

Lightcliffe CofE Primary School

# Art Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower



## Art Curriculum at Lightcliffe CE Primary School

At Lightcliffe CofE Primary School we want pupils to be engaged, inspired and challenged through an art curriculum that has been designed to inspire and enable them to learn through art as well as about art. Our curriculum creates opportunities for pupils to explore many different aspects of making, helping them understand the ways art connects us with our past, helps us embrace the present, and empowers us to shape our future. By exploring why art is relevant to all our lives, we aim to make certain that pupils feel entitled to develop their creativity, and understand their place in the world as creative, confident beings.

Our focus is equipping pupils with the knowledge and skills to experiment, invent and create their own works of art. Through this progressive curriculum, pupils will be able to think critically and develop a more rigorous understanding of art and design. Our curriculum is about opening up what art is, giving pupils lots of different kinds of opportunities and experiences (media, techniques, approaches, artists), all underpinned by creative use of drawing and sketchbooks. We want to introduce pupils to a wide variety of artists, designers and craftspeople from across the world and we do so through a series of 'Talking Points' resources that juxtapose contemporary artists with more traditional artists. We study artists, designers and craftspeople not so we can make copies or pastiches of their style, but so we can learn from the way they see the world.

# National curriculum in England

## Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Attainment targets

### Early Years Foundation Stage

The Expressive Art and Design EYFS Statutory Educational Programme outlines:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular

opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability

to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting

and appreciating what they hear, respond to and observe.

At Lightcliffe CE, we aim to encourage attitudes of curiosity and questioning as well as developing pupils skills and techniques. We intend to build on children's interests and support them to create pieces of artwork that represent for them an experience or something they have seen. We will encourage children to choose and use materials and resources in an open-ended way that helps them to make choices and to have confidence in their own ideas. Through skilful questioning, adults will help children hold on to their creativity and encourage them to explain the choices they have made.

The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for art and design within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for art and design. The most relevant statements for art are taken from the Specific Area of Learning: Expressive Art and Design.

EYFS Art and Design DM/ELG			Art and Design Skills (links to NC)	Vocabulary
Reception	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Producing creative work, exploring ideas and recording experiences.</li> <li>• Becoming proficient in drawing and other art techniques.</li> <li>• Evaluate and analyse.</li> </ul>	Draw Paint Cut Stick Make Colour Build
ELG	Expressive Art and Design	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Producing creative work, exploring ideas and recording experiences.</li> <li>• Becoming proficient in drawing and other art techniques.</li> <li>• Evaluate and analyse.</li> </ul>	

## Key stage 1

Pupils should be taught:

- 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, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- 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
- about great artists, architects and designers in history.

	Autumn 1	Spring 1	Summer 1
Year 1	Collage Exploring textures, shapes, and layering. Encourages fine motor skills and composition awareness.	Colour Mixing Hands-on experimentation with primary colours to discover secondary colours. Builds understanding of colour theory.	Simple Printing Introduction to printmaking using everyday materials. Encourages pattern recognition and repetition.
Year 2	Edward Saidi: Tanzanian Printer Cultural appreciation through art. Exploring block printing and storytelling through pattern.	Expressive Painting Emphasises emotion and movement in brushwork. Encourages freedom and personal expression.	Observational Drawing Developing looking skills. Drawing from real life to improve accuracy and detail.
Year 3	Prehistoric Art: Charcoal Exploring mark-making with natural materials. Links to history and storytelling through art.	Cloth, Thread Paint Mixed media exploration. Encourages tactile engagement and layering techniques.	Sketch & Design: Indus Valley Pottery, Clay Relief Historical art appreciation. Designing and sculpting with clay to build 3D understanding.
Year 4	Pencil Sketches Developing tone, texture, and shading. Focus on drawing techniques and control.	Watercolours: Mountains Landscape painting with emphasis on layering and transparency. Builds brush control.	Mixed Media: Land and City Scapes Combining materials to create textured scenes. Encourages creativity and composition.
Year 5	Making Monotypes Printmaking with a focus on spontaneity and experimentation. One-off prints encourage risk-taking.	Moli: Textile Art Cultural textile exploration. Stitching and layering to create narrative textiles.	Sculpture: Greek Clay Vase Historical sculpture techniques. Coiling and shaping clay to create functional art.
Year 6	Colour: Hot & Cold Portraits: Perspective Street Scene	Islamic Art: Geometric, Calligraphy Pattern, symmetry, and cultural appreciation. Precision and design thinking.	Historical Portraits: Mixed Media Self Portraits Identity and expression. Combining historical styles with personal storytelling.

	Advanced colour theory, portraiture, and perspective drawing. Combines technical skill with creativity.		
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Year 1: Collage	Key Concepts			
	<ul style="list-style-type: none"> <li>• Collage involves selecting, arranging, and sticking materials to create a new image or idea.</li> <li>• Found materials can be used to express ideas.</li> <li>• Texture, shape, and colour can be explored through collage.</li> <li>• Collage can be both planned and spontaneous.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that collage can be used to create images and express ideas.</li> <li>• Learn that artists use collage in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and arrange materials.</li> <li>• Explore how sketchbooks can help plan and reflect on collage work.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the work of collage artists (e.g., Henri Matisse, Romare Bearden).</li> <li>• Understand that artists use collage to tell stories or express feelings.</li> <li>• Recognise that everyone may interpret collage differently.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Select and cut materials with intention.</li> <li>• Arrange and glue materials to create a composition.</li> <li>• Explore layering and overlapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect textures, colours, and shapes in sketchbooks.</li> <li>• Experiment with layout and composition.</li> <li>• Reflect on choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own collage and others' work using simple art vocabulary.</li> <li>• Share opinions and preferences ("I chose this because...").</li> <li>• Listen to others' ideas and respond respectfully.</li> </ul>
Vocabulary				
Collage, layer, texture, shape, composition, overlap, arrange, cut, stick, material, found objects, colour, artist, sketchbook, experiment, respond, visual, explore, glue, tear.				



Year 1: Colour Mixing	Key Concepts			
	<ul style="list-style-type: none"> <li>• Colour can be mixed to create new colours.</li> <li>• Primary colours (red, yellow, blue) can be combined to make secondary colours (orange, green, purple).</li> <li>• Artists use colour to express mood, feeling, and meaning.</li> <li>• Colour mixing is an exploratory and creative process.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that colour can be used to enhance drawings and express ideas.</li> <li>• Learn that artists make choices about colour for different reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to test and record colour mixing experiments.</li> <li>• Understand sketchbooks as a space for exploration and discovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at how artists use colour in their work (e.g., Kandinsky, Alma Thomas).</li> <li>• Understand that colour can communicate feelings or ideas.</li> <li>• Recognise that everyone may respond to colour differently.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Add colour to drawings using paint, pencil, or crayon.</li> <li>• Experiment with layering colours and observing changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and record primary and secondary colours.</li> <li>• Create colour swatches and label them.</li> <li>• Reflect on colour choices and combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about colours used in own work and others'.</li> <li>• Use simple vocabulary to describe colour and mood.</li> <li>• Share preferences and listen to others' ideas.</li> </ul>
Vocabulary				
Colour, primary, secondary, mix, red, yellow, blue, orange, green, purple, light, dark, bright, dull, mood, warm, cool, paint, brush, palette, swatch, experiment, layer, blend.				

Year 1: Simple Printing	Key Concepts			
	<ul style="list-style-type: none"> <li>• Printing is a process of making repeated images using a surface and ink or paint.</li> <li>• Prints can be made using a variety of materials and techniques.</li> <li>• Artists use printing to explore pattern, texture, and repetition.</li> <li>• Printing encourages experimentation and discovery.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that drawing can be used to design and plan prints.</li> <li>• Learn that lines, shapes, and textures can be transferred through printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore patterns and textures.</li> <li>• Record printing experiments and reflect on outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at how artists use printmaking in their work (e.g., Andy Warhol, Angie Lewin).</li> <li>• Understand that printmaking can be used to tell stories or explore design.</li> <li>• Recognise that prints can be both decorative and expressive.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Create simple drawings to use as templates for printing.</li> <li>• Explore how drawn marks can be translated into print.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect rubbings, textures, and patterns.</li> <li>• Experiment with layering prints and colour combinations.</li> <li>• Reflect on what worked well and what could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the process of making a print.</li> <li>• Use simple vocabulary to describe pattern, repetition, and texture.</li> <li>• Share opinions about own work and others'.</li> </ul>
Vocabulary				
Print, printing, pattern, repeat, texture, surface, press, rub, stamp, roller, ink, paint, block, template, transfer, layer, design, mark, shape, line.				

Year 2: Edward Saidi Tingatinga: Tanzanian Printer	Key Concepts			
	<ul style="list-style-type: none"> <li>• Printing can be used to tell stories and celebrate culture.</li> <li>• Bold shapes, bright colours, and repeated patterns can create strong visual impact.</li> <li>• Art can reflect the natural world and everyday life.</li> <li>• Artists can develop their own unique style using simple materials.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that drawing can be used to plan and inspire printed artwork.</li> <li>• Learn that artists like Tingatinga use simplified shapes and bold outlines.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore ideas, colours, and compositions inspired by Saidi's work.</li> <li>• Understand sketchbooks as a place to experiment with pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Edward Saidi Tingatinga and the Tingatinga painting style.</li> <li>• Understand how art can reflect culture, environment, and imagination.</li> <li>• Recognise that artists often work in communities and pass on their skills.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Create drawings of animals, plants, or people using bold lines and flat shapes.</li> <li>• Use drawing to explore pattern and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and record patterns and shapes from nature and everyday life.</li> <li>• Experiment with colour combinations and layout.</li> <li>• Reflect on how colour and shape affect mood and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Tingatinga's work using simple art vocabulary.</li> <li>• Describe how colour, shape, and pattern are used.</li> <li>• Share personal responses and ideas inspired by the artist.</li> </ul>
Vocabulary				
Print, pattern, repeat, bold, bright, colour, shape, outline, animal, nature, culture, Tanzania, Tingatinga, press, stamp, roller, layer, design, flat, simplify, decorate.				

Year 2: Expressive Painting	Key Concepts			
	<ul style="list-style-type: none"> <li>• Painting can be used to express feelings, energy, and movement.</li> <li>• Colour, brushstrokes, and scale can all contribute to expression.</li> <li>• Artists use painting to explore mood, emotion, and imagination.</li> <li>• Painting is a physical and creative process that invites experimentation.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that expressive painting can begin with drawing ideas or shapes.</li> <li>• Learn that drawing can help plan composition and explore gesture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore colour, brush marks, and composition.</li> <li>• Understand sketchbooks as a space for testing expressive techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at expressive painters (e.g., Vincent van Gogh, Gillian Ayres, Cy Twombly).</li> <li>• Understand that artists use painting to communicate emotion and energy.</li> <li>• Recognise that expressive art can be abstract or representational.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Use drawing to explore movement and emotion.</li> <li>• Make loose, gestural marks to suggest energy or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with mixing colours to reflect mood.</li> <li>• Explore different brush sizes and mark-making styles.</li> <li>• Reflect on how choices affect the feeling of the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how paintings make you feel.</li> <li>• Use descriptive language to explain colour, movement, and mood.</li> <li>• Share personal responses and listen to others' interpretations.</li> </ul>
Vocabulary				
Expressive, painting, brushstroke, gesture, emotion, mood, colour, mix, abstract, representational, energy, movement, texture, layer, bold, loose, fluid, composition, scale, mark-making.				

Year 2: Observational Drawing	Key Concepts			
	<ul style="list-style-type: none"> <li>• Observational drawing helps us look closely and understand what we see.</li> <li>• Drawing from life develops focus, patience, and attention to detail.</li> <li>• Artists use line, shape, tone, and texture to represent real objects.</li> <li>• Drawing is a way of recording and communicating ideas visually.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that drawing from observation involves careful looking.</li> <li>• Learn that artists use drawing to study the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to practise observational drawing and record visual discoveries.</li> <li>• Understand sketchbooks as a place to reflect and refine ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at how artists use drawing to study and understand the world (e.g., Leonardo da Vinci, Georgia O'Keeffe).</li> <li>• Understand that drawing can be both scientific and expressive.</li> <li>• Recognise that everyone sees and draws differently.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Use a range of drawing tools (e.g., pencil, charcoal, pen) to explore line and tone.</li> <li>• Draw from real objects, focusing on shape, proportion, and detail.</li> <li>• Explore different ways to show texture and shadow.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observational drawings of natural and man-made objects.</li> <li>• Annotate drawings with notes about texture, shape, or technique.</li> <li>• Revisit drawings to add detail or develop further.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what was noticed while drawing.</li> <li>• Use vocabulary to describe line, shape, and texture.</li> <li>• Share thoughts about the process and outcome of observational drawing.</li> </ul>
Vocabulary				
Observation, draw, line, shape, texture, tone, detail, proportion, shadow, light, dark, soft, hard, smooth, rough, sketch, refine, focus, real, object, study.				

Year 3: Prehistoric Art: Charcoal	Key Concepts			
	<ul style="list-style-type: none"> <li>Charcoal is a natural drawing material that allows for expressive and bold mark-making.</li> <li>Drawing can connect us to the past and help us understand how early humans communicated.</li> <li>Prehistoric art often used simple tools and natural materials to depict animals, people, and symbols.</li> <li>Art can be made on different surfaces and at different scales, using the whole body.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>Understand that charcoal can be used to create a range of tones and textures.</li> <li>Learn that prehistoric artists used drawing to tell stories and record their world.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to explore charcoal techniques and prehistoric imagery.</li> <li>Understand sketchbooks as a place to experiment with materials and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about prehistoric cave art (e.g., Lascaux, Chauvet, Altamira).</li> <li>Understand that early humans used art to communicate and express beliefs.</li> <li>Recognise that drawing is a timeless human activity.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>Explore mark-making using charcoal sticks, dust, and fingers.</li> <li>Use pressure, smudging, and erasing to create light and dark areas.</li> <li>Draw animals and symbols inspired by cave art using expressive lines.</li> </ul>	<ul style="list-style-type: none"> <li>Practise drawing animals and symbols from observation and imagination.</li> <li>Experiment with charcoal textures and layering.</li> <li>Reflect on how drawing techniques affect mood and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how charcoal feels and behaves as a material.</li> <li>Describe how prehistoric artists might have worked and why.</li> <li>Share personal responses to cave art and charcoal drawing.</li> </ul>
Vocabulary				
Charcoal, smudge, tone, texture, pressure, light, dark, erase, mark, symbol, cave, prehistoric, ancient, natural, drawing, animal, figure, surface, gesture, expressive, dust.				

Year 3: Cloth, Thread Paint Mixed media exploration..	Key Concepts			
	<ul style="list-style-type: none"> <li>Materials like cloth, thread, and paint can be combined to create layered, textured artworks.</li> <li>Mixed media encourages tactile exploration and creative risk-taking.</li> <li>Artists use fabric and stitch to tell stories, express identity, and explore pattern and surface.</li> <li>Art can be built up in layers, using both additive and subtractive techniques.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>Understand that drawing can be extended through stitch, texture, and surface.</li> <li>Learn that artists draw with thread, fabric, and paint as well as pencil.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to explore combinations of materials and techniques.</li> <li>Understand sketchbooks as a space for testing texture, layering, and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Look at artists who work with textiles and mixed media (e.g., Louise Bourgeois, Sheila Hicks, Faith Ringgold).</li> <li>Understand that textiles can carry personal, cultural, and historical meaning.</li> <li>Recognise that mixed media allows for freedom and experimentation.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>Use drawing to plan compositions and explore pattern.</li> <li>Translate drawn lines into stitched or painted marks.</li> <li>Explore how different materials respond to mark-making.</li> </ul>	<ul style="list-style-type: none"> <li>Collect fabric samples, thread, and painted textures.</li> <li>Experiment with layering materials and recording outcomes.</li> <li>Reflect on how materials interact and how they can be used expressively.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how materials feel and behave.</li> <li>Use vocabulary to describe texture, layering, and technique.</li> <li>Share personal responses to mixed media work and explain choices made.</li> </ul>
Vocabulary				
Cloth, thread, fabric, stitch, sew, weave, layer, texture, surface, paint, mixed media, mark, pattern, soft, rough, smooth, fray, glue, collage, embellish, tactile, expressive.				

Year 3: Sketch & Design: Indus Valley Pottery, Clay Relief	Key Concepts			
	<ul style="list-style-type: none"> <li>• Clay can be used to create both functional and decorative objects.</li> <li>• Sketching helps artists plan and refine their ideas before working in 3D.</li> <li>• The Indus Valley people used pottery and relief to tell stories, decorate, and store goods.</li> <li>• Art connects us to ancient cultures and helps us understand their way of life.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that sketching is a tool for planning and visualising ideas.</li> <li>• Learn that ancient artists used symbols, animals, and patterns in their designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore ideas for clay relief and pottery decoration.</li> <li>• Understand sketchbooks as a space for research, experimentation, and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• learn about the art of the Indus Valley civilisation, including pottery, seals, and decorative motifs .</li> <li>• Understand that art was used for both practical and symbolic purposes.</li> <li>• Recognise that ancient art can inspire modern creativity.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Sketch designs inspired by Indus Valley pottery and seals.</li> <li>• Explore repeated patterns, animal motifs, and symbolic shapes.</li> <li>• Use line and shading to suggest form and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Record observations of Indus artefacts and motifs.</li> <li>• Experiment with layout, pattern, and surface design.</li> <li>• Annotate sketches with notes about materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the meaning and function of Indus Valley artefacts.</li> <li>• Use vocabulary to describe form, relief, and decoration.</li> <li>• Share personal responses and explain design choices.</li> </ul>
Vocabulary				
Clay, relief, pottery, sketch, design, pattern, symbol, motif, texture, carve, press, coil, slab, decorate, ancient, Indus Valley, seal, surface, form, tool.				



<p>Year 4: Pencil Sketches Developing tone, texture, and shading. Focus on drawing techniques and control.</p>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Pencil can be used to create a wide range of tones, textures, and effects.</li> <li>• Shading helps to show form, depth, and light in a drawing.</li> <li>• Drawing is a skill that improves with practice, observation, and control.</li> <li>• Artists use pencil techniques to express both realism and imagination.</li> </ul>			
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that tone and shading can create the illusion of three dimensions.</li> <li>• Learn that texture can be suggested through different pencil marks.</li> <li>• Recognise that artists use a variety of techniques to control light and shadow.</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to explore and refine pencil techniques.</li> <li>• Understand sketchbooks as a place to practise tonal scales and texture studies.</li> </ul>	<p><b>Purpose/Visual Literacy/Articulation</b></p> <ul style="list-style-type: none"> <li>• Look at artists who use pencil expressively and technically (e.g., Leonardo da Vinci, Käthe Kollwitz).</li> <li>• Understand that pencil drawing can be both preparatory and complete.</li> <li>• Recognise that drawing is a powerful tool for observation and expression.</li> </ul>
	<p><b>Substantive Knowledge</b></p>			
	<p><b>Disciplinary Knowledge / Skills</b></p>	<ul style="list-style-type: none"> <li>• Practise hatching, cross-hatching, blending, stippling, and scumbling.</li> <li>• Use a range of pencils (e.g., HB, 2B, 4B) to explore soft and hard marks.</li> <li>• Observe and draw objects with attention to light source and surface texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Create tonal scales and texture swatches.</li> <li>• Record observational drawings with a focus on shading and detail.</li> <li>• Reflect on how different techniques affect the outcome of a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how tone and texture are used in drawings.</li> <li>• Use vocabulary to describe techniques and effects.</li> <li>• Share personal responses and explain artistic choices.</li> </ul>
	<p><b>Vocabulary</b></p> <p>Pencil, tone, shading, texture, hatching, cross-hatching, stippling, blending, scumbling, light, dark, shadow, highlight, pressure, control, smooth, rough, soft, hard, sketch, form.</p>			

<p>Year 4: Watercolours: Mountains Landscape painting with emphasis on layering and transparency. Builds brush control.</p>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Watercolour is a transparent medium that allows for layering and subtle colour blending.</li> <li>• Landscapes can be built up gradually using washes, tones, and brush techniques.</li> <li>• Artists use watercolour to capture light, atmosphere, and depth.</li> <li>• Painting mountains encourages observation of shape, scale, and distance.</li> </ul>			
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that drawing can help plan the structure and composition of a landscape.</li> <li>• Learn that line and shape are important for mapping out mountain forms.</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to explore colour mixing, layering, and brush techniques.</li> <li>• Understand sketchbooks as a space to practise and refine ideas before painting.</li> </ul>	<p><b>Purpose/Visual Literacy/Articulation</b></p> <ul style="list-style-type: none"> <li>• Look at landscape artists who use watercolour (e.g., J.M.W. Turner, Zao Wou-Ki).</li> <li>• Understand how artists use colour, light, and layering to create mood and depth.</li> <li>• Recognise that landscapes can be realistic or expressive.</li> </ul>
	<p><b>Substantive Knowledge</b></p>			
	<p><b>Disciplinary Knowledge / Skills</b></p>	<ul style="list-style-type: none"> <li>• Sketch mountain outlines and landscape features using light pencil marks.</li> <li>• Use drawing to explore foreground, middle ground, and background.</li> </ul>	<ul style="list-style-type: none"> <li>• Create colour swatches and gradient washes.</li> <li>• Experiment with wet-on-wet and wet-on-dry techniques.</li> <li>• Record observations of mountain shapes and textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how layering and transparency affect the final image.</li> <li>• Use vocabulary to describe brushwork, tone, and atmosphere.</li> <li>• Share personal responses and explain artistic decisions.</li> </ul>
	<p><b>Vocabulary</b></p> <p>Watercolour, wash, layer, transparent, blend, gradient, wet-on-wet, wet-on-dry, brushstroke, tone, light, shadow, atmosphere, landscape, mountain, foreground, background, middle ground, sketch, outline, texture.</p>			

<p>Year 4:</p> <p>Mixed Media: Land and City Scapes Combining materials to create textured scenes. Encourages creativity and composition.</p>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Mixed media allows artists to combine materials to create rich, layered artworks.</li> <li>Landscapes and cityscapes can be explored through texture, shape, and composition.</li> <li>Artists use materials creatively to express place, atmosphere, and structure.</li> <li>Art can be both representational and imaginative, blending observation with invention.</li> </ul>			
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Understand that drawing can be used to plan and structure a composition.</li> <li>Learn that line, shape, and perspective help define space and form in landscapes.</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore materials and techniques for mixed media.</li> <li>Understand sketchbooks as a space to test combinations of media and develop ideas.</li> </ul>	<p><b>Purpose/Visual Literacy/Articulation</b></p> <ul style="list-style-type: none"> <li>Look at artists who explore place through mixed media (e.g., Kurt Schwitters, Hundertwasser, Lubaina Himid).</li> <li>Understand that artists use composition and material to express a sense of place.</li> <li>Recognise that land and cityscapes can be abstract, symbolic, or realistic.</li> </ul>
	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>Sketch outlines of buildings, natural forms, and key features of a scene.</li> <li>Use drawing to explore layout, layering, and focal points.</li> <li>Combine drawn elements with collage, paint, and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Collect textures, colours, and shapes from urban and natural environments.</li> <li>Experiment with layering paper, fabric, paint, and drawing.</li> <li>Reflect on how materials interact and how they affect the mood of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how materials and composition affect the feel of a landscape.</li> <li>Use vocabulary to describe texture, layering, and structure.</li> <li>Share personal responses and explain creative choices.</li> </ul>
	<p><b>Disciplinary Knowledge / Skills</b></p>	<p><b>Vocabulary</b></p> <p>Mixed media, texture, layer, collage, composition, landscape, cityscape, skyline, structure, shape, form, contrast, material, surface, glue, paint, draw, cut, tear, arrange, perspective.</p>		

<p>Year 5: Making Monotypes Printmaking with a focus on spontaneity and experimentation. One-off prints encourage risk- taking.</p>	Key Concepts			
	<ul style="list-style-type: none"> <li>• Monotype is a form of printmaking that produces unique, one-off prints.</li> <li>• The process encourages spontaneity, experimentation, and creative risk-taking.</li> <li>• Artists use monotype to explore texture, layering, and mark-making.</li> <li>• Printmaking can be expressive, abstract, or representational.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that drawing can be part of the printmaking process.</li> <li>• Learn that marks made on a surface can be transferred to paper in unexpected ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore ideas, textures, and compositions before printing.</li> <li>• Understand sketchbooks as a space to reflect on process and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at artists who use monotype and experimental printmaking (e.g., Tracey Emin, Paul Klee, Edgar Degas).</li> <li>• Understand that monotypes are valued for their uniqueness and expressive quality.</li> <li>• Recognise that process is as important as outcome.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Use drawing tools to create marks on printing plates (e.g., acetate, Perspex, or foil).</li> <li>• Explore subtractive and additive methods (drawing into ink, or applying ink with tools).</li> <li>• Embrace unpredictability and respond to accidental marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Record experiments with mark-making and layering.</li> <li>• Annotate sketches with notes on technique and effect.</li> <li>• Reflect on how spontaneity influenced the final print.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how the print was made and how it differs from the original drawing.</li> <li>• Use vocabulary to describe texture, tone, and spontaneity.</li> <li>• Share personal responses and reflect on the creative process.</li> </ul>
Vocabulary				
Monotype, print, plate, ink, transfer, pressure, texture, mark-making, subtractive, additive, spontaneous, unique, one-off, layer, ghost print, reverse, press, roller, composition, experiment.				

Year 5: Textile Art Cultural textile exploration. Stitching and layering to create narrative textiles.	Key Concepts			
	<ul style="list-style-type: none"> <li>• Textile art can be used to tell stories, express identity, and explore cultural traditions.</li> <li>• Stitching and layering fabric allows for rich, tactile, and expressive compositions.</li> <li>• Artists from different cultures use textiles to communicate meaning, history, and symbolism.</li> <li>• Combining materials encourages creativity, experimentation, and personal expression.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that drawing can help plan textile compositions and motifs.</li> <li>• Learn that artists often begin with sketches to explore layout and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore colour palettes, fabric textures, and stitch types.</li> <li>• Understand sketchbooks as a space to develop ideas and reflect on cultural inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about textile traditions from different cultures (e.g., African Kente cloth, Indian Kantha, Guatemalan weaving).</li> <li>• Understand that textiles can carry personal, historical, and symbolic meaning.</li> <li>• Recognise that textile art can be both decorative and narrative.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Sketch symbolic shapes, patterns, and figures inspired by cultural textiles.</li> <li>• Use drawing to plan colour, layering, and stitching sequences.</li> <li>• Explore symmetry, repetition, and storytelling through visual design.</li> </ul>	<ul style="list-style-type: none"> <li>• Record and refine textile-inspired designs.</li> <li>• Experiment with layering paper or fabric to test composition.</li> <li>• Annotate sketches with notes on stitching, materials, and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the stories and symbols in textile designs.</li> <li>• Use vocabulary to describe layering, stitching, and cultural references.</li> <li>• Share personal responses and explain design choices in relation to cultural inspiration.</li> </ul>
Vocabulary				
Textile, fabric, stitch, thread, layer, applique, embroidery, pattern, motif, symbol, culture, tradition, narrative, design, texture, contrast, embellish, cut, fold, sew, arrange.				

<p>Year 5: Sculpture: Greek Clay Vase Historical sculpture techniques. Coiling and shaping clay to create functional art.</p>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Clay can be shaped using coiling and joining techniques to create functional vessels.</li> <li>• Ancient Greek pottery was both practical and decorative, often used for storytelling and ceremony.</li> <li>• Sculptural processes require planning, patience, and attention to form and surface.</li> <li>• Art connects us to ancient civilisations and their ways of life.</li> </ul>			
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that drawing helps visualise and plan 3D forms.</li> <li>• Learn that Greek vases often featured symmetrical shapes and narrative decoration.</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to explore Greek vase forms, patterns, and mythological themes.</li> <li>• Understand sketchbooks as a space to develop ideas and reflect on historical influences.</li> </ul>	<p><b>Purpose/Visual Literacy/Articulation</b></p> <ul style="list-style-type: none"> <li>• Learn about Ancient Greek pottery types (e.g., amphora, krater, kylix) and their uses.</li> <li>• Understand that vases were used for storage, rituals, and storytelling.</li> <li>• Recognise that decoration often depicted myths, gods, and daily life.</li> </ul>
	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand that drawing helps visualise and plan 3D forms.</li> <li>• Learn that Greek vases often featured symmetrical shapes and narrative decoration.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore Greek vase forms, patterns, and mythological themes.</li> <li>• Understand sketchbooks as a space to develop ideas and reflect on historical influences.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about Ancient Greek pottery types (e.g., amphora, krater, kylix) and their uses.</li> <li>• Understand that vases were used for storage, rituals, and storytelling.</li> <li>• Recognise that decoration often depicted myths, gods, and daily life.</li> </ul>
	<p><b>Disciplinary Knowledge / Skills</b></p>	<ul style="list-style-type: none"> <li>• Sketch vase shapes and decorative bands inspired by Greek pottery.</li> <li>• Use drawing to explore proportion, symmetry, and storytelling through imagery.</li> <li>• Plan surface decoration before applying it to clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Record vase silhouettes and decorative motifs.</li> <li>• Experiment with layout and storytelling through imagery.</li> <li>• Annotate sketches with notes on construction, symbolism, and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the form and function of Greek vases.</li> <li>• Use vocabulary to describe coiling, shaping, and surface decoration.</li> <li>• Share personal responses and explain design choices in relation to historical inspiration.</li> </ul>
	<p><b>Vocabulary</b></p> <p>Clay, coil, slip, score, smooth, shape, form, vessel, vase, amphora, krater, kylix, symmetrical, decorate, motif, narrative, pattern, ancient, Greek, sculpt, build, functional.</p>			

<p>Year 6: Colour: Hot &amp; Cold Portraits: Perspective Street Scene Advanced colour theory, portraiture, and perspective drawing. Combines technical skill with creativity.</p>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Colour can be used to express emotion, contrast, and atmosphere through warm and cool palettes.</li> <li>• Portraiture allows artists to explore identity, expression, and proportion.</li> <li>• Perspective drawing helps create the illusion of depth and space in a scene.</li> <li>• Combining technical skill with creativity leads to powerful visual storytelling.</li> </ul>				
		<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that warm colours (reds, oranges, yellows) and cool colours (blues, greens, purples) can affect mood and focus.</li> <li>• Learn that portraits require attention to proportion and facial features.</li> <li>• Understand that linear perspective uses vanishing points and horizon lines to create depth.</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to explore colour palettes, facial proportions, and perspective techniques.</li> <li>• Understand sketchbooks as a space for experimentation and refinement.</li> </ul>	<p><b>Purpose/Visual Literacy/Articulation</b></p> <ul style="list-style-type: none"> <li>• Look at artists who use colour and perspective expressively (e.g., David Hockney, Frida Kahlo, Edward Hopper).</li> <li>• Understand how artists use visual elements to guide the viewer's eye and convey meaning.</li> <li>• Recognise that combining techniques can enhance storytelling in art.</li> </ul>	
	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Use colour theory to create contrast and mood in portraiture.</li> <li>• Draw portraits with attention to facial structure and expression.</li> <li>• Construct a one-point perspective street scene using ruler and vanishing point.</li> <li>• Combine portrait and perspective elements into a cohesive composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Create warm and cool colour swatches and test their emotional impact.</li> <li>• Practise drawing facial features and proportions.</li> <li>• Experiment with perspective grids and street scene layouts.</li> <li>• Reflect on how colour and composition affect the viewer's experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how colour and perspective influence the mood and focus of an artwork.</li> <li>• Use vocabulary to describe technique, emotion, and spatial depth.</li> <li>• Share personal responses and explain creative decisions.</li> </ul>	
	<p><b>Disciplinary Knowledge / Skills</b></p>	<p><b>Vocabulary</b></p> <p>Warm colours, cool colours, contrast, mood, portrait, proportion, expression, facial features, perspective, vanishing point, horizon line, depth, space, composition, tone, blend, highlight, shadow, structure, layout.</p>			
	<p><b>Vocabulary</b></p> <p>Warm colours, cool colours, contrast, mood, portrait, proportion, expression, facial features, perspective, vanishing point, horizon line, depth, space, composition, tone, blend, highlight, shadow, structure, layout.</p>				

<p>Year 6: Islamic Art: Geometric, Calligraphy Pattern, symmetry, and cultural appreciation. Precision and design thinking.</p>	<b>Key Concepts</b>			
	<ul style="list-style-type: none"> <li>• Islamic art often uses geometric patterns and calligraphy to express beauty, spirituality, and cultural identity.</li> <li>• Repetition, symmetry, and precision are key features of Islamic design.</li> <li>• Artists use mathematical thinking and careful planning to create complex patterns.</li> <li>• Calligraphy in Islamic art is a highly respected form of visual expression.</li> </ul>			
		<b>Drawing</b>	<b>Sketchbooks</b>	<b>Purpose/Visual Literacy/Articulation</b>
	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand that geometric patterns are built from repeated shapes and symmetrical arrangements.</li> <li>• Learn that Islamic calligraphy is both decorative and meaningful.</li> <li>• Recognise the importance of precision and structure in Islamic design.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore pattern construction, symmetry, and lettering styles.</li> <li>• Understand sketchbooks as a space for testing ideas and refining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the role of geometry and calligraphy in Islamic art and architecture (e.g., mosques, tiles, manuscripts).</li> <li>• Understand that Islamic art avoids figurative imagery and focuses on abstract beauty.</li> <li>• Recognise the spiritual and cultural significance of pattern and script.</li> </ul>
	<b>Disciplinary Knowledge / Skills</b>	<ul style="list-style-type: none"> <li>• Use rulers, compasses, and grids to construct geometric patterns.</li> <li>• Explore radial symmetry, tessellation, and repeated motifs.</li> <li>• Practise stylised lettering and calligraphic forms inspired by Islamic scripts.</li> </ul>	<ul style="list-style-type: none"> <li>• Create pattern studies using pencil, pen, and colour.</li> <li>• Experiment with layering shapes and combining geometry with calligraphy.</li> <li>• Annotate sketches with reflections on process and cultural meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how pattern and calligraphy are used to create harmony and meaning.</li> <li>• Use vocabulary to describe symmetry, repetition, and design.</li> <li>• Share personal responses and explain creative decisions in relation to cultural inspiration.</li> </ul>
<b>Vocabulary</b>				
<p>Geometric, pattern, symmetry, radial, tessellation, repeat, motif, calligraphy, script, line, curve, precision, compass, grid, proportion, design, culture, Islamic, decorative, abstract.</p>				



Year 6: Historical Portraits: Mixed Media Self Portraits Identity and expression. Combining historical styles with personal storytelling.	Key Concepts			
	<ul style="list-style-type: none"> <li>• Portraits can communicate identity, personality, and story.</li> <li>• Artists throughout history have used different styles and materials to represent people.</li> <li>• Mixed media allows for creative layering of materials, textures, and symbols.</li> <li>• Self-portraiture is a powerful way to explore and express who we are.</li> </ul>			
		Drawing	Sketchbooks	Purpose/Visual Literacy/Articulation
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Understand that portraits involve proportion, facial structure, and expression.</li> <li>• Learn how historical portrait styles reflect the time, culture, and status of the subject.</li> <li>• Recognise that drawing can be combined with collage, paint, and text to create layered meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to explore facial features, historical references, and mixed media techniques.</li> <li>• Understand sketchbooks as a space to develop ideas and reflect on identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at historical portraits from different periods and cultures (e.g., Hans Holbein, Frida Kahlo, Kehinde Wiley).</li> <li>• Understand how artists use pose, clothing, background, and objects to tell a story.</li> <li>• Recognise that self-portraits can be both realistic and symbolic.</li> </ul>
	Disciplinary Knowledge / Skills	<ul style="list-style-type: none"> <li>• Sketch self-portraits using mirrors or photographs, focusing on proportion and expression.</li> <li>• Explore historical portrait styles (e.g., Tudor, Renaissance, Impressionist) for inspiration.</li> <li>• Combine drawing with other media to build a personal, expressive portrait.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise drawing facial features and experimenting with composition.</li> <li>• Collect and test materials (e.g., paper, fabric, text, paint) for layering.</li> <li>• Annotate with reflections on personal symbolism and historical influence.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how materials and composition express identity.</li> <li>• Use vocabulary to describe style, symbolism, and technique.</li> <li>• Share personal responses and explain creative decisions in relation to self and history.</li> </ul>
Vocabulary				
Portrait, self-portrait, proportion, expression, identity, symbolism, historical, mixed media, collage, texture, layer, composition, background, foreground, contrast, mood, narrative, style, influence, personal.				