A Drawing	Still life – part of Lines of Poetry by Giorgio Morandi	<ul style="list-style-type: none"> • What is meant by still life. • How to use a viewfinder to create a focal point or an area of interest. • How to identify details. <p>In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p>	<ul style="list-style-type: none"> • Assemble objects to create an interesting composition • Use a viewfinder • Use fine control to add detail 	<p>Composition, focal point, form, viewfinder, negative space, contour line.</p> <p>Precise, detailed, neat, exact, simple.</p>	
Y5 Block A Drawing and Painting	Green Town (1978) Blue Blues (1994) by Friedensreich Hundertwasser	<ul style="list-style-type: none"> • Know what is meant by subtractive drawing. • Know what abstract art is. • That lines can be used to suggest harmony. <p>In this block, pupils will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.</p>	<ul style="list-style-type: none"> • Combine drawing techniques, making informed decisions based on knowledge of what could happen. • Transfer and enlarge an image. • Work in the style of an artist. 	<p>Subtractive drawing (working in the negative), organic, harmony, overlay, abstract, chroma.</p> <p>Intense, dull, bold, pale, strong, vivid, weak, powerful.</p>	
Y6 Block A	Frida Kahlo	<p>Know the elements of art and design.</p> <p>In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits.</p>	<p>Work artistically using: shape, line, form, texture, colour, value and space.</p>	<p>Surreal, portraiture, symbolism, scale, proportion, figurative.</p> <p>Uneven, flat, ridged, jagged, coarse, lumpy.</p>	

Painting					
Painting	Nursery	Manipulates a range of tools and equipment in one hand, tools for example paintbrushes Enjoys and responds to playing with colour in a variety of ways, for example combining colours Continues to explore colour and how colours can be changed Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.			
	Reception	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms.			
		Key concept and Artist	Knowledge	Skills	Vocab
	Y1 Block B Painting	Composition II in Red, Blue and Yellow by Piet Mondrian (1930)	Paint can be used to create a range of marks. The names of the primary colours. In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the dip, dip dab method of painting	Make thick and thin marks Identify shades of primary colours	Palette, primary colours, brushstroke, bristles, ferrule, handle, wide, thin, fine, broad, thick,
	Y2 Block B	Composition VII by Wassily Kandinsky (1913)	Colour and line can be used to show mood, movement and feelings. In this block, pupils will respond to music as they explore line, colour and space. They will use traditional painting tools as well as make their own to manipulate the paint they work with.	Select colours and painting tools Make painted marks to express feelings.	Secondary colours, imagination, control, concentric shape, motif, contrast, fine, wavy, wide, dull, bright, curvy, straight, loud, dazzling, quiet, thin, booming
	Y3 Block E	Barack Obama (2018) by Kehinde Wiley (born 1977)	<ul style="list-style-type: none"> • Backgrounds can be painted for effect • Negative space is the area behind and around the main focus of the painting In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between foreground and background.	<ul style="list-style-type: none"> • Use a range of techniques to create backgrounds for effect • Paint backgrounds that create a negative space 	Background, traditional, wash, negative space, gradient, effect, ornate, plain, attractive, simple, gradual

Y4 Block B	<p>Jimson Weed / White Flower (1936) by Georgia O'Keeffe</p> <p>The Nightjar (2018) by Matthew F Fisher</p>	<ul style="list-style-type: none"> • Similarities and differences between the work of two artists • Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction. <p>In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet on-wet, as well as make tertiary colours. They will respond to the work of artists</p>	<ul style="list-style-type: none"> • Make comparisons and form opinions. • Create an abstract painting of a natural object. 	<ul style="list-style-type: none"> •
Y4 Block E	<p>Mountains and Sea (1952) by Helen Frankenthaler (1928 – 2011)</p>	<ul style="list-style-type: none"> • Painted images can be layered to create space. • An ombre effect can be created with paint by changing the tint and tone. <p>In this block, pupils will use their knowledge of how to make tints and tones to create an ombre effect with paint. They will explore and experiment with techniques used by other artists.</p>	<ul style="list-style-type: none"> • Position images on a plane to create space. • Add grey to a colour to create a tonal change. • Add white to a colour to create tints. 	<p>Opaque, translucent, stain, ombre, plain, shade.</p> <p>Blend, converge, disperse, diverge, intermingle, connect.</p>
Y5 Block E	<p>Five Paintbrushes by Jim Dine (1973)</p>	<p>Different effects can be achieved with watercolour paint.</p> <p>In this block, pupils will explore a range of effects which can be achieved using watercolour paint.</p> <p>They will create a bank of effects and select from these to make specific marks.</p>	<p>Select materials to create specific marks using watercolour paint.</p>	<p>Coarseness, dissolve, adhere, warping, spritz, absorb.</p> <p>Dusty, gravelly, powdery, crumbly, gritty, lumpy.</p>
Y6 Block B Painting and collage	<p>Still Life: Autumn Fashion by Patrick Caulfield (1978)</p> <p>La Cafetiere by Pablo Picasso (1943)</p>	<p>Observation of still life can be responded to through a combination of different media and styles.</p> <p>In this block, pupils will complete a series of still life paintings, combined with collage. They will look at the still life work of Patrick Caulfield and compare it to the cubism work of Pablo Picasso.</p>	<p>Create a still life using a variety of colours, textures and materials, including paint.</p>	<p>Cubism, superimpose, still life, balance, observational drawing, angles.</p> <p>Composition, intensity.</p>

	Y6 Block E Painting	It's A Small World by Terry Gilecki	<p>Know that depth can be created by layering effects one on top of the other.</p> <p>In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.</p>	Select and combine appropriate techniques to create the illusion of water and depth.	<p>Reflective, oil, translucent, resist, absorb, depth.</p> <p>Murky, impenetrable, clear, luminous, glassy, cloudy.</p>
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Print making					
Printmaking	Nursery	See information in painting section above.			
	Reception	See information in painting section above.			
		Key Concept and Artist	Knowledge	Skills	Vocab
	Y1 Block C Printmaking	Untitled 30. by Karen Lederer (2014)	<ul style="list-style-type: none"> Prints can be made from ordinary objects How to make and use a stencil and relief block <p>In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of Untitled 30 the contemporary artist Karen Lederer.</p>	<ul style="list-style-type: none"> Apply paint using controlled brushstrokes and stippling Combine printing techniques such as stencilling and relief printing. 	Print making, stencil, relief printing, stippling, stroking, over print, faint, dark, gloomy, pale, shadowy, cloudy, light, pressure.
	Y2 Block C	Strawberry Thief by William Morris (1883)	<ul style="list-style-type: none"> Prints can be made from natural objects How to make a collagraph printing block <p>In this block, pupils build on previously acquired printing skills. They make prints using natural objects and learn how to make a collagraph printing block. Printing techniques are then combined to create repeated patterns, inspired by the work of William Morris.</p>	<ul style="list-style-type: none"> Create repeated patterns Combine printing techniques 	Natural objects, repeated, organic, collagraph, design, pattern, orderly, tidy, muddled, random, jumbled, symmetrical.
Y3 Block B	Land and Sea, Past and Present by Neil Bousfield (2019)	<ul style="list-style-type: none"> How to use a printing slab and roller How to create different printing blocks <p>In this block, pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on different surfaces.</p>	<p>Make a variety of printed marks including:</p> <ul style="list-style-type: none"> monoprinting block printing 	Textured, ink slab, thumbnail sketch, repeated, impressed stamp, monoprint, rough, jagged, lumpy, flat, uneven, knobby.	
Y4 Block C Printmaking and textiles	Traditional Kente cloth by Gilbert (Bobbo) Ahiagble	<ul style="list-style-type: none"> Kente cloth is a woven fabric from West Africa. Tie dye is a method used to create designs and colour. Textile artists use a range of materials to create textured designs and images. <p>In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining</p>	<ul style="list-style-type: none"> Create printing to represent Kente designs. Use tie dye to create colour designs. Combine media to create texture. 	<p>Kente cloth, geometric designs, symbolise, tie dye, weft, warp.</p> <p>Slack, tight, bind, unfasten, firm, loose, taut, tension, loom.</p>	

			colour, texture and pattern. Pupils will explore the symbolic significance of colour		
Y5 Block B Printmaking	Grevy's Zebra and Campbell's Soup Can by Andy Warhol Shingle Street and Orford by John Brunsdon	Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last. In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously.	Create reduction prints and explain and record the process.	Edition, overlaid, reduction printing, transpose, incision, inverted. None, single, countless.	
Y6 Block C Print making and textiles.	Doctor in the House by Patrick Hughes (2020)	<ul style="list-style-type: none"> • Batik is a method of making marks on cloth using hot wax. • Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing. <p>In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p>	Apply wax to the surface of fabric and dye it to create coloured designs. Create a simple one-point perspective sketch.	Vanishing point, illusion, perspective, batik, resist art, tjanting tool (t-janting) Immense, sizeable, vast, extensive, immeasurable, colossal.	

Textiles

Textile	Textiles			
	Nursery	Textiles work in Nursery is delivered via Understanding the World. Exploring and describing fabrics and their uses.		
Reception	Textiles work in Reception is delivered via Understanding the World. Exploring, describing and discussing a range of materials.			
	Key concepts and Artist	Knowledge	Skills	Vocab
Y1 Block D Textiles	Dream Portraits by Anne Kelly (2020)	<p>Mixed media, including fabrics, yarn and beads, can be used to create artwork.</p> <p>In this block, pupils will be given the opportunity to explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man made fibres, combining colours and textures.</p>	Combine a range of materials to produce textile art.	Fabric, yarn, portrait, thread (verb), assemble, fibres, pull, tug, drag, pluck, yank, pick, knot, wrap, fabric, cloth, wood
Y2 Block D Textile and collage	Odd Pin Flower 3. by Katie Vernon (2020)	<p>Reconstructed paintings are made using images (and materials) that were originally part of something else</p> <p>In this block, pupils will create abstract collage and textile images using a range of materials. They will also make a reconstructed picture using selected images from magazines and prepared papers.</p>	Select appropriate pre-used images, colours and textures to create a new picture	<p>Image Adhesive Non-realistic</p> <p>Reconstruct Montage Manipulate</p> <p>Rigid, sharp, silky, fluffy, wrinkly, squashy</p>
Y3 Block C Textiles and Collage	Tar Beach by Faith Ringgold (1988)	<ul style="list-style-type: none"> • A mandala means circle in Sanskrit • Mandalas are designs used in Hinduism and Buddhism • Quilting is a way of conveying a message <p>In this block, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt.</p>	<ul style="list-style-type: none"> • Create collaged patterns within concentric circles • Tell a story using textiles and collage 	Mandala, dye, quilt, radial, pigment, symbol, merge, blend, join, separate, part, combine, absorb, mix, divide, mingle, merge.

Y4	See Block C Printmaking and Textiles – in the Printmaking section			
Y5 Block C Textile and Collage	Leaf Cloth Series – Leaf Cloth Dance 1 and Woodland by Lesley Richmond	<ul style="list-style-type: none"> • Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture. • Textile comes from the Latin word, texere, meaning to braid, weave or construct. <p>In this block, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.</p>	<ul style="list-style-type: none"> • Combine fabrics in a range of ways. • Weave, braid and construct art using natural objects. 	Textere, tactile, assemble, applique, natural, fibre. Gnarly, leathery, construct.
Y6				

3D

Textiles	Nursery	<p>Uses various construction materials, e.g., joining pieces, stacking vertically and horizontally, Uses tools for a purpose Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them.</p>			
	Reception	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g., blocks, craft materials, loose parts, to express and communicate their discoveries and understanding</p>			
		Key concept and famous people	Knowledge	Skills	Vocab
	Y1 Block E 3D	<p>The Enchanted Owl By Kenojuak Ashevak (1960)</p> <p>Conquest of Fire inspired by the work of Kenojuak Ashevak (2003)</p>	<ul style="list-style-type: none"> •Sculptures can be made out of many different materials •Artists take inspiration from the work of others <p>In this block, pupils will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by The Enchanted Owl by Kenojuak Ashevak.</p>	<ul style="list-style-type: none"> •Select materials based on their properties •Take inspiration from the work of an artist 	<p>Inuksuk, smooth, pebble, balance, construct, model, bend, jagged, sleek, bumpy, even, wrinkled, silky,</p>
	Y2 Block E	<p>Creation of Life (1991) by Danny Eastwood and Big Fish (1999) by John Kindness</p>	<ul style="list-style-type: none"> • Sculptors make their ideas come to life by joining or molding materials together • Sculptors sometimes first make smallscale models of their work called maquettes <p>In this block, pupils will take inspiration from the art of the indigenous people of Australia. They will combine these ideas with sculpture, creating three-dimensional forms decorated with dot patterns.</p>	<ul style="list-style-type: none"> • Join materials together to form a 3D work of art • Make a small rough draft of a sculpture to explore ideas 	<p>Indigenous inspired sacred</p> <p>Macquette Depth Sculpt</p> <p>Construct Ruin Dismantle Mould (NB the unit has the American spelling mold). Sculpt</p>

Y3 Block D	Maman by Louise Bourgeois (1999)	<ul style="list-style-type: none"> Relief work is a sculptural technique where parts of a sculpture remain attached to a surface Sculptures can be any size and created with a wide range of materials When displayed, they are called an installation <p>In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.</p>	<ul style="list-style-type: none"> Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form 	<p>Pliers, paraging, guage, gesso (jesso), relief, installation, consistency, watery, gloopy, pliable.</p>
Y4 Block D 3D & Collage	Man Pointing by Alberto Giacometti (1947)	<ul style="list-style-type: none"> An illusion can suggest movement. Proportion will make a figure seem realistic. <p>In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.</p>	<ul style="list-style-type: none"> Assemble pieces of paper to create the illusion of movement. Create figures that are in proportion and out of proportion. 	<p>Elongated, motion, figure, form, proportion, decoupage.</p> <p>Charge, rush, amble, wander, stroll, roam, dart sprint, jog, trot, motionless, dimensional, disproportioned.</p>
Y5 Block D 3D	Family of Man by Barbara Hepworth (1970)	<ul style="list-style-type: none"> An armature can be used to create a piece of 3D art. Clay can be joined by a score and slip method. <p>In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay.</p>	<ul style="list-style-type: none"> Use armatures to produce 3D forms. Join two or more pieces of clay. 	<p>Armature, papier-mache, slip, analogous colours, contour, score.</p> <p>Gouge, nick, slip, coils, score, slab.</p>
Y6 Block D 3D	Cattails and Nijima Floats (2012) and Nordic Blue Macchia (2016) by Dale Chihuly	<ul style="list-style-type: none"> A 2D object can change its form and shape to become 3D Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important. <p>In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures</p>	<ul style="list-style-type: none"> Use different media to create shapes and forms. Match visual and tactile elements to their intentions to create visual balance. 	<p>Translucent, glass blowing, starch, asymmetrical balance, amorphous, biomorphic, analogous</p> <p>Related, harmonious, dissimilar, unrelated.</p>

Collage & Creative Response

Collage & Creative Response	Nursery	Pupils learn to manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Pupils learn to use available craft resources and tools eg glue, scissors with support.			
	Reception	Pupils learn to handle tools, objects, construction and malleable materials safely and with increasing control and intention. Pupils select materials and tools to support their own creative ideas.			
		Key concept & Artist	Knowledge	Skills	Vocab
	Y1 Block F Collage	Castle and Sun (1928) by Paul Klee	<ul style="list-style-type: none"> Collage can be used as a background Paper can be torn or cut for effect <p>In this block, pupils will look at Castle and Sun by Paul Klee. They will learn about using collage techniques to create a layered surface for their artwork. Pupils will also use muted colours to soften an image. They will use lines as well as pattern to suggest something is there</p>	<ul style="list-style-type: none"> Build up layers, using collage to create a background Tear paper and use scissors to cut 	Contrast, line, muted, tear, snip, paste, brilliant, bright, dull, dim, dazzling,
	Y2 Block F Drawing and Collage	Refer to Drawing and Collage Block A and Block D	<p>There are a series of steps in the creative process.</p> <p>In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. In particular, they will look at drawing and collage techniques and skills from prior learning. Pupils will refine and improve their drawing and collage-making skills. They will choose and apply techniques to create work that will form part of a whole school collaborative piece</p>	<p>Refer to previous knowledge and skills to make creative choices.</p> <p>Apply and refine previously taught drawing and collage techniques.</p>	<p>Response Creative Imagination Reflect Plan Collaborate</p> <p>Sleek, coarse, bumpy, even, jagged</p>
	Y3 Block F Creative response	Refer to Painting and Printmaking. Blocks A and B	<p>There are a series of steps in the creative process</p> <p>In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork</p>	<p>Use knowledge of techniques and skills to make creative choices using painting and printmaking</p>	<p>Response, reflect, collaboration, preparation, process, incubation,</p> <p>Wipe, dab, rub, pat, scrape, rub, blot.</p>
Y4 Block F Creative Response	Refer to Drawing and Textiles Blocks A and C	<ul style="list-style-type: none"> There are a series of steps in the creative process. 	<ul style="list-style-type: none"> Refer to previous knowledge and 	Henna, symbolism, detail, incubation, illumination, transfer.	

		<ul style="list-style-type: none"> Running stitches can be joined together to create a fern stitch. <p>In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork. They will refine and improve their drawing and textile skills.</p>	<ul style="list-style-type: none"> skills to make creative choices. Apply and refine previously taught drawing and textile techniques. 	Shadowy, inky, faint, dim, ashen, pale.
Y5 Block F Creative response	Refer to Printmaking and Textiles Blocks B and C	<ul style="list-style-type: none"> There are a series of steps in the creative process. Mediums can be combined to create texture. <p>In this block, pupils will work through the steps of the creative process as they combine printmaking and textiles to embellish a hand-shaped piece of fabric. This will be part of a collaborative piece of work.</p>	<ul style="list-style-type: none"> Refer to previous knowledge and skills to make creative choices . Apply and refine printmaking and collage techniques. 	<p>Reduction printing, etch, embellish, illumination, incubation, process.</p> <p>Fine, slender, broad, narrow, wide.</p>
Y6 Block F Creative response	Drawing and Textiles Blocks A and C	<ul style="list-style-type: none"> Know there are a series of steps in the creative process. Mediums can be combined to create texture and detail. <p>In this block, pupils will work through the steps of the creative process as they combine drawing and batik to add detail to a hand-shaped piece of fabric. This will be added to a collaborative piece of work.</p>	<ul style="list-style-type: none"> Refer to previous knowledge and skills to make creative choices. Apply and refine drawing and textile techniques. 	<p>Illumination, incubation, verification, observational, intentional, combine.</p> <p>Clumsy, meticulous, careful, accurate, careless, exact, precise.</p>

Significant artists for each year group.

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Drawing			Albrecht Durer	Beth Krommes	Vincent Van Gough	Georgio Morandi	Friedensreich Hundertwasser	Frida Khalo*
Painting			Piet Mondrian	Wassily Kandinsky	Kehinde Wiley*	Georgia O'Keefe Helen Frankenthaler	Frank Auerbach Jim Dine	Terry Gilecki Patrick Caulfield Pablo Picasso
Printmaking			Karen Lederer	William Morris	Neil Bousefield	Gilbert Ahiagble* (Bobbo)	Andy Warhol John Brundson	Patrick Hughes
Textiles			Anne Kelly	Katie Vernon	Faith Ringold*		Lesley Richmond	
3D			Kenojuak* Ashevak	Joseph Kindness	Louise Bourgeois	Aberto Giacometti	Barbara Hepworth	Dale Chihuly

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