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| **Learning Concepts** | **Class 1 – R / Y1** | | **Class 2 – Y1/Y2** | | | **Class 3 – Y3/Y4** | | | **Class 4 – Y4/Y5** | | **Class 5 – Y6** | |
| **Develop ideas** This concept involves understanding how ideas develop through an artistic process.  Process  Visual language  Vocabulary  Emotions | **Develop ideas**  **ELGs and MS1**  • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | | **Develop ideas**  **MS1 and MS2**  **Use Class 1 for MS1** | | | **Develop ideas**  **MS2**  • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | | | **Develop ideas**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Develop ideas**  **MS3**  • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Painting  Media and materials  Colour theory  Techniques  Effects | **Class 1 – R / Y1**  **Master techniques**  **ELGs and MS1**  • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. | | **Class 2 – Y1/Y2**  **Master techniques**  **MS1**  **Use Class 1 for MS1** | | | **Class 3 – Y3/Y4**  **Master techniques**  **MS2**  • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | | | **Class 4 – Y4/Y5**  **Master techniques**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Master techniques**  **MS3**  • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Collage  Media and materials  Colour theory  Techniques  Effects | • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. | |  | | | • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. | | |  | | • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Sculpture  Media and materials  Colour theory  Techniques  Effects | • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. | |  | | | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. | | |  | | • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Drawing  Media and materials  Colour theory  Techniques  Effects | • Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils. | |  | | | • Use different hardnesses of pencils to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  • Use hatching and cross hatching to show tone and texture. | | |  | | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).  • Use a choice of techniques to depict movement, perspective, shadows and reflection.  • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).  • Use lines to represent movement. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Print  Media and materials  Colour theory  Techniques  Effects | • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | |  | | | • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns. | | |  | | • Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated.  Textiles  Media and materials  Colour theory  Techniques  Effects | • Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  • Use dip dye techniques. | |  | | | • Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric. | | |  | | • Show precision in techniques.  • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces. | |
| **Master techniques** This concept involves developing a skill set so that ideas may be communicated  Digital media  Media and materials  Colour theory  Techniques  Effects | • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | |  | | | • Create images, video and sound recordings and explain why they were created. | | |  | | • Enhance digital media by editing (including sound, video, animation, still images and installations). | |
| **Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.  Styles and periods  Artists and artisans | **Class 1 – R / Y1**  **Take inspiration from the greats**  **ELGs and MS1**  • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | | **Class 2 – Y1/Y2**  **Take inspiration from the greats**  **MS1**  **Use Class 1 for MS1** | | | **Class 3 – Y3/Y4**  **Take inspiration from the greats**  **MS2**  • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | | | **Class 4 – Y4/Y5**  **Take inspiration from the greats**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Take inspiration from the greats**  **MS3**  • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. | |
| KS1 – illustrations for learning | At the seaside | | At the seaside  Claude Monet | | | In the jungle | | | In the jungle  Henri Rousseau | |  | |
| KS1 – illustrations for learning | Food | | Food  Paul Cezanne | | | The beauty of flowers | | | The beauty of flowers  Georgia O’Keeffe | |  | |
| KS1 – illustrations for learning | Dreams and nightmares | | Dreams and nightmares  William Blake | | | Portraits | | | Portraits  Thomas Gainsborough | |  | |
| KS1 – illustrations for learning | In the dark of night | | In the dark of night  Artemisia Gentileschi | | | Love for landscapes | | | Love for landscapes  John Constable | |  | |
| KS1 – illustrations for learning | Scenes of the sea | | Scenes of the sea  Ivan Aivazovsky | | |  | | |  | |  | |
| Lower - KS2 – illustrations for learning | The Renaissance | | The Renaissance  Leonardo da Vinci | | | All work and no play | | | All work and no play  L.S. Lowry | | Animals | |
| Lower - KS2  – illustrations for learning | Myths and legends | | Myths and legends  Peter Paul Rubens | | | Abstract art | | | Abstract art  Wassily Kandinsky | | Animals – Rosa Bonheur | |
| Lower – KS2 – illustrations for learning | Royalty | | | Royalty  Hans Holbein the Younger | | Cityscape art | | | Cityscape art  Camille Pissarro | |  | |
| Lower – KS2 – illustrations for learning | Symbolism | | | Symbolism  Edvard Munch | | A journey into space | | | A journey into space  Robert McCall | |  | |
| Upper – KS2 – illustrations for learning | A study of Surrealism | | | A study of Surrealism  Salvador Dali | | The explosion of Pop art | | | The explosion of Pop art  Andy Warhol | | Art and religion | |
| Upper – KS2 – illustrations for learning | Amazed by architecture | | | Amazed by architecture  Zaha Hadid | | Exploring Expressionism | | | Exploring Expressionism  Henri Matisse | |  | |
| Upper – KS2 – illustrations for learning | Art and fashion | | | Art and fashion  Piet Mondrian | | The art of anatomy | | | The art of anatomy  Albrecht Durer | |  | |
| Upper – KS2 – illustrations for learning | Cultural tradition in art | | | Cultural tradition in art  Richard Kimbo | | Futurism | | | Futurism  Umberto Boccioni | |  | |
| Additional Vocabulary | | Milestone 1  Alter modern  Arrange moulding  Artisan  Artist  Brush  Carving  Classic  Collage  Create  Cut  Designer  Develop  Digital media  Dot  Effect  Experiment  Explore  Glue  Join  Line  Materials  Method | | | Milestone 1  Modern  Moulding  Object  Paint  Pattern  Plaiting  Primary colours  Print  Sculpture  Secondary colours  Shading  Shadow  Sort  Stitching  Technique  Textile  Texture  Thickness  Tint  Tones  Tool  Visual  Weaving | | Milestone 2  Accurate  Adapt  Annotate  Back stitch  Blocks  Coiling  Collect  Cross hatching  Cross stitch  Distinctive  Dye  Elaborate  Feeling  Hardness  Hatching  Influenced | Milestone 2  Layers  Mix  Montage  Mood  Mosaic  Movement  Notable  Original  Overlapping  Palette  Patterned  Plain  Precise  Quilt  Recognisable  Recordings  Refine  Replicate  Resources  Rough  Sketch  Smooth  Striking  Tessellation  Washes  Watercolours | | Milestone 3  Abstract  Acrylic  Animation  Ceramic  Convey  Enhance  Expression  Extend  Fluent  Frameworks  Grasp | | Milestone 3  Interpretation  Lifelike  Mimic  Perspective  Proportion  Provoke  Qualities  Stability  Tactile |