	Year 1		
Concept	**Autumn – Drawing** **Pablo Picasso**	**Spring – Painting** **Sonia Delaunay**	**Summer – Sculpture** **Andy Goldsworthy**
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching. and **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Draw lines of different sizes and thickness.	Use thick and thin brushes to paint lines of different thicknesses.	Include lines and texture.
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange. and **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		
	Colour (own work) neatly following the lines. Show different tones by using coloured pencils.	Mix primary colours to make secondary. Create colour wheels. Add white to colours to make tints and black to colours to make tones.	Select colour or tone which suits the theme of a piece of work.
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. and **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Show pattern and texture by adding dots and lines.	Experiment with using thick and thin brushes to create different patterns/textures.	Include lines and texture. Use techniques such as rolling, cutting, moulding and carving.
Developing Ideas	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.		
Taking inspiration from the Greats	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.		
Milestone 1	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines.	Use thick and thin brushes. Mix primary colours to make secondary. Create colour wheels.	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials.

Key Vocabulary	Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	Add white to colours to make tints and black to colours to make tones. Create colour wheels.	Use techniques such as rolling, cutting, moulding and carving.
Key Vocabulary	*thickness* *follow lines* *pattern* *texture* *dots and lines* *tone* *explore* *describe* *create*	*thick and thin* *primary colours* *secondary colours* *tints and tones* *colour wheels* *explore* *describe* *create*	*combine* *shapes* *roll* *fold* *mould* *explore* *describe* *create*

Year 2			
Concept	**Autumn – Print** **Kyle Henderson**	**Spring – Collage** **Henri Matisse**	**Summer -Digital Media** **Photography**
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching. **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Mimic prints, lines and shapes from the environment Use repeating or overlapping shapes.	Sort and arrange materials to create lines and shapes when sticking materials	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange. **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		

	Consider how colours might change or look different if they are printed on top of each other (colour wheel)	Pick materials with colours which work well together.	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Mimic print patterns and textures from the environment (e.g. wallpapers).	Mix materials to create texture.	Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Developing Ideas	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.		
Taking Inspiration from the Greats	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.		
Milestone 1	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.	To develop images from a photograph and understand how this can be used to create expression in an image Use a wide range of tools to create different texture, lines, tones, colours and shapes.
Key Vocabulary	*repeat* *overlap* *press* *roll* *rub* *stamp* *explore* *describe* *create*	*materials* *combine* *tear and glue* *sort* *arrange* *mix* *texture* *explore* *describe* *create*	*photograph* *digital image* *selfie* *self-expression* *focus* *explore* *describe* *create*

Year 3			
Concept	**Autumn – Drawing** **Andy Warhol**	**Spring – Painting** **Alma Thomas**	**Summer – Sculpture** **Antony Gormley**
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching. and **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Use different hardness of pencils to show line, tone and texture. Use hatching and cross hatching lines to show tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange. and **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		
	Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Mix colours effectively. Experiment with creating mood with colour.	Consider how light and shadow can be made with sculptures.
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. and **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Use different hardness of pencils to show line, tone and texture. Use hatching and cross hatching to show tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Include texture that conveys feelings, expression or movement. Add materials to provide interesting detail.

Develop Ideas	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.		
Taking Inspiration from the Greats	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.		
Milestone 2	Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
Key Vocabulary	*hardness* *tone* *texture* *light and shadow* *hatching* *cross hatching* *research, develop* *adapt, replicate* *create, share ideas*	*thick and thin* *textures* *patterns and lines* *mix* *washes* *experiment* *research, develop* *adapt, replicate* *create, share ideas*	*combine* *form* *texture* *mould* *research, develop* *adapt, replicate* *create, share ideas*

Year 4			
Concept	Autumn – Print William Morris	Spring – Collage Miriam Schapiro	Summer – Digital Media Photography
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching.		

	and **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Make precise repeating patterns following a line or shape. Replicate shapes or patterns observed in natural or built environments.	Cut and tear materials to create different lines and shapes. Ensure work is precise following a shape or line.	Create images, video and sound recordings and explain why they were created.
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange. and **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		
	Think about complimentary colours and how these can be used to create a successful piece of work.	Layer materials to create light and shadows. Use materials which are different colours.	Create images, video and sound recordings and explain why they were created.
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. and **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Replicate patterns observed in natural or built environments. Make precise repeating patterns.	Use coiling, overlapping, tessellation, mosaic and montage to create patterns. Select and arrange materials for a striking effect, considering texture.	Create images, video and sound recordings and explain why they were created.
Developing Ideas	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.		
Taking Inspiration from the Greats	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.		
Milestone 2	Use layers of two or more colours. Replicate patterns observed in natural or built environments.	Select and arrange materials for a striking effect. Ensure work is precise.	Create images, video and sound recordings and explain why they were created.

	Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	Use coiling, overlapping, tessellation, mosaic and montage.	
Key Vocabulary	*layer* *replicate* *precise* *repeat* *overlap* *research, develop* *adapt, replicate* *create, share ideas*	*materials* *select and arrange* *precise* *coiling* *overlapping* *tessellation* *mosaic, montage* *research, develop* *adapt, replicate* *create, share ideas*	*expression* *frame* *composition* *crop* *research, develop* *adapt, replicate* *create, share ideas*

Year 5			
Concept	**Autumn – Drawing** **Franz Marc**	**Spring – Painting** **Jean Michael Basquiat**	**Summer – Sculpture** **Alexander Calder**
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching. and **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Use lines to represent movement and cross hatching to add detail. Use a choice of techniques to depict movement, perspective, shadows and reflection.	Sketch lightly before painting to combine line and colour. Show shape in work by painting light and shadow.	Create and combine shapes to make abstract/life like forms to suit the work. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange.		

	and **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		
	Use techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use techniques to depict movement, perspective, shadows and reflection.	Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece.	Create a colour pallet which compliments the theme of a piece of work. Consider how light and shadow will affect the way the finished work looks.
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. and **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Use lines, hatching and cross hatching to add shape, texture and pattern.	Replicate patterns or textures from natural or built-up environments using practised brush techniques. Use brush techniques and the qualities of paint to create texture.	Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.
Developing Ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.		
Taking Inspiration from the Greats	Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.		
Milestone 3	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.

Key Vocabulary		Develop a personal style of painting, drawing upon ideas from other artists.	
Key Vocabulary	*tone* *texture* *light and shadow* *hatching, cross hatching* *depict movement, perspective,* *shadows and reflection study,* *develop, extend, create* *annotate, take influence*	*sketch* *colour palette* *combine colour* *tints and tones* *mix* *texture* *study, develop* *extend, create* *annotate, take influence*	*life-like, abstract* *shape, texture* *pattern, visual* *tactile, framework* *stability, form* *study, develop* *extend, create* *annotate, take influence*

Year 6			
Concept	**Autumn – Print** **Peter Blake**	**Spring – Collage** **Ben Giles**	**Summer – Digital Media Photography**
Line and Shape	**Line -** Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching. and **Shape -** Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.		
	Create accurate patterns using fine detail following a line or shape.	Ensure work is shaped and stuck precisely following a shape or line. Choose materials which complement the shape of the work.	Enhance digital media by editing (including sound, video, animation, still images and installations).
Colour and Tone	**Colour -** There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange. and **Tone -** Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Different tones or tints can be made by adding black or white to a colour.		
	Select complimentary or contracting colours to suit the work.	Use textured materials which have different light/shadow when moved/used in different positions.	Enhance digital media by editing (including sound, video,

		Pick materials carefully to create a colour pallet which enhances the mood of a piece.	animation, still images and installations).
Texture and Pattern	**Texture -** Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry. and **Pattern -** The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra print, daisy petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).		
	Create an accurate pattern, showing fine detail.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.	Enhance digital media by editing (including sound, video, animation, still images and installations).
Developing Ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.		
Taking Inspiration from the Greats	Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles.		
Milestone 3	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.	Enhance digital media by editing (including sound, video, animation, still images and installations).
Key Vocabulary	*accurate* *fine detail* *repeat* *layer* *study, develop* *extend, create* *annotate, take influence*	*materials* *textures* *rough, smooth* *plain/patterned* *tactile, coiling* *overlapping, tessellation* *ceramic mosaic study, develop* *extend, create* *annotate, take influence*	*macro photography* *crop, edit* *saturate* *desaturate* *monochromatic* *tones* *study, develop* *extend, create* *annotate, take influence*