

Topics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive arts and design	Mark Making – Yayoi Kusama Animals – Eric Carle Flowers – Van Gogh and Kusama sunflowers	Exploring paint and colour: Paul Klee Colour and shape Kandinsky Stables and Mobiles – Alexander Calder	Glass Art and collage- Dale Chihuly and Matisse Shells and Fossils – Edward Lear, local artist Ella Flavell Plants - Rousseau	Pointillism –George Seurat Pattern –Esther Mahlangu and MC Escher Mythical Monsters – Tony Meewissen	Mayan weaving Anni Albers Insects – Abby Diamond Street art – Banksy	Flowers - William Morris Pop Art- Warhol, Lichtenstein Still Life – Cezanne

EYFS

In EYFS, artistic learning begins in 'Expressive arts and design' where children begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials across the curriculum. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills.

Expressive Arts and Design	Refer to Art and Design progression map to facilitate progression through child led interests					
	Portrait skills – drawing themselves, observational work, playdough portraits, loose parts Artist study – Songs/rhymes/poems: Listen to songs and nursery rhymes. Share 'a poem a week' at school and at home. Develop storylines in their pretend play.	Shadow puppets Joining things Rangoli patterns Poppies Artist study – Arcimboldo, Kandinsky Songs/ Rhymes and Poems: Nativity, learning Christmas songs. Share 'a poem a week' at school and at home. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Artist Study – Peter Thorpe Explore mark making with chalk pastels Techniques for joining – space rockets. Loose parts. Songs/rhymes / poems: 'The Planets' by Holst. Share 'a poem a week' at school and at home. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Artist Study: African art Tinga. Colour mixing - sunsets. Loose parts Songs/ rhymes/ poems: Music from different cultures. Share 'a poem a week' at school and at home. Create collaboratively sharing ideas, resources, and skills.	Perform T4W story and own version. Fairy tale ball-room dancing. <i>Make fairy tale music.</i> Songs/rhymes/poems : There was a princess long ago, 3 bears song. Share 'a poem a week' at school and at home. <i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i>	Artist Study – Van Gogh Songs/rhymes/poems: Watch and talk about dance and performance art, expressing their feelings and responses.
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.						

When working in art lessons with children with SEND, we need to remember that no size fits all.

Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, and art and design naturally encourages learners to problem solve, to be self-critical, to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace 'the happy accident' and 'learn through their mistakes'.

- Adaptive teaching takes place.
- The tools available are carefully considered for children with physical disabilities.
- Encourage a culture of experimentation, with no one right way to do something
- For sensory needs, consider when alternative materials or tools may need to be offered
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

Practical Knowledge: Know – Practice (convergent) - Apply (Divergent)

Theoretical /Disciplinary Knowledge

Names of artists and movements, how tools and techniques have been used, social, political and historical context.

What is the purpose/value of this artwork?

	Year 1	Year 2	Year 3
Topic 1	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the contemporary artist Yayoi Kusama and be able to describe her work using subject specific language e.g. colour, dots, sculpture, painting, installation Express an opinion about her work and compare with dot paintings by Damien Hirst <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of the primary colours and that they can be mixed to make new colours (orange, green and purple) Know the names of specific art equipment: pencil, wax crayon, felt tipped pen, paintbrush, cotton bud, poster paint Know specific process language: printing, painting, drawing, rolling (play dough), indenting 	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artists Paul Klee and be able to describe his work using subject specific language e.g. lines, colours, fish <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: water colour, fine liner, crayon, pastel Know specific process language: painting, blending <p>(Revisit learning on mark-making in Y1)</p>	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the glass artist Dale Chihuly and be able to describe his work using subject specific language e.g. glass, colour, sculpture, fusion. Describe when he made his work. Make links to history of glass making in Stourbridge, explaining the difference in purpose between Stourbridge glass (products to use) and Chihuly's artwork Describe and compare stained glass art of Henri Matisse and David Hockney. Know about the origins of stained glass and compare traditional forms at Our Lady and All Saints Church with contemporary designs. <p><u>Practical</u></p> <ul style="list-style-type: none"> Know and use the terminology primary and secondary colours Know which combination of primary colours make secondary colours e.g. red+yellow= orange Know that complementary colours are opposite each other on the colour wheel Know the effect of presenting complementary colours next to each other and that this is used by designers to make products stand out (e.g. Heinz Beans, Cadbury's Caramel) Know that harmonious colours are next to each other on the colour wheel. Know and use the names of specific art equipment: poster paint, paintbrush, paper, scissors, glue Know and use specific process language: collage. <p>(Revisit learning on Eric Carle's collages from Y1)</p>
Topic 2	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist and illustrator Eric Carle and be able to describe his work using subject specific language e.g. colour, paint, collage, prepared paper Express an opinion about his work and compare with other children's book illustrators (Lauren Child and Oliver Jeffers) <p><u>Practical</u></p>	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist Kandinsky Describe his work using terms such as: abstract, shapes, colours, expressing feelings, music <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: Know specific art terms and processes: drawing, painting Name and use the primary and secondary colours. Fill in a simple colour wheel. 	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist Edward Lear and be able to describe his work using subject specific language e.g. print made by drawing onto a flat stone using a sticky, oily pencil – called a lithograph. Describe when he made his work. Know that this was one of the first forms of printing that allowed multiple prints to be made from a single image (particularly useful in books) Know that lithographs are used rarely now because technology has developed Name the local artist, Ella Flavell (Burin and Plate) and describe her work using subject specific language e.g. lino print, monotone, textured paper, architecture.

	<ul style="list-style-type: none"> Know the names of specific art equipment: poster paint, brush, scraper, scissors, glue Know specific process language: painting, collage <p>(Revisit primary colours and colour mixing)</p>	<ul style="list-style-type: none"> Make marks that match sounds heard Use colour to show different emotions 	<ul style="list-style-type: none"> Explain the purpose and value of printing. <p>Practical</p> <ul style="list-style-type: none"> Know the names of specific art equipment: ink, roller, lino, plate, polyblock Know how the pressure applied during the burnishing (rubbing the back) stage affects the quality of the print i.e. press hard= bold, press lightly=feint Know and use the specific process language: continuous line, grid drawing, printing, intaglio (indenting/engraving a design into a surface) <p>(Revisit learning on sgraffito technique and scratchboard printing, spirals/Beth Krommes – Y2))</p>
Topic 3	<p>Theoretical/Disiplinary</p> <ul style="list-style-type: none"> Name the Dutch artist Vogh and be able to describe his work using subject specific language e.g. thick paint, impasto, brush strokes you can see, worked quickly, bright colours, sunflowers Express an opinion about his work and compare with Yayoi Kusama's flowers (sunflower paintings and flower sculptures). Describe the purpose and value of both types of art. <p>Practical</p> <ul style="list-style-type: none"> Know the names of specific art equipment: pencil, ready mixed paint, palette, paintbrush, oil pastels, bending, looping, joining (wire) Know specific process language: drawing, painting, observing <p>(Revisit primary colours and colour mixing)</p>	<p>Theoretical/Disiplinary</p> <ul style="list-style-type: none"> Alexander Calder Describe his work using words such as bright colours, mobiles, hanging, shapes <p>Practical</p> <ul style="list-style-type: none"> Know the names of specific art equipment: paper, card, mobile Bend, roll, fold, concertina paper <p>Re-visit learning on Kusama's sculptures in Y1)</p>	<p>Theoretical/Disiplinary</p> <ul style="list-style-type: none"> Name the artist Henri Rousseau and be able to describe his work using subject specific language e.g. complementary/harmonious colours, stylised, post impressionist (vivid colours, stylised design) Describe when he made his work. Compare with artists previously studied <p>Practical</p> <ul style="list-style-type: none"> Know that different shades and variations of green can be made by adjusting paint ratios. Know the terms: background, midground and foreground, shade, variation Know the names of specific art equipment: water colour paint, poster paint Know specific process language: colour wash, blend <p>(Revisit learning on harmonious and complementary colours and work of Yayoi Kusama and Van Gogh (Y1)</p>

	Year 4	Year 5	Year 6
Topic 1	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artists Esther Mahlangu and M.C. Escher and be able to describe their work using subject specific language e.g. interlocking shapes, black outlines, Ndbele tribe, BMW, Nike, tessellation, pattern, impossible pictures. Describe when the artists made their work. Make links to patterns from the Ndbele people <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: template, masking tape/Sellotape Know specific process language: tessellation, translate, rotate, invert (flip over) (Revisit learning on harmonious and complementary colours) 	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist Anni Albers Describe her work using words such as textiles, weaving , colour, pattern Make links to the weavings of The Maya <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: wool, yarn, ribbon, thread, loom Know specific art processes: weaving (using the terms warp and weft), tying knots, rectangular weaving, circular weaving <p>(Revisit learning on large scale weaving in EYFS, paper weaving calendars in Y3 and ribbon weaving cards y4)</p>	<p><u>Theoretical/ Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist William Morris and be able to describe his work (historical/cultural context and formal elements) e.g Arts and Craft Movement Compare (themes, techniques, colour, shape and pattern) with modern designers and local printmaker, Ella Flavell <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: printing block/plate, printing press, Polyboard, roller, ink Know specific art processes: tracing, carbon transfer, monoprint, lino print, Polyboard printing, burnishing, repeating, hand-colour tinting <p>(Revisit learning on stencils (Y5) and Polyboard printing – Y3, tints and shades (Y6))</p>
Topic 2	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Name the artists George Seurat and Paul Signac be able to describe their work using subject specific language e.g. Pointillism, primary and secondary colours, canvas. Describe when they made their work and how it was inspired by previous movements <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: paint brush, cotton bud Know and use specific art terms: primary, secondary and tertiary colours Know that tertiary colours can be made by mixing a primary with a secondary colour Know specific art processes: visual colour blending, <p>(Revisit knowledge of harmonious and complementary colours -Y3 and work of Yayoi Kusama - Y1)</p>	<p><u>Theoretical/Disciplinary</u></p> <ul style="list-style-type: none"> Name the artists Abby Diamond and be able to describe her work (historical/cultural context and formal elements) e.g. ink and water colour <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: charcoal, pen, watercolour, Know and specific art terms: mixed media, pen and ink Know specific art processes: observational drawings, layering, bleeding (Revisit learning on drawing, blending tones from previous unit and Y4) 	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Name the artists Andy Warhol and Roy Lichenstein and be able to describe their work (historical/cultural context and formal elements) e.g. Pop Art, complementary colours, screen printing, Ben Day dots <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: pen, paint, screen print, stencil, 'hole print mesh' Know specific art processes: screen printing, printing, hand painting (Revisit learning on complementary/harmonious colours – Y3/4)

Topic 3	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Name the artist Tony Meewissen and Thomas Grunfeld and describe their work using subject specific language e.g illustration, paint, taxidermy, mythology, folklore Compare with surrealist artists (Yves Tanguy, Jacques Prevert, Andre Breton and Marcel Duchamp) <p><u>Practical</u></p> <ul style="list-style-type: none"> Know and use the names of specific art terms and processes: collage, combine, fuse, carbon transfer, graphite transfer, trace and transfer, hand colour-tinting, roll, join, indent <p>(Revisit learning on Eric Carle's Mixed Up Chameleon's collages – Y1, creating different tones and shades – Y3, making textures in playdough (Y1)</p>	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Identify a range of different forms of Street Art. Name the artist Banksy and be able to describe his work using subject specific language e.g. Street Art, stencils, spray paint, tag Explain how Banksy and other street artists use their work to express political and social messages Discuss the value of Banksy's artwork (e.g. shredding incident, preserving work by removing bricks etc) Discuss the idea of street art vs vandalism Explain the purpose of street art in its ability to express opinions about important social/cultural/political issues and movements such as climate change and 'Black Lives Matter' <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: stencil, printing, craft knife Know specific art processes: stencilling Know that stencils are used as a way of producing multiple copies <p>(Re-visit printing techniques from Y3-4)</p>	<p><u>Theoretical /Disciplinary</u></p> <ul style="list-style-type: none"> Name and describe the work of artists Cezanne (historical/cultural context and formal elements) e.g. still life, oil paints, print, 2D, 3D, <p><u>Practical</u></p> <ul style="list-style-type: none"> Know the names of specific art equipment: oil paints, ink, ready mixed paint, permanent pen Know and use specific art terms and processes: tone, 2D, 3D, hatching, cross-hatching, scumbling and stippling, tone, form, light source, shadow, composition <p>(Revisit learning on drawing, blending tones with pencil and paint from Y3, hatching and cross-hatching from Y4 and drawing detail and texture Y5)</p>
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Theoretical and Disciplinary Knowledge (Artists/Context)

	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
Artists and Artworks (evaluate and analysis)	<ul style="list-style-type: none"> Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. Identify colours, objects and shapes in the artwork. Discuss their own artwork using simple language. 	<ul style="list-style-type: none"> Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). Notice details and familiar objects/ shapes / colours in an artwork including light and dark. Make simple comparisons between artists and artworks e.g. they both like dots/flowers Make some links between their work and an artwork. Describe their own artwork 	<ul style="list-style-type: none"> Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. Make links between their work and the work of more than one artist. Recognise when and where an artwork was created (timeline and map). Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) Describe their own artworks, explaining choices of colours and materials 	<ul style="list-style-type: none"> Discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. Compare multiple artworks and recognise patterns and key concepts between art movements. Make clear links between their work and the work of others, noting specific influences and techniques. Explain how key artworks contributed to cultural development or historical events e.g. Banksy's politically motivated artwork, Warhol's soup tins in post-war America Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.
Practical Knowledge				
Drawing	<ul style="list-style-type: none"> Begin to hold a pencil correctly and use it to make marks. Attempt to use other 	<ul style="list-style-type: none"> Use a sketchbook to explore and investigate different types of marks Hold a pencil and make marks 	<ul style="list-style-type: none"> Use a sketchbook to test out new materials and practise new techniques e.g shading Hold a pencil appropriately, 	<ul style="list-style-type: none"> Use a sketchbook to practise techniques such as cross-hatching and scumbling Draw with precision and

	<p>materials to makemarks (crayons, felt tips, etc)</p> <ul style="list-style-type: none"> Represent their ideas and feelings throughart. Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. 	<p>with control.</p> <ul style="list-style-type: none"> Use charcoal, coloured pencils and wax crayons to draw. Make simple observational drawings. Draw around templates Draw designs for final pieces Make contrasting marks (light/dark, short/long, wide/narrow, spiky/curvy) Make simple, observational drawings (of shapes, flowers and pumpkins), focusing on line and shape 	<p>making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.</p> <ul style="list-style-type: none"> Draw with felt pen, pencil, Biro and fineliners Begin to make different tones with art pencils Use hatching and cross hatching (Y4) to create different tones Make increasingly accurate observationaldrawings, using formal elements. Make a 'cut and replace' template and use to draw tessellating pattern Y4 	<p>control.</p> <ul style="list-style-type: none"> Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel, pen, fine liner, ink, charcoal). Create texture using a single medium (using hatching, cross hatching, scumbling and stippling) -Use the formal elements within observational studies - line, shape, form, tone, colour, texture& pattern. Continue to use 2B-6B pencils to create different tones. Use different tones to create 3D drawings.
Painting	<ul style="list-style-type: none"> Use a brush or other tool to make markswith paint. Choose from a range of pre-mixed colours to create painted artworks. Paint simple shapes and images that canbe recognised or explained by the child. Use large muscle movement to paint and make marks. 	<ul style="list-style-type: none"> Use different sized paintbrushes appropriatelywith increasing control to make a range of marks with paint. Mix primary colours to make secondarycolours. Use poster paints and watercolours on traditional surfaces. Add water to watercolour paint to make lighter tones and more paint for darker tones Paint from observation and imagination. Use resist techniques (e.g. wax 	<ul style="list-style-type: none"> Use different brushes and marks to gain a desired effect (e.g. large brush for large area). Mix shades and tints e.g. green + two shades lighter and darker Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. Use poster paints and watercolours with confidence to blend, wash, and create a rangeof effects. Use complementary and 	<ul style="list-style-type: none"> Choose the appropriate medium and tools to paint for purpose (e.g. water colour for washesand a soft brush, palette knives for texture, sponges for mottled effect). Mix with increasing purpose and accuracy awide range of colours. Mix a greater range of tints and shades by adding black and white. Paint simple objects (apples, oranges) in 3D by using darker and lighter

		crayons & wash). <ul style="list-style-type: none"> • Know where the colours go on a colour wheel 	contrasting colours. <ul style="list-style-type: none"> • Create tertiary colours (Y4) by blending (with cotton bud prints) primary with secondary colours 	tones. <ul style="list-style-type: none"> • Paint with: watercolour, ready-mixed paint and ink
Printing	<ul style="list-style-type: none"> • Use pre-made stamps & found objects to explore printmaking. • Notice and continue simple patterns (ABAB). 	<ul style="list-style-type: none"> • Print using pressing, rolling, rubbing and stamping using everyday objects (cotton buds, carrots, sponges, bottle tops) chosen to create a desired effect. • Create work on different scales (small – individual, large – whole class) 	<ul style="list-style-type: none"> • Create simple mono prints using oil pastels • Make a simple print using Polyblock and an ink roller. Experiment with different colours and different backgrounds and vary the pressure applied when burnishing 	<ul style="list-style-type: none"> • Make increasingly complex stencils using scissors • Print onto a range of materials to explore texture and layers. • Use colour and print to create simple repeating in 2 colours (e.g. wallpaper) Exploring ideas and materials, selecting appropriate media, techniques and process. • -Using media and techniques with control.
Sculpting and collage	<ul style="list-style-type: none"> • Use rollers, cutters and their hands to begin to mould soft materials, such as playdough. • Start to use scissors appropriately to cut into materials. • Make pictures using loose parts 	<ul style="list-style-type: none"> • Mould play dough or other soft materials, making round and flat shapes and adding texture (Y1). • Use appropriate materials to create a desired texture or pattern (e.g. pen top for dots) • Manipulate paper, card and pipe cleaners to make simple shapes • Use scissors appropriately to cut out shapes from prepared paper and stick them onto paper to make compositions (e.g. animals, buildings) • Fold (concertina) and cut card to make a standing house (STEAM week Y1) 	<ul style="list-style-type: none"> • Mould, carve and cut clay (flat Christmas decoration in Y3, animal in Y4) using appropriate tools. • Add texture to clay using tools to create patterns. fur, scales • Create collages by cutting out increasingly complex shapes with scissors and sticking to paper with an awareness of composition • Create stained 'glass' creations from a choice of materials (acetate, tissue paper, card, laminating sheets) • Bend, roll, stick, paper and card to create model buildings (Steam Week) 	<ul style="list-style-type: none"> • Create a collaborative, whole class sculpture based on Warhol's soup cans (Y6)

Textiles including paper craft (overlap with DT)	<ul style="list-style-type: none"> • Weave with ribbons (large scale) 	<ul style="list-style-type: none"> • Join fabrics together with glue, clips and staples • Create a simple running stitch • Design a puppet and money pouch • Bend, roll, fold paper to make sculptural pieces 	<ul style="list-style-type: none"> • Create running and cross-stitch in felt • Applique simple organic and geometric shapes onto felt • Sew on embellishments such as beads and buttons. • Design an Egyptian collar from felt (y3) and book cover (y4) • Weave with paper strips -two colours (calendar Y3) 	<ul style="list-style-type: none"> • Knot two ends of yarn together • Weave with varied yarns and materials • Create patterns on a rectangular and circular loom
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Implementation: Example unit structure

Lesson 1: **Know** about artist(s)/context/starting point (The Maya, Ndbele Patterns, Stone Age Paintings) - What? When? How? Where? Why?

Lesson 2: **Practise** (Productive, convergent knowledge) e.g. We are all going to learn how to make marks with 2B and 4B pencils, shade with a pencil, mix tertiary colours,

Lesson 3: **Practise with variation**

Lesson 4: **Design** – how will you use your practical knowledge to design your final piece? Divergent – pupils will have different ideas, may different materials/colours/sizes

Lessons 5-6: **Apply**- make and evaluate final piece