



Subject - Art and Design

EYF

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year group/ topic Year A KS1 Autumn term: What do I know about where I live?

Key Learning - Drawing

KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: a respond positively to ideas and starting point.

Vocabulary - Drawing

Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight,
Texture: smooth, rough, wrinkly, bumpy,
felt tip pen marker,
Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep
Shape: oval, long, curvy, bright,



<p>Required Prior Knowledge</p> <p>Children start to understand how ideas are developed through processes. Children are introduced to sketch books. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p>	<p>Endpoint</p> <p>I can respond positively to ideas and starting points; I can explore ideas and collect information; I can describe differences and similarities and make links to their own work; I can try different materials and methods to improve I can use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>
<p>Year group/ topic Year A KS1 Spring term: What's out there?</p>	
<p>Key Learning - Painting</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<p>Vocabulary - Painting</p> <p>Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media</p>
<p>Required Prior Knowledge</p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	<p>Endpoint</p> <p>I can name the primary and secondary colours; I can experiment with different brushes (including brushstrokes) and other painting tools; I can mix primary colours to make secondary colours; I can add white and black to alter tints and shades; I can 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 brush stroke, acrylic paint.</p>



Year group / topic Year A KS1 Summer term: Where can we go?	
<p>Key Learning - Sculpture</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay</p>	<p>Vocabulary - Sculpture</p> <p>Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects</p> <p>Form: experiment, constructing, joining, natural, manmade materials</p> <p>Texture: surface, malleable material, build textured tile</p>
<p>Required Prior Knowledge</p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p>	<p>Endpoint</p> <p>I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>I can use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>I can use a variety of shapes, including lines and texture;</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>



Year group / topic Year B KS1 Autumn term: What was life like when my grandparents were young?	
<p>Key Learning - collage KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children experiment with sorting and arranging materials and refining their work.</p>	<p>Vocabulary - collage Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges</p>
<p>Required Prior Knowledge Children have previously had the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p>	<p>Endpoint</p> <p>I can use a combination of materials that have been cut, torn and glued; I can sort and arrange materials; I can add texture by mixing materials; I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrang</p>
Year group / topic Year B KS1 Spring term: Who's at the zoo?	
<p>Key Learning - textiles</p> <p>. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techni</p>	<p>Vocabulary - Textiles</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, platting. Cut and shape fabric using</p>



	<p>scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc Create cords and plats for decoration. Colour Apply colour with printing, dipping, fabric crayons. Create and use dyes ie onion skins, tea, coffee. Texture Create fabrics by weaving materials ie grass through twigs.</p>
<p>Required Prior Knowledge</p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect</p>	<p>Endpoint</p> <p>I can show pattern by weaving; I can use a dyeing technique to alter a textile's colour and pattern; I can decorate textiles with glue or stitching, to add colour and detail; I can 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>
<p>Year group / topic Year B KS1 Summer term: Who is Queen Elizabeth / What is life like in Kenya?</p>	
<p>Key Learning - printing</p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p>	<p>Vocabulary - printing</p> <p>Print with a range of hard and soft materials eg corks, pen barrels, sponge. Make simple marks on rollers and printing pallets.</p>



	<p>Take simple prints ie mono printing. Roll printing ink over found objects to create patterns eg plastic mesh, stencils. Build repeating patterns and recognise patterns in the environment. Colour Experiment with over printing motifs and colour. Texture Make rubbings to collect textures and patterns.</p>
<p>Required Prior Knowledge</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and textile.</p>	<p>Endpoint</p> <p>I can copy an original print; I can use a variety of materials, e.g. sponges, fruit, blocks; I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects</p>
<p>Year group/ topic Year A Lower KS2 Autumn term: Diggin' it.</p>	
<p>Key Learning - Drawing</p> <p>. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Vocabulary - Drawing</p> <p>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture,</p>



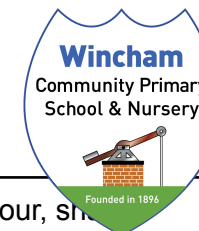
	proportion, emotion, expression
<p>Required Prior Knowledge Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making an effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin</p>	<p>Endpoint I can experiment with showing line, tone and texture with different hardness of pencils; I can use shading to show light and shadow effects; I can use different materials to draw, e.g. pastels, chalk, felt tips; I can show an awareness of space when drawing; I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>
<p>Year group/ topic Year A Lower KS2 Spring term: Do you dare?</p>	
<p>Key Learning - Painting KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Vocabulary - Painting Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</p>
<p>Required Prior Knowledge Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>	<p>Endpoint I can use varied brush techniques to create shapes, textures, patterns and lines; I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; I can create different textures and effects with paint; I can 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>



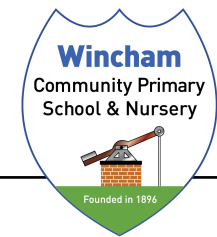
Year group/ topic Year A Lower KS2 Summer term: How did Britain change from the Stone to the Bronze to the Iron age?	
<p>Key Learning - Sculpture</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>Vocabulary - Sculpture</p> <p>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils,</p>
<p>Required Prior Knowledge</p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p>	<p>Endpoint</p> <p>I can cut, make and combine shapes to create recognisable forms; I can use clay and other malleable materials and practise joining techniques; I can add materials to the sculpture to create detail; I can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>
Year group/ topic Year B Lower KS2 Autumn term: What did the Romans do to us?	
<p>Key Learning - Collage</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Vocabulary - collage</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Add collage to a painted, printed or drawn background. Use a range of media to create</p>



	collages.
<p>Required Prior Knowledge</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p>	<p>Endpoint</p> <p>I can select colours and materials to create effect, giving reasons for their choices; I can refine work as they go to ensure precision; I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>
<p>Year group/ topic Year B Lower KS2 Spring term: What makes a house a home?</p>	
<p>Key Learning - Textiles</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Vocabulary - Textiles</p> <p>Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resistance.</p>
<p>Required Prior Knowledge</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p>	<p>Endpoint</p> <p>I can select appropriate materials, giving reasons; I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; I can develop skills in stitching, cutting and joining; I can use key vocabulary to demonstrate knowledge and</p>



	<p>understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p>Year group/ topic Year B Lower KS2 Summer term: What makes Northwich special?</p>	
<p>Key Learning - Printing KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Vocabulary - printing Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.</p>
<p>Required Prior Knowledge Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p>	<p>Endpoint I can use more than one colour to layer in a print; I can replicate patterns from observations; I can make printing blocks; I can make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p>
<p>Year group/ topic Year A Upper KS2 Autumn term 2: Can you solve a Crime?</p>	
<p>Key Learning - Textiles KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Vocabulary Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques.</p>



	<p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>
<p>Required Prior Knowledge Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p>	<p>Endpoint I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour; I can add decoration to create effect; I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p>

<p>Year group/ topic Year A Upper KS2 Spring term: What makes America amazing?</p>	
<p>Key Learning - Collage KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Vocabulary Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use collage as a means of collecting ideas and information and building a visual vocabulary. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p>
<p>Required prior Knowledge</p>	<p>Endpoint</p>



<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p>	<p>I can add collage to a painted or printed background; I can create and arrange accurate patterns; I can use a range of mixed media; I can plan and design a collage; I can use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
<p>Year group/ topic Year A Upper KS2 Summer term: What makes Ancient Egypt amazing?</p>	
<p>Key Learning</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p>	<p>Vocabulary</p> <p>Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.</p>
<p>Required Prior Knowledge</p> <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p>	<p>Endpoint</p> <p>Children can:</p> <ul style="list-style-type: none"> I can design and create printing blocks/tiles; I can develop techniques in mono, block and relief printing; I can create and arrange accurate patterns; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>



Year group/ topic Year B Upper KS2 Autumn term: What would happen if the rainforest disappeared?

<p>Key Learning - Drawing</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Vocabulary</p> <p>observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle</p>
<p>Required Prior Knowledge</p> <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p>	<p>Endpoint</p> <p>I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; I can depict movement and perspective in drawings; I can use a variety of tools and select the most appropriate; I can 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.</p>

Year group/ topic Year B Upper KS2 Spring term: Is there anybody out there?

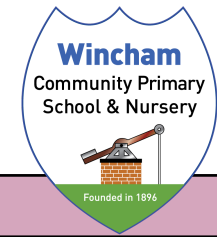
<p>Key Learning - Sculpture</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design</p>	<p>Vocabulary</p> <p>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs,</p>
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Year group/ topic Year B Upper KS2 Spring term: Is there anybody out there?	
techniques, including sculpting with a range of materials.	coils, slips, ma clay, slabs, coils, slips, materials, sculptures
<p>Required Prior Knowledge Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p>	<p>Endpoint I can plan and design a sculpture; I can use tools and materials to carve, add shape, add texture and pattern; I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips; I can 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.</p>

Year group/ topic Year B Upper KS2 Summer term: How do we become an olympic champion?	
<p>Key Learning - Painting KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Vocabulary Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, water colours, imagination.</p>
<p>Required Prior Knowledge Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours</p>	<p>Endpoint I can create a colour palette, demonstrating mixing techniques; I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; I can use key vocabulary to demonstrate knowledge and</p>

Together we learn, grow and dream



Year group/ topic Year B Upper KS2 Summer term: How do we become an olympic champion?	
with moods.	understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists