

		R	1	2	3	4	5	6
Subject Coverage (focus/unit names)	Term 1	Junk Modelling	Structures: Constructing Windmills Easier skills in unit for start of Y1	Structures: Baby Bears Chair Exploring strength of shapes: more open ended for early in the year. Standalone lesson: Food Technology: Food Groups Recap point from Y1 T1. Preparing for Y3 T1.	Structures: Constructing a castle	Textiles: Fastenings Just over a year since Textiles. Limited amount of skill application (e.g. small amount of stitching) Recap of basic knowledge of sewing from Y2. Standalone lessons 2 and 5 on Kapow: Food Technology: Basic Biscuits (L2) and Market Research (L5) Strengthening prototypes knowledge. Recap point from Y3 T1. Preparing for Y5 T1.	Structures: Bridges Saws and woodwork in Pavilion lessons T3 Y4.	Textiles: waistcoats Last whole unit was Y4 T1. Flashback needed or standalone lessons in Y5.
	Term 2	Drawing: Marvellous Marks Standalone lesson: Seasonal Crafts: Salt dough decorations Introduction of crafts skills: link to R T6 and introduces thread for Craft and Design units in KS1.	Drawing: Make your mark Same order of units as EYFS. Developing drawing before applying paint to images.	Drawing: Tell a story Drawing people Standalone lesson: Painting and mixed media: Colour Magic Develops knowledge of secondary colour knowledge (from Y1 T4). Prepares for Y3 T5	Drawing: Growing Artists	Sculpture and 3D: Mega Materials Just over a year since sculpture at the end of Y2.	Craft and Design: Architecture Last whole unit was Y3 T6. Flashback needed or standalone lessons in Y4.	Painting and mixed media: Artist Study Just over a year since Y4 T6. Flashbacks or standalone lessons in Y5 needed?
	Term 3	Textiles: Bookmarks	Food Technology: Smoothies Painting and mixed media: Colour Splash Same order of units as EYFS. Developing drawing before applying paint to images.	Mechanism Make a moving dinosaur Link: Core text on dinosaurs. Removed repeated mechanisms unit.	Food Technology: Eating Seasonally Mechanical Systems: Pneumatic Toys Just over a year since last mech. unit. Skill level for levers and pivot points is more advanced so later in Year 3. Standalone lesson: Textiles: Cross stitch and applique Develops from blanket stitch (Y2 T5). Introduces cross stitch ready for fastenings units Y4 T1.	Structure: Pavilions	Food Technology: Developing a recipe Recap to Y4 project unit on food to narrow gap since Y3. Sculpture and 3D: Interactive installation	Mechanical systems: automata toys
	Term 4	Painting and mixed media: Paint my world	Food Technology: Smoothies Painting and mixed media: Colour Splash Same order of units as EYFS. Developing drawing before applying paint to images.	Craft and Design: Map it out Link to printing (paint thread)	Food Technology: Eating Seasonally Mechanical Systems: Pneumatic Toys Standalone lesson: Textiles: Cross stitch and applique	Drawing: Power prints Standalone lesson: Craft and Design: Inspired by the Rainforest Link to rainforest Geography unit. Opportunity to recap craft and design from Y3 T6. Narrows gap between this and Y5 T3.	Food Technology: Developing a recipe Recap to Y4 project unit on food to narrow gap since Y3. Sculpture and 3D: Interactive installation	Craft and Design: Photo opportunity
	Term 5	Structures: Boats 2 nd structures unit to embed initial structures skills due to the first unit being in T1 immediately after joining EYFS. Standalone lesson: Cooking: Fantastic Fruits and Vegetables Introduces Food Technology concepts ready for Y1 Smoothies unit.	Textiles: Puppets Link: Highway rat puppets Standalone lesson: Mechanism: Exploring sliders and movement Introducing the concept of mechanisms late in Y1 ready for Y2 T3.	Textiles: Pouches	Painting and mixed media: Prehistoric Painting Link: History unit. Just over a year since recap on painting. Standalone lesson: Sculpture and 3D: Structural shapes. Introducing what a sculpture is preparing for Y4 T2.	Mechanical systems: Slingshot car Standalone lessons 1 & 2: Electricity: Design torch (L1) then build and evaluate (L2). Recap from Y4 T2 Science electricity unit. Introduce electrical systems within DT ready to include within designs (and design criteria).	Mechanical Systems: Pop up books Standalone lesson: Textiles: Blanket stitch Recap from Y4 T1. Preparing for Y6 T1 introducing an additional stitch which can be used on the waistcoats.	Digital World: Navigating the World

	Term 6	Sculpture and 3D: Creation Station Standalone lesson: Seasonal Crafts: Salt Painting reduces gap between painting units in R and Y1.	Sculpture and 3D: Paper Play Standalone lesson: Craft and Design: Is It Art? Introduction to Craft and Design prior to Y2 T4.	Sculpture and 3D: Clay	Craft and Design: Ancient Egyptian Scrolls Opportunities to link to History in term 3 on flashback of knowledge. Able to apply specific Egyptian understanding from Term 3 to scrolls.	Painting and mixed media: Light and Dark	Drawing: I need space Standalone lesson: (Non-Kapow lesson) Proportional drawings of people. Developing on Y2 drawing people and Y3 improving drawing skills. Preparing for Y6 T2 drawing and painting people.	Sculpture and 3D: Making Memories *NEW*
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Art / DT		R	1	2	3	4	5	6
Subject Coverage (focus/unit names)	Term 1							
	Term 2	Drawing: Marvellous Marks Standalone lesson: Seasonal Crafts: Salt dough decorations	Drawing: Make your mark	Drawing: Tell a story Standalone lesson: Painting and mixed media: Colour Magic	Drawing: Growing Artists	Sculpture and 3D: Mega Materials	Craft and Design: Architecture	Painting and mixed media: Artist Study
	Term 3		Painting and mixed media: Colour Splash And DT unit				Sculpture and 3D: Interactive installation And DT unit	
	Term 4	Painting and mixed media: Paint my world	Painting and mixed media: Colour Splash And DT unit	Craft and Design: Map it out		Drawing: Power prints Standalone lesson: Craft and Design: Inspired by the Rainforest	Sculpture and 3D: Interactive installation And DT unit	Craft and Design: Photo opportunity
	Term 5				Painting and mixed media: Prehistoric Painting Standalone lesson: Sculpture and 3D: Structural shapes.			
	Term 6	Sculpture and 3D: Creation Station Standalone lesson: Seasonal Crafts: Salt Painting	Sculpture and 3D: Paper Play Standalone lesson: Craft and Design: Is It Art?	Sculpture and 3D: Clay	Craft and Design: Ancient Egyptian Scrolls	Painting and mixed media: Light and Dark	Drawing: I need space Standalone lesson: (Non-Kapow lesson) Proportional drawings of people.	Sculpture and 3D: Making Memories *NEW*

KS1 National Curriculum Statements	R units	Y1 units	Y2 units	Y3 units	Y4 units	Y5 units	Y6 units
To use a range of materials creatively to design and make products		Drawing: Make your mark Sculpture and 3D: Paper Play Painting: Colour Splash	Structure and 3D: Clay Drawing: Tell a story Craft and Design: Map it out				
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		Drawing: Make your mark Sculpture and 3D: Paper Play Painting: Colour Splash	Structure and 3D: Clay Drawing: Tell a story Craft and Design: Map it out				
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Drawing: Make your mark Sculpture and 3D: Paper Play Painting: Colour Splash	Structure and 3D: Clay Drawing: Tell a story Craft and Design: Map it out				
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		Drawing: Make your mark Sculpture and 3D: Paper Play Painting: Colour Splash	Structure and 3D: Clay Drawing: Tell a story Craft and Design: Map it out				

KS2 National Curriculum Statements	R units	Y1 units	Y2 units	Y3 units	Y4 units	Y5 units	Y6 units
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.				Drawing: Growing Artists Craft and Design: Ancient Egyptian Scrolls Painting and mixed media: Prehistoric Painting	Painting and mixed media: Light and Dark Drawing: Power prints Sculpture and 3D: Mega Materials	Sculpture and 3D: Interactive installation Drawing: I need space Craft and Design: Architecture	Painting and mixed media: Artist Study Craft and Design: Photo opportunity Make my voice heard (original Kapow scheme)
To create sketch books to record their observations and use them to review and revisit ideas				Drawing: Growing Artists Craft and Design: Ancient Egyptian Scrolls Painting and mixed media: Prehistoric Painting	Painting and mixed media: Light and Dark Drawing: Power prints Sculpture and 3D: Mega Materials	Sculpture and 3D: Interactive installation Drawing: I need space Craft and Design: Architecture	Painting and mixed media: Artist Study Craft and Design: Photo opportunity Make my voice heard (original Kapow scheme)
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]				Drawing: Growing Artists Craft and Design: Ancient Egyptian Scrolls Painting and mixed media: Prehistoric Painting	Painting and mixed media: Light and Dark Drawing: Power prints Sculpture and 3D: Mega Materials	Sculpture and 3D: Interactive installation Drawing: I need space Craft and Design: Architecture	Painting and mixed media: Artist Study Craft and Design: Photo opportunity Make my voice heard (original Kapow scheme)
About great artists, architects and designers in history.				Drawing: Growing Artists Craft and Design: Ancient Egyptian Scrolls Painting and mixed media: Prehistoric Painting	Painting and mixed media: Light and Dark Drawing: Power prints Sculpture and 3D: Mega Materials	Sculpture and 3D: Interactive installation Drawing: I need space Craft and Design: Architecture	Painting and mixed media: Artist Study Craft and Design: Photo opportunity Make my voice heard (original Kapow scheme)

Threads		R	1	2	3	4	5	6	
Disciplinary knowledge (skills)	Generating Ideas	Drawing	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Begin to show accuracy and care when drawing Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. 	<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
		Sculpture and 3D		<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 		<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. 	
		Painting and mixed media	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Begin to show accuracy and care when drawing Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 		<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. 		<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Sketchbooks	Craft and design			<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 		<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas toward an outcome. 	<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Drawing	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. 	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. 	<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. 	<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Sculpture and 3D		<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. 		<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently 	
	Painting and mixed media	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> Use sketchbooks to explore ideas in an open-ended way. 		<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. 	<ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 		<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Craft and design			<ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. 	<ul style="list-style-type: none"> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. 		<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently 	<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills (including formal elements)	Drawing	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Begin to show accuracy and care when drawing Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<ul style="list-style-type: none"> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ul style="list-style-type: none"> Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. 	<ul style="list-style-type: none"> Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. 	<ul style="list-style-type: none"> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
	Sculpture and 3D		<ul style="list-style-type: none"> Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. 	<ul style="list-style-type: none"> Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. 		<ul style="list-style-type: none"> Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D. 	<ul style="list-style-type: none"> Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. 	

Knowledge of artists	Painting and mixed media	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Begin to show accuracy and care when drawing Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<ul style="list-style-type: none"> Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. 		<ul style="list-style-type: none"> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. 	<ul style="list-style-type: none"> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<ul style="list-style-type: none"> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.
	Craft and design			<ul style="list-style-type: none"> Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. 	<ul style="list-style-type: none"> Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
	Drawing	<ul style="list-style-type: none"> Experiment with a range of 2D shapes using Kandinsky as a focus Explore the work of Andy Goldsworthy to look at the natural shapes and materials used 	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.

		Sculpture and 3D		<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 		<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. 	<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	
		Painting and mixed media	<ul style="list-style-type: none"> Explore the work of Piet Mondrian to look at the range of colours used 	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 		<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. 		<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
		Craft and design			<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 		<ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Evaluating and analysing	Drawing	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Offer explanations for why things might happen • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Express opinions and feelings in response to their own art work and other artist's work. • Share their work with other people, talking about what they have created it. 	<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
	Sculpture and 3D		<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work. 		<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	

		Painting and mixed media	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Offer explanations for why things might happen • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Express opinions and feelings in response to their own art work and other artist's work. • Share their work with other people, talking about what they have created it. 	<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work. 		<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. 		<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
		Craft and design			<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. 		<ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	Threads	R	1	2	3	4	5	6
Substantive knowledge	Colour	<ul style="list-style-type: none"> Experiment with using different everyday and art materials to explore colour, texture and form To explore a range techniques to draw, paint, print and sculpt to help them create art work. Recognising and exploring the colour, patterns and shapes in other artist's work. 	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple 	<ul style="list-style-type: none"> Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, eg the seaside 	<ul style="list-style-type: none"> Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. 		<ul style="list-style-type: none"> To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
	Form	<ul style="list-style-type: none"> Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. 	<ul style="list-style-type: none"> Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. 	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. 	<ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials. 	<ul style="list-style-type: none"> To know that art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional artwork changes the effect of the piece. 	<ul style="list-style-type: none"> To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
	Shape	<ul style="list-style-type: none"> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore a range techniques to draw, paint, print and sculpt to help them create art work. Recognising and exploring the colour, patterns and shapes in other artist's work. 	<ul style="list-style-type: none"> Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it. 	<ul style="list-style-type: none"> Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes. 	<ul style="list-style-type: none"> To know that negative shapes show the space around and between objects 	<ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> To know how shapes can be used to place the key elements in composition. 	<ul style="list-style-type: none"> To know how an understanding of shape and space can support creating effective composition.
	Line	<ul style="list-style-type: none"> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore a range techniques to draw, paint, print and sculpt to help them create art work. 	<ul style="list-style-type: none"> Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. 	<ul style="list-style-type: none"> Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> To know that different drawing tools can create different types of lines. 	<ul style="list-style-type: none"> To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. using diagonal lines to draw you eye to the centre of a drawing. 	<ul style="list-style-type: none"> To know how line is used beyond drawing and can be applied to other art forms.

	Pattern	<ul style="list-style-type: none"> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore a range techniques to draw, paint, print and sculpt to help them create art work. Recognising and exploring the colour, patterns and shapes in other artist's work. 	<ul style="list-style-type: none"> Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect 		<ul style="list-style-type: none"> To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	Texture	<ul style="list-style-type: none"> Experiment with using different everyday and art materials to explore colour, texture and form To explore a range techniques to draw, paint, print and sculpt to help them create art work. 	<ul style="list-style-type: none"> Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks. 	<ul style="list-style-type: none"> Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. 	<ul style="list-style-type: none"> To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<ul style="list-style-type: none"> To know how to create texture on different materials. 	<ul style="list-style-type: none"> To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
	Tone	<ul style="list-style-type: none"> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore a range techniques to draw, paint, print and sculpt to help them create art work. 	<ul style="list-style-type: none"> Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape. 	<ul style="list-style-type: none"> Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones. 	<ul style="list-style-type: none"> To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork. 		<ul style="list-style-type: none"> To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

		Threads	R	1	2	3	4	5	6
Vocabulary	Colour	Drawing	<ul style="list-style-type: none"> Colours 	<ul style="list-style-type: none"> Shadow 	<ul style="list-style-type: none"> Blending 	<ul style="list-style-type: none"> Blend Even 	<ul style="list-style-type: none"> Contrast Shadow Highlight Monoprint Block print 		
		Sculpture and 3D			<ul style="list-style-type: none"> Glaze 				
		Painting and mixed media	<ul style="list-style-type: none"> Glistening Glossy Shiny 	<ul style="list-style-type: none"> Primary colour Secondary colour Mix Blend Kaleidoscope 		<ul style="list-style-type: none"> Pigment Smudging 	<ul style="list-style-type: none"> Shadow Contrasting Vivid Muted Formal Paint wash 		
		Craft and design				<ul style="list-style-type: none"> Colour 		<ul style="list-style-type: none"> Monoprint 	<ul style="list-style-type: none"> Monochrome Monochromatic
	Form	Drawing	<ul style="list-style-type: none"> Observational drawing Rubbing Self portrait Drawing 	<ul style="list-style-type: none"> Abstract Optical art Form 	<ul style="list-style-type: none"> Illustrations Storyboard Illustrator Expression Emoji Emotion 	<ul style="list-style-type: none"> Form Scale Composition Abstract Expressive Viewfinder 	<ul style="list-style-type: none"> Three dimensional (3D) Proportion Symmetry Composition Collage Abstract Viewfinder 	<ul style="list-style-type: none"> Collagraphy Collagraph Composition 	<ul style="list-style-type: none"> Abstract Composition Figurative Graffiti art
		Sculpture and 3D		<ul style="list-style-type: none"> Sculpture Three dimensional (3D) 	<ul style="list-style-type: none"> Sculpture Plaster Casting Three dimensional In relief Join Ceramic Sculptor 		<ul style="list-style-type: none"> Ceramics Two dimensional (2D) Three dimensional (3D) Sculpture Form Model Hollow Abstract Join 	<ul style="list-style-type: none"> Installation art Features Scale Scaled down Three dimensional (3D) Performance art Evaluate Interactive 	
		Painting and mixed media	<ul style="list-style-type: none"> Collage Temporary Transient art Landscape Permanent 	<ul style="list-style-type: none"> Print Space 		<ul style="list-style-type: none"> Composition Proportion Scaled up 	<ul style="list-style-type: none"> Portrait Landscape Abstract Three dimensional (3D) Composition 		<ul style="list-style-type: none"> Artist Compositions Evaluation Analyse Abstract Compose
		Craft and design			<ul style="list-style-type: none"> Landmarks Viewfinder Abstract Stained glass Composition Design Design brief Evaluate 	<ul style="list-style-type: none"> Composition Scale Design Layout Sculpture Zine 		<ul style="list-style-type: none"> Composition Design Evaluate Architectural Monument Form Abstract Viewfinder Design brief Style Annotate Design intention 	<ul style="list-style-type: none"> Dada Photomontage Photography Digital Photorealism Photorealistic Cityscape Composition Portrait

Shape	Drawing	<ul style="list-style-type: none"> • Circle • Square • Triangle • Rectangle 	<ul style="list-style-type: none"> • 2D shape • 3D shape • Circle 		<ul style="list-style-type: none"> • Object • Arrangement • Shape 				
	Sculpture and 3D		<ul style="list-style-type: none"> • Cylinder • Loop • Tube 	<ul style="list-style-type: none"> • Shape 		<ul style="list-style-type: none"> • Organic shape 			
	Painting and mixed media	<ul style="list-style-type: none"> • Circle • Square • Triangle • Rectangle 	<ul style="list-style-type: none"> • Shape 			<ul style="list-style-type: none"> • Grid 		<ul style="list-style-type: none"> • Translate • Tableau 	
	Craft and design			<ul style="list-style-type: none"> • Shape 	<ul style="list-style-type: none"> • Shape 		<ul style="list-style-type: none"> • Organic 	<ul style="list-style-type: none"> • Arrangement • Layout • Grid 	
Line	Drawing	<ul style="list-style-type: none"> • Curved • Line • Long • Mark • Mark-making • Short • Squiggly • Straight • Thick • Thin • Wavy • Zig-zag 	<ul style="list-style-type: none"> • Line • Vertical • Horizontal • Continuous • Diagonal 	<ul style="list-style-type: none"> • Thick • Thin • Sketch • Concertina • Lines 	<ul style="list-style-type: none"> • Tear • Cut • Line • Magnified 	<ul style="list-style-type: none"> • Observational drawing • Parallel • Precision 		<ul style="list-style-type: none"> • Parallel lines 	
	Sculpture and 3D		<ul style="list-style-type: none"> • Curve • Concertina 			<ul style="list-style-type: none"> • Typography 			
	Painting and mixed media	<ul style="list-style-type: none"> • Flick • Glide • Rip • Swish • Tear • Cut 	<ul style="list-style-type: none"> • Thick 		<ul style="list-style-type: none"> • Sketch 				
	Craft and design				<ul style="list-style-type: none"> • Fold 		<ul style="list-style-type: none"> • Perspective • Birds eye view • Elevation • Observational drawing • Literal • Proportion 	<ul style="list-style-type: none"> • Proportion 	
Pattern	Drawing	<ul style="list-style-type: none"> • Pattern 	<ul style="list-style-type: none"> • Wavy • Straight • Cross-hatch • Dots • Mark-making • Printing 	<ul style="list-style-type: none"> • Mark-making • Stippling • Hatching • Cross hatching • Scribbling 	<ul style="list-style-type: none"> • Geometric • Frottage • Rubbing • Botanical • Tool 	<ul style="list-style-type: none"> • Pattern • Hatching • Cross-hatching • Printmaking 	<ul style="list-style-type: none"> • Repetition • Printing plate • Printmaking 	<ul style="list-style-type: none"> • Symbolism 	
	Sculpture and 3D		<ul style="list-style-type: none"> • Overlap • Spiral • Zig-zag • Mosaic • Carving 	<ul style="list-style-type: none"> • Detail • Impressing • Cut 		<ul style="list-style-type: none"> • Carving • Weaving 	<ul style="list-style-type: none"> • Stencil • Special effects 		

		Painting and mixed media	<ul style="list-style-type: none"> • Dab • Dot • Swirl • Splat 	<ul style="list-style-type: none"> • Pattern 			<ul style="list-style-type: none"> • Dabbing paint • Stippling paint • Pointillism • Patterned • Detailed • Mark making 		
		Craft and design			<ul style="list-style-type: none"> • Pattern • Overlap • mosaic 	<ul style="list-style-type: none"> • Pattern 		<ul style="list-style-type: none"> • Symbolism 	<ul style="list-style-type: none"> • Emulate • Recreate
Texture		Drawing	<ul style="list-style-type: none"> • Bumpy • Felt tips • Hard • Rough • Smooth • Soft • Texture • Chalk • Medium • Oil pastel • Paint • Pencils • Ridged • Wax crayons 	<ul style="list-style-type: none"> • Charcoal • Pastel • Chalk • Texture 	<ul style="list-style-type: none"> • Charcoal • Texture 	<ul style="list-style-type: none"> • Smooth • Surface • Texture 	<ul style="list-style-type: none"> • Mixed media • Wax resist 		
		Sculpture and 3D		<ul style="list-style-type: none"> • Texture 	<ul style="list-style-type: none"> • Roll • Smooth • Flatten • Score • Surface 		<ul style="list-style-type: none"> • Texture • Surface • Mesh 	<ul style="list-style-type: none"> • Mixed media • Art medium 	
		Painting and mixed media	<ul style="list-style-type: none"> • Silky • Slimy • Slippery • Smooth • Squelchy • Sticky • Wet 			<ul style="list-style-type: none"> • Texture • Charcoal 	<ul style="list-style-type: none"> • Texture 		<ul style="list-style-type: none"> • Medium • Mixed media
		Craft and design			<ul style="list-style-type: none"> • Texture • Felt • Fibre 	<ul style="list-style-type: none"> • Papyrus • Material • Painting 			
		Drawing	<ul style="list-style-type: none"> • Light • Dark • Grip 	<ul style="list-style-type: none"> • Lightly • Firmly • Shade 		<ul style="list-style-type: none"> • Light • Dark • Shading • Grip • Pressure • Tone 	<ul style="list-style-type: none"> • Shading • Tone • Gradient 		<ul style="list-style-type: none"> • Chiaroscuro
		Sculpture and 3D			<ul style="list-style-type: none"> • Negative space 		<ul style="list-style-type: none"> • Tone 		
Tone		Painting and mixed media	<ul style="list-style-type: none"> • Light • Dark • Grip 	<ul style="list-style-type: none"> • Hue • Shade 		<ul style="list-style-type: none"> • Tone • Negative image • Positive image 	<ul style="list-style-type: none"> • Shade • Tint 		

		Craft and design							• Saturation
	Key artists			Wassily Kandinsky Clarice Cliffs Jasper Johns	Quentin Blake Rachel Whiteread	Georgia O’Keeffe Maud Purdy Max Ernst	Magdelene Odundo Barbara Hepworth Clara Peeters	Zaha Hadid Friendensreich Hundertwasser Cai Guo-Qiang Teis Albers	Derek O Boateng Leonardo Da Vinci Paula Rego
	Additional		D – artist, feeling, observe P – create, design, splatter, stick, wipe	D - narrative, observe S – imagine, artist	D – frame, re-tell S – pinch pot, thumb pot, slip C – imaginary, inspired, gallery, curator	D – organic, botanist, scientific, frame, gestural P – prehistoric C – Egyptian, ancient, civilisation, scroll, convey, imagery, technique, process, audience, inform	D – combine, collaborate, collaboratively, figurative P – figurative, technique S – visualisation, quarry, figurative, pliers, template, secure, found objects, welding	D - Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Evaluate, Revisit, Develop S – display, props, influence, experience, culture, revolution, concept, elements, interact, analyse, location, atmosphere C – architect, legacy, interpret, external, individuality, commemorate, architecture, built environment, crop, futuristic	P – technique, meaning, narrative, interpret, justify, inference, respond, convey, thought-provoking C – image, macro, album, editing, software, replacement, focus, frame, pose, prop D – serif, tag