

KS 1&2			
KS1		Pupils should be taught: <ul style="list-style-type: none"> 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. 	
KS2		Pupils should be taught: <ul style="list-style-type: none"> 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. 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 [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 	
	KS1	LKS2	UKS2
Exploring and Developing Ideas	Pupils can: <ul style="list-style-type: none"> respond positively to ideas and starting points explore ideas and collect information describe differences and similarities and make links to their own work try different materials and methods to improve use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve 	Pupils can: <ul style="list-style-type: none"> use sketchbooks to record ideas explore ideas from first-hand observations question and make observations about starting points, and respond positively to suggestions adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine 	Pupils can: <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks offer feedback using technical vocabulary think critically about their art and design work use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure
	Drawing	Pupils can: <ul style="list-style-type: none"> draw lines of varying thickness use dots and lines to demonstrate pattern and texture use different materials to draw, for example pastels, chalk, felt tips 	Pupils can: <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils use shading to show light and shadow effects

	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space 	<ul style="list-style-type: none"> use different materials to draw, e.g. pastels, chalk, felt tips show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline 	<ul style="list-style-type: none"> use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<p>Pupils can:</p> <ul style="list-style-type: none"> name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools mix primary colours to make secondary colours add white and black to alter tints and shades use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint 	<p>Pupils can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines mix colours effectively using the correct language, e.g. tint, shade, primary and secondary create different textures and effects with paint use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Pupils can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<p>Pupils can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card use a variety of techniques, e.g. rolling, cutting, pinching use a variety of shapes, including lines and texture use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, 	<p>Pupils can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms use clay and other malleable materials and practise joining techniques add materials to the sculpture to create detail use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, 	<p>Pupils can:</p> <ul style="list-style-type: none"> plan and design a sculpture use tools and materials to carve, add shape, add texture and pattern develop cutting and joining skills, e.g. using wire, coils, slabs and slips use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

	sculpture, installation, shapes, materials, pyramid, abstract, geometric	edging, trimmings, shape, form, shadow, light, marionette puppet.	
Collage	<p>Pupils can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued sort and arrange materials add texture by mixing materials use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange 	<p>Pupils can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices refine work as they go to ensure precision learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Pupils can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background create and arrange accurate patterns use a range of mixed media plan and design a collage use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<p>Pupils can:</p> <ul style="list-style-type: none"> show pattern by weaving use a dyeing technique to alter a textile's colour and pattern decorate textiles with glue or stitching, to add colour and detail use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set 	<p>Pupils can:</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects develop skills in stitching, cutting and joining use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Pupils can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour add decoration to create effect use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Printing	<p>Pupils can:</p> <ul style="list-style-type: none"> copy an original print use a variety of materials, e.g. sponges, fruit, blocks demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, 	<p>Pupils can:</p> <ul style="list-style-type: none"> use more than one colour to layer in a print replicate patterns from observations make printing blocks make repeated patterns with precision use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, 	<p>Pupils can:</p> <ul style="list-style-type: none"> design and create printing blocks/tiles develop techniques in mono, block and relief printing create and arrange accurate patterns; d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph

	printmaking, woodcut, relief printing, objects	shape, block printing ink, polystyrene printing tiles, inking rollers	
Work of Other Artists	<p>Pupils can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of famous, notable artists use inspiration from famous, notable artists to create their own work and compare use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild 	<p>Pupils can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work reflect upon their work inspired by a famous notable artist and the development of their art skills express an opinion on the work of famous, notable artists and refer to techniques and effect use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. 	<p>Pupils can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work offer facts about notable artists', artisans' and designers' lives use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.