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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.ProcessVisual languageVocabularyEmotions | **Develop ideas****ELGs and MS1**• Respond to ideas and starting points.• Explore ideas and collect visual information.• Explore different methods and materials asideas develop. | **Develop ideas****MS1 and MS2****Use Class 1 for MS1** | **Develop ideas****MS2**• Develop ideas from starting pointsthroughout 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 fromstarting points throughout the curriculum.• Collect information, sketches and resourcesand present ideas imaginatively in a sketchbook.• Use the qualities of materials to enhanceideas.• Spot the potential in unexpected results aswork progresses.• Comment on artworks with a fluent grasp ofvisual language. |
| **Master techniques**This concept involves developing a skill set so that ideas may be communicated.PaintingMedia and materialsColour theoryTechniquesEffects | **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 blackto 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 thickand thin brushes to produce shapes, textures,patterns and lines.• Mix colours effectively.• Use watercolour paint to produce washes forbackgrounds 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 combineline and colour.• Create a colour palette based upon coloursobserved in the natural or built world.• Use the qualities of watercolour and acrylicpaints to create visually interesting pieces.• Combine colours, tones and tints to enhancethe mood of a piece.• Use brush techniques and the qualities ofpaint to create texture.• Develop a personal style of painting, drawingupon ideas from other artists. |
| **Master techniques**This concept involves developing a skill set so that ideas may be communicated.CollageMedia and materialsColour theoryTechniquesEffects | • 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 strikingeffect.• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaicand montage. |  | • Mix textures (rough and smooth, plain andpatterned).• 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.SculptureMedia and materialsColour theoryTechniquesEffects | • Use a combination of shapes.• Include lines and texture.• Use rolled up paper, straws, paper, card andclay as materials.• Use techniques such as rolling, cutting,moulding and carving. |  | • Create and combine shapes to createrecognisable forms (e.g. shapes made fromnets 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-lifeproportions or, if more abstract, provokedifferent interpretations.• Use tools to carve and add shapes, textureand pattern.• Combine visual and tactile qualities.• Use frameworks (such as wire or moulds) toprovide stability and form. |
| **Master techniques**This concept involves developing a skill set so that ideas may be communicated.DrawingMedia and materialsColour theoryTechniquesEffects | • 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.PrintMedia and materialsColour theoryTechniquesEffects | • 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.TextilesMedia and materialsColour theoryTechniquesEffects | • 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 communicatedDigital mediaMedia and materialsColour theoryTechniquesEffects | • 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 periodsArtists 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 tocreate 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 bynotable artists, artisans and designers.• Create original pieces that are influenced bystudies 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) aboutthe style of some notable artists, artisansand designers.• Show how the work of those studied wasinfluential in both society and to otherartists.• Create original pieces that show a range ofinfluences and styles. |
| KS1 – illustrations for learning | At the seaside | At the seaside Claude Monet | In the jungle | In the jungleHenri Rousseau |  |
| KS1 – illustrations for learning | Food | Food Paul Cezanne | The beauty of flowers | The beauty of flowersGeorgia O’Keeffe |  |
| KS1 – illustrations for learning | Dreams and nightmares | Dreams and nightmaresWilliam Blake | Portraits | PortraitsThomas Gainsborough |  |
| KS1 – illustrations for learning | In the dark of night | In the dark of nightArtemisia Gentileschi | Love for landscapes | Love for landscapesJohn Constable |  |
| KS1 – illustrations for learning | Scenes of the sea | Scenes of the seaIvan Aivazovsky |  |  |  |
| Lower - KS2 – illustrations for learning | The Renaissance | The RenaissanceLeonardo da Vinci | All work and no play | All work and no playL.S. Lowry | Animals |
| Lower - KS2 – illustrations for learning | Myths and legends | Myths and legendsPeter Paul Rubens | Abstract art | Abstract artWassily Kandinsky | Animals – Rosa Bonheur |
| Lower – KS2 – illustrations for learning | Royalty | RoyaltyHans Holbein the Younger | Cityscape art | Cityscape artCamille Pissarro |  |
| Lower – KS2 – illustrations for learning | Symbolism | SymbolismEdvard Munch | A journey into space | A journey into spaceRobert McCall |  |
| Upper – KS2 – illustrations for learning | A study of Surrealism | A study of SurrealismSalvador Dali | The explosion of Pop art | The explosion of Pop artAndy Warhol | Art and religion |
| Upper – KS2 – illustrations for learning | Amazed by architecture | Amazed by architectureZaha Hadid | Exploring Expressionism | Exploring ExpressionismHenri Matisse |  |
| Upper – KS2 – illustrations for learning | Art and fashion | Art and fashionPiet Mondrian | The art of anatomy | The art of anatomyAlbrecht Durer |  |
| Upper – KS2 – illustrations for learning | Cultural tradition in art | Cultural tradition in artRichard Kimbo | Futurism | FuturismUmberto Boccioni |  |
| Additional Vocabulary | Milestone 1Alter modernArrange mouldingArtisanArtistBrushCarvingClassicCollage CreateCutDesignerDevelopDigital mediaDotEffect ExperimentExploreGlueJoinLineMaterialsMethod | Milestone 1ModernMouldingObjectPaintPatternPlaitingPrimary coloursPrintSculptureSecondary coloursShadingShadowSort StitchingTechniqueTextileTextureThicknessTintTonesTool VisualWeaving | Milestone 2AccurateAdaptAnnotateBack stitchBlocksCoilingCollectCross hatching Cross stitchDistinctiveDyeElaborateFeelingHardnessHatchingInfluenced | Milestone 2LayersMixMontageMoodMosaicMovementNotableOriginalOverlappingPalettePatternedPlainPreciseQuiltRecognisable Recordings RefineReplicateResourcesRoughSketchSmooth StrikingTessellationWashesWatercolours | Milestone 3AbstractAcrylicAnimationCeramicConveyEnhanceExpressionExtendFluentFrameworksGrasp | Milestone 3InterpretationLifelikeMimicPerspectiveProportionProvokeQualitiesStabilityTactile |