Year C Art Curriculum

Class structure: YR | Y1/2 | Y2/3 | Y4/5 | Y6

Purpose

This document brings together the Year C Art overview and end points for each class. The unit titles are drawn from the school Year C rolling programmes. Suggested learning and end points provide coherent progression through the mixed-age structure.

Year C whole-school overview

Class	Autumn	Spring	Summer
Y1/2	**Kurt Jackson** drawing and mixed-media landscapes	**Aboriginal dot art** printing and pattern	**Henri Matisse** collage and colour
Y2/3	**Kurt Jackson** drawing and mixed-media landscapes	**Aboriginal dot art** printing and pattern	**Henri Matisse** collage and colour
Y4/5	**Alfred Wallis** maritime painting and perspective	**William Morris** printing and repeated patterns	**Albrecht Durer** tone, detail and texture
Y6	**Alfred Wallis** maritime painting and perspective	**William Morris** printing and repeated patterns	**Albrecht Durer** tone, detail and texture

Class overview: Y1/2/3

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
Autumn	**Heather Jarvis** Landscapes **How have artists used landscapes to capture and represent the world around them?**	**Lesson 1: What is a Landscape?** Y1 • A landscape is a picture of an outdoor place. • Landscapes show natural and human features. • Artists observe places around them. Y2 • Landscapes contain foreground, middle ground and background. • Artists choose which features to include. • Landscapes can be created from observation or photographs. Y3 • Composition helps artists organise a picture. • Landscapes communicate a sense of place. • Artists make choices about what to include. **Lesson 2: What Can We See in a Landscape?** Y1 • Looking carefully helps artists notice details. • Drawing begins with simple shapes. • Landscapes contain natural and human features. Y2 • Shape and line help artists record observations. • Careful observation improves accuracy. • Artists identify natural and human features. Y3 • Artists analyse pattern, texture and scale. • Sketching develops ideas. • Observation improves artistic outcomes. **Lesson 3: How Do Artists Use Colour in Landscapes?** Y1 • Colours can represent nature. • Seasons have different colours. • Paint can be used to create landscape scenes. Y2	Y1 Know what a landscape is. Identify simple natural and human features within a landscape. Use drawing and painting to create a landscape picture. Talk about their artwork using simple artistic vocabulary. Key vocabulary Landscape Tree Hill Colour Shape	Y2 Recognise foreground, middle ground and background. Use observation to improve landscape drawings. Mix and select colours purposefully. Create a landscape using a range of artistic techniques. Key vocabulary Foreground Background Texture Observe Mix	Y3 Understand how artists compose landscape artwork. Use colour, tone and texture purposefully. Explain how artists represent different places. Create and evaluate a landscape inspired by artists and observations. Key vocabulary Composition Tone Perspective Atmosphere Sketch

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		• Artists mix colours to match observations. • Warm and cool colours create different effects. • Colour creates atmosphere. Y3 • Tone makes landscapes appear lighter or darker. • Colour affects mood and meaning. • Artists use colour to represent weather and seasons **Lesson 4: How Do Artists Create Texture in Landscapes?** Y1 • Texture describes how things look and feel. • Different marks create different effects. • Artists use a range of tools. Y2 • Different techniques create different textures. • Texture adds realism. • Artists experiment with materials. Y3 • Texture creates interest and depth. • Mark making can show movement. • Artists combine techniques for different effects. **Lesson 5: How Has Kurt Jackson Inspired Our Ideas?** Y1 • Artists are inspired by places around them. • Kurt Jackson uses colour and texture to show nature. • Artists gather ideas before creating artwork. Y2 • Artists make choices about composition. • Colour and texture communicate ideas. • Planning helps improve final outcomes. Y3 • Artists develop personal responses to inspiration. • Composition influences the impact of artwork. • Artists refine ideas before producing final work. **Lesson 6: How Can We Create Our Own Landscape Artwork?** Y1 • Artists create a finished landscape.			

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		• Artwork can include features from real places. • Artists talk about their work. Y2 • Artists combine skills to produce a finished artwork. • Colour, texture and composition improve outcomes. • Evaluation supports improvement. Y3 • Artists combine observation, colour, tone and texture. • Artistic choices communicate atmosphere. • Evaluation helps identify strengths and next steps.			
Spring	**Aboriginal dot art** How have Aboriginal artists used dot painting to tell stories, share culture and represent the natural world?	**Lesson 1: What is Aboriginal dot art?** **Y1** Aboriginal people are the First Peoples of Australia. Aboriginal art is used to tell stories and share ideas. Dot painting is a style of Aboriginal art. **Y2** Aboriginal art has been created for thousands of years. Symbols are used to represent places, people and animals. Dot paintings often communicate stories and traditions. **Y3** Aboriginal art reflects cultural beliefs, history and connection to Country. Traditional symbols carry meaning within artworks. Art can communicate ideas without using words. **Lesson 2: How do Aboriginal artists use symbols and patterns?** **Y1** Symbols can represent objects or ideas. Repeated dots create patterns. Artists use patterns to decorate artwork. **Y2** Different symbols have different meanings. Patterns can help communicate stories. Artists carefully arrange symbols within a composition. **Y3** Symbols are used to represent journeys, waterholes, animals and people. Pattern helps organise and communicate meaning. Aboriginal artists select symbols for specific purposes. **Lesson 3: How do Aboriginal artists use colour and line?** **Y1** Artists choose colours for different effects. Dots can be made using a variety of tools. Lines and dots can create interesting designs. **Y2** Earth colours are often used in traditional Aboriginal artworks.	Y1 Know that Aboriginal dot art comes from Australia. Recognise dots, patterns and symbols in artwork. Create a simple dot painting inspired by nature. Talk about their artwork using simple art vocabulary. Key vocabulary Dot Pattern Colour Symbol Artist	Y2 Understand that symbols can communicate meaning. Recognise how Aboriginal artists use pattern and colour. Use symbols and dots within their own artwork. Explain some of the ideas represented in their work. Key vocabulary Aboriginal Repetition Shape Storytelling Composition	Y3 Understand that Aboriginal art is connected to storytelling, culture and place. Explain how symbols and composition create meaning. Use dot painting techniques effectively. Create and evaluate an Aboriginal-inspired artwork. Key vocabulary Culture Tradition Symbolism Country Meaning

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Artists combine dots, lines and shapes to create patterns. Colour can help represent features of the natural world. **Y3** Colour choices can reflect environment, place and artistic style. Line and dot techniques create rhythm and movement. Artists make purposeful decisions about colour and composition. **Lesson 4: How does Aboriginal art represent the natural world?** **Y1** Aboriginal artists create artwork inspired by nature. Animals, plants and landscapes can appear in art. Art can help us understand places. **Y2** Aboriginal artworks often show relationships between people, animals and places. Natural features can be represented through symbols. Different artworks focus on different aspects of the environment. **Y3** Aboriginal art expresses a deep connection to Country. Landscapes may be represented from a bird's-eye view. Artists communicate relationships between people, places and nature. **Lesson 5: How do artists tell stories through dot paintings?** **Y1** Pictures can tell stories. Symbols and patterns can represent events or ideas. Artists plan what they want their artwork to communicate. **Y2** Storytelling is an important purpose of Aboriginal art. Artists select symbols that match their ideas. Artwork can communicate meaning to an audience. **Y3** Visual storytelling uses symbols, composition and pattern. Artists consider how viewers interpret their work. Art can preserve and share cultural knowledge. **Lesson 6: How can we create our own Aboriginal-inspired artwork?** **Y1** Artists use dots, patterns and colour to create artwork. Artwork can be inspired by nature and stories. Artists can talk about their creative choices. **Y2** Artists use symbols and patterns to communicate ideas. Careful choices improve the appearance and meaning of artwork. Evaluation helps artists improve their work. **Y3** Artists combine techniques and ideas to create a meaningful composition. Personal artwork can be inspired by Aboriginal styles while showing original ideas. Reflection helps artists understand the effectiveness of their work.			
Summer	**Henri Matisse**	**Lesson 1: Who was Henri Matisse?**	Y1	Y2 Understand that	Y3 Explain how

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
	collage and colour How did Henri Matisse use colour and collage to create bold and expressive works of art?	**Y1** Henri Matisse was an artist. He used bright colours in his artwork. Artists can work in different ways. **Y2** Matisse was a French artist. He became famous for his colourful paintings and collages. Artists are inspired by the world around them. **Y3** Henri Matisse was a key twentieth-century artist. His work changed over time throughout his life. Matisse developed a unique style using colour and cut paper. **Lesson 2: How did Matisse use colour?** **Y1** Colours can create different feelings. Matisse used bright and bold colours. Artists choose colours carefully. **Y2** Colour can help create mood and meaning. Matisse often used colours that stood out against each other. Artists do not always use realistic colours. **Y3** Matisse used colour expressively rather than realistically. Contrasting colours create impact and interest. Colour can communicate emotion and energy. **Lesson 3: What is collage?** **Y1** A collage is made by sticking materials onto a surface. Paper can be cut into different shapes. Shapes can be arranged to make a picture. **Y2** Collage is an art technique using layered materials. Artists arrange shapes to create a composition. Different shapes create different effects. **Y3** Matisse described collage as "drawing with scissors." Composition involves arranging elements purposefully. Artists experiment with placement before creating final artwork. **Lesson 4: How did Matisse create his cut-out artworks?** **Y1** Matisse cut coloured paper into shapes. Shapes can represent plants, animals and objects. Artists can create pictures using simple forms. **Y2** Matisse created artwork by cutting and arranging painted paper. Organic shapes are inspired by nature. Repetition can create patterns. **Y3** Matisse's cut-outs combined shape, colour and composition. Organic and abstract shapes were important features of his work.	Know who Henri Matisse was. Recognise that he used bright colours and cut shapes. Create a simple collage inspired by his work. Talk about colours and shapes in artworks. Key vocabulary Colour Shape Collage Cut Artist	Matisse used collage as an artistic technique. Use colour and shape purposefully in artwork. Create a collage inspired by Matisse's style. Describe how artistic choices create different effects. Key vocabulary Composition Pattern Contrast Layer Arrange	Matisse used colour and collage to communicate ideas. Understand the importance of composition in artwork. Create an original collage using Matisse-inspired techniques. Evaluate their own artistic decisions and outcomes. Key vocabulary Abstract Organic shape Balance Expression Technique

Term	Unit	Key Learning/Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Artistic choices influence the viewer's response. **Lesson 5: How can artists use shape and composition?** **Y1** Shapes can be large or small. Artists choose where to place shapes. Different arrangements create different pictures. **Y2** Composition affects how artwork looks. Overlapping and spacing create visual interest. Artists test ideas before making final decisions. **Y3** Composition helps guide the viewer's eye around an artwork. Balance and repetition influence the overall effect. Artists evaluate and refine their designs. **Lesson 6: How can we create our own Matisse-inspired collage?** **Y1** Artists can use bright colours and simple shapes. Artwork can be inspired by famous artists. Artists can describe what they have created. **Y2** Artists combine colour, shape and collage techniques. Careful cutting and arrangement improve outcomes. Reflection helps artists improve their work. **Y3** Artists use colour and composition intentionally. A final artwork can show personal creativity alongside artistic inspiration. Evaluation identifies successful artistic choices.			

Class overview: Y4/5/6

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
Autumn	**Alfred Wallis** Maritime painting How did Alfred Wallis use maritime paintings to record and celebrate life by the sea?	**Lesson 1: Who was Alfred Wallis?** **Y4** Alfred Wallis was a Cornish artist. He lived and worked near the sea. His paintings often showed boats, harbours and coastal life. **Y5** Wallis was a self-taught artist. He painted memories of places he knew well. His work focused on maritime life in Cornwall. **Y6** Wallis is recognised as an important British artist. His personal experiences influenced his artwork. Art can be used to record memories and experiences. **Lesson 2: What can we learn from Wallis's maritime paintings?** **Y4** Maritime means connected to the sea. Wallis painted boats, harbours and waves. Artists look closely at details in artworks. **Y5** His paintings show aspects of Cornwall's fishing heritage. Art can provide evidence about life in the past. Artists choose which details to include. **Y6** Wallis's paintings communicate ideas about place and identity. Art can be a historical source of information. Artists interpret what they see and remember. **Lesson 3: How did Alfred Wallis use colour and materials?** **Y4** Artists choose colours for different purposes. Wallis often used colours associated with the sea and coastline. Different materials can be used to create artwork. **Y5** Wallis painted on materials such as cardboard and scrap surfaces. Colour can help create mood and atmosphere. Artists adapt materials to suit their work. **Y6** Limited colour palettes can strengthen visual impact. Materials influence the appearance of artwork. Artistic choices affect how viewers respond to a piece. **Lesson 4: How did Wallis use perspective and composition?** **Y4** Composition is how objects are arranged within a picture. Objects can be placed to tell a story. Artists make decisions about space and size. **Y5** Wallis often painted boats larger than expected.	Y4 Know who Alfred Wallis was. Recognise key features of maritime paintings. Use colour and shape to create a coastal scene. Describe what they notice in Wallis's artwork. Key vocabulary Maritime Harbour Boat Coastline Seascape	Y5 Understand how Wallis represented the sea and coastal life. Explain how colour and composition create meaning. Create artwork inspired by maritime themes. Discuss how artists communicate ideas through their work. Key vocabulary Composition Atmosphere Fishing industry Heritage Scale	Y6 Understand the significance of Alfred Wallis's contribution to art. Analyse how perspective, composition and materials affect artwork. Create an original maritime painting informed by Wallis's style. Evaluate artistic choices using appropriate vocabulary. Key vocabulary Perspective Interpretation Identity Palette Influence

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Important features were emphasised through scale. Composition helps draw attention to key elements. **Y6** Wallis did not always use realistic perspective. Artists can break artistic conventions to communicate meaning. Composition can reflect memories and personal viewpoints. **Lesson 5: How did Alfred Wallis inspire other artists?** **Y4** Artists can inspire each other. Different artists create artwork in different styles. Looking at artwork can generate ideas. **Y5** Wallis influenced other British artists. Artistic styles can develop from studying others' work. Artists respond to ideas from different times and places. **Y6** Wallis's work contributed to modern British art. Artistic influence can be traced across generations. Evaluating artworks helps develop critical understanding. **Lesson 6: How can we create our own maritime painting?** **Y4** Artists can create paintings inspired by the sea. Colour and shape help represent coastal scenes. Artists can explain their ideas. **Y5** Artists use composition and colour purposefully. Personal experiences can inspire artwork. Reflection improves artistic outcomes. **Y6** Artists make deliberate choices about composition, perspective and mood. Artwork can communicate personal connections to place. Evaluation helps refine artistic practice.			
Spring	**William Morris** printing and repeated patterns How did William Morris use printing and repeated patterns to create beautiful designs inspired by nature?	**Lesson 1: Who was William Morris?** **Y4** William Morris was a British designer and artist. He created patterns for wallpapers, fabrics and books. Nature inspired many of his designs. **Y5** Morris was a leading figure in the Arts and Crafts Movement. He believed that handmade design was important. His work featured detailed natural forms and repeated patterns. **Y6** William Morris influenced design, craft and decorative arts. His ideas responded to changes brought about by industrialisation. Art and design can reflect social and cultural values. **Lesson 2: What patterns can we find in William Morris's work?** **Y4**	Y4 Know who William Morris was. Recognise repeated patterns in his work. Use simple printing techniques to create patterned artwork. Identify how nature inspired Morris's designs.	Y5 Understand how Morris used motifs and repetition. Create a print using a repeated design. Explain how natural forms inspire decorative patterns. Discuss how artists use printing to create designs. Key vocabulary	Y6 Understand the significance of William Morris and the Arts and Crafts Movement. Analyse how repetition, colour and composition create effective patterns. Create a carefully planned printed design.

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Patterns repeat shapes, colours or lines. Morris used flowers, leaves and birds in his designs. Repetition helps create decorative effects. **Y5** Repeated motifs create unity within a design. Natural forms can be simplified into pattern shapes. Artists carefully organise repeated elements. **Y6** Complex patterns are created through repeated motifs and structure. Balance and repetition contribute to visual harmony. Design choices affect the overall impact of a pattern. **Lesson 3: How did William Morris use nature as inspiration?** **Y4** Artists observe nature to generate ideas. Leaves, flowers and plants can inspire designs. Sketching helps artists record observations. **Y5** Morris studied natural forms closely. Artists adapt real objects into decorative designs. Observation supports accurate drawing. **Y6** Artists interpret nature rather than simply copying it. Designs can combine realism and stylisation. Natural forms can communicate beauty and meaning. **Lesson 4: What is printing and how can patterns be printed?** **Y4** Printing transfers a design onto another surface. Repeated prints can create a pattern. Different tools can be used to make prints. **Y5** Printing allows patterns to be reproduced many times. Printing blocks can create consistent repeated designs. Colour choices influence the appearance of a print. **Y6** Printing techniques have developed over time. Repetition and alignment are important in pattern printing. Designers evaluate prints and refine their techniques. **Lesson 5: How do artists design repeating patterns?** **Y4** A motif is a shape used within a pattern. Patterns are created by repeating motifs. Artists plan layouts before printing. **Y5** Pattern units can be repeated in different ways. Symmetry can improve balance within a design. Designers test ideas before creating final outcomes. **Y6** Effective designs combine motif, repetition, colour and composition. Designers consider purpose and audience. Evaluation helps improve designs.	Key vocabulary Pattern Print Nature Repeat Design	Motif Symmetry Decorative Printmaking Observation	Evaluate artistic choices using appropriate vocabulary. Key vocabulary Arts and Crafts Movement Composition Stylised Harmony Influence

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Lesson 6: How can we create our own William Morris-inspired print? **Y4** Artists use repeated shapes and patterns to create artwork. Nature can inspire original designs. Artists can explain their creative choices. **Y5** Printmaking combines observation, design and technical skill. Careful planning improves final outcomes. Evaluation supports artistic development. **Y6** Artists combine observation, pattern design and printing techniques. Final designs can communicate personal ideas while reflecting artistic influences. Reflection helps artists improve future work.			
Summer	**Albrecht Durer** tone, detail and texture How did Albrecht Dürer use tone, detail and texture to create realistic and expressive artworks?	**Lesson 1: Who was Albrecht Dürer?** **Y4** Albrecht Dürer was a German artist. He was known for his detailed drawings and prints. Artists can use observation to record what they see. **Y5** Dürer was one of the most important artists of the Renaissance. He studied people, animals and nature closely. His artwork is recognised for its accuracy and detail. **Y6** Dürer's work combined artistic skill with scientific observation. His drawings demonstrated a deep understanding of proportion and form. Artists can influence future generations through innovation and skill. **Lesson 2: How did Dürer use observation to create detail?** **Y4** Artists look carefully before drawing. Small details help make drawings more realistic. Observation improves accuracy. **Y5** Careful observation helps artists notice shape, pattern and texture. Dürer recorded fine details in animals and plants. Sketching develops observational skills. **Y6** Observation involves analysing form, structure and surface quality. Artists make informed decisions about which details to include. Detailed observation can communicate realism and understanding. **Lesson 3: How does tone create form?** **Y4** Tone refers to light and dark areas in artwork. Shading can make objects appear three-dimensional. Artists use pencils to create different tones. **Y5** Gradual changes in tone create depth and form. Light sources affect where shadows appear.	Y4 Know who Albrecht Dürer was. Understand that observation improves drawing. Use simple tone and texture techniques. Create a detailed observational drawing. Key vocabulary Tone Detail Texture Shade Observation	Y5 Understand how Dürer used observation and detail. Use a wider range of tonal and textural techniques. Create an observational drawing showing realism. Explain how artistic techniques improve artwork. Key vocabulary Contrast Gradation Pattern Realism Sketch	Y6 Understand the significance of Dürer's contribution to art. Analyse how tone, texture and detail create realism. Apply a range of drawing techniques confidently. Evaluate artistic choices using appropriate vocabulary. Key vocabulary Renaissance Engraving Proportion Form Precision

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Artists use shading techniques to create realistic effects. **Y6** Tone helps create volume, contrast and atmosphere. Artists manipulate tonal values to guide the viewer's attention. Effective shading strengthens realism and visual impact. **Lesson 4: How can artists create texture?** **Y4** Texture describes how a surface looks or feels. Different marks can represent different textures. Artists experiment with lines and patterns. **Y5** Texture can be created using a range of drawing techniques. Artists use marks to show fur, feathers, bark and other surfaces. Texture adds realism to artwork. **Y6** Texture can be physical or visual. Artists combine tonal and textural techniques to create complex effects. Careful mark making communicates surface qualities effectively. **Lesson 5: How did Dürer use drawing and printmaking?** **Y4** Dürer created drawings and prints. Prints allow artists to reproduce images. Artists use different materials and techniques. **Y5** Dürer's engravings included detailed lines and textures. Different artistic processes create different effects. Printmaking requires careful planning. **Y6** Printmaking played an important role in sharing artwork during the Renaissance. Dürer's technical skill made his work widely admired. Artistic methods influence the appearance and purpose of artwork. **Lesson 6: How can we create our own Dürer-inspired artwork?** **Y4** Artists use observation, tone and texture to improve drawings. Careful attention to detail strengthens artwork. Artists can explain their artistic choices. **Y5** Combining tone and texture creates realistic images. Planning helps improve artistic outcomes. Reflection supports artistic development. **Y6** Artists select techniques purposefully to communicate realism. Detailed observational drawing requires patience and precision. Evaluation helps artists refine and improve their work.			

Art Curriculum Progression Map

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Draw with complexity & detail. Start to produce lines of different thickness using a pencil. Draw to represent ideas like movement or loud noises.	Practice observational Drawing. Work small in sketchbooks, on large sheets of paper and on different surfaces. Use line, shape and colour in my work. Explore a range of drawing tools to make marks. Draw simple 2D shapes with increasing accuracy. Explore and produce different textures and patterns from my imagination. Colour neatly following the lines using pencils and crayons. Explain how some artists explore the world around them to help them find inspiration.	Experiment with tools and surfaces. Draw experiences and feelings. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Begin to control marks made with different media . Know that 'tone' in art means 'light and dark'. Know that shading helps make drawn objects look more three dimensional. Investigate tone by drawing light/dark lines using pencil. investigate textures and produce an expanding range of patterns. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. Use different grades of pencil in my drawing and know that some are harder than others. Show different tones by using coloured pencils and pastel.	Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. Use line, shape. Experiment with various pencils to show tone. Draw from observation and imagination. Draw with accuracy. Discuss shadows, light and dark. Use three different grades of pencil in my drawing (4B, 8B, HB). Draw for a sustained period of time. Have an awareness of how pattern can be used to create texture. Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.	Identify and draw the effect of light. Explore the work of artists who tell stories through imagery. Work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. Use line, shape, and colour using a variety of materials to test my ideas. Confidently use a wider range of pencil techniques such as stippling, scumbling, smudging and blending. To use hatching and cross hatching to show tone and texture.	Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture). Draw from different viewpoints considering horizon lines. Begin to consider Perspective. Use different techniques for purpose eg. different styles of shading. Work from a variety of sources including observation and photographs to develop own work.	Select appropriate media and techniques to achieve a specific outcome. Develop own style. Draw for a sustained period of time over a number of sessions. Use tone in drawings to achieve depth. Develop drawing with perspective and focal points. Adapt drawings according to evaluations and discuss further developments.
Painting	Use a variety of tools including different size brushes and tools. Explore what happens when they mix colours. Use particular colours for a purpose.	Know and name the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple	Use paint to express themselves. 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	Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. Know that paint colours can be mixed using natural substances, and that	Know that using lighter and darker tints and shades of a colour can create a 3D effect. Observe colour and suggest why it has been used. Explore different brush strokes and why / when they might be used.	Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Demonstrate a secure knowledge about primary, secondary, warm and cold	Know how an understanding of shape and space can support creating effective composition. Know that a 'monochromatic' artwork uses tints and shades of just one colour.

		To name the secondary colours. To choose to use thick and thin brushes as appropriate. To notice what happens when white is added to a colour. To explore adding texture to paint. To know and use the following vocabulary: Tone (darker or lighter versions of a colour when you add both black and white to the colour). Describe favourite colours and why colours may be used for different purposes.	objects or to create things from your imagination. Mix paint to create all the secondary colours. Predict outcomes of mixing paints. Mix a range of tertiary colours and discuss the colour wheel. Talk about why they have selected colours for their artwork. Begin use a range of paint and discuss why some are more suited to particular painting styles.	prehistoric peoples used these paints. To predict with accuracy the colours that I mix. To say where each of the primary and secondary colours sit on the colour wheel. To know and explain: Colour combination, Colour spectrum, Contrast Make tints of one colour by adding white Darken / Lighten colours without using black / white.	Use a range of brushes to create different effects. Create all the colours needed to create mood in my painting. Know how to create texture. To know and explain: Colour mix Colour match Hue (the colour and the shade of a colour) Tertiary colours (resulting colour formed when an equal amount of a primary and secondary colour is mixed). Begin to discuss how they are influenced by the work of other artists.	colours. Illustrate an understanding of contrasting and complementary colours and why they might be used. Use a sketch book to make preliminary studies and tests of media before working on a final piece of work. Make and discuss hue, tint, tone, shade and mood. Mix colours, shades, tones, tints with confidence, building on previous knowledge. Select colour for Purpose explaining choices Discuss how colour can be used to express ideas, feelings and mood. Confidently control the types of marks made and experiment with different effects and textures.	Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Know that chiaroscuro means 'light and dark' and is a term used todescribe high contrast images. 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. Identify artists and craftsmen who's work I admire and who inspire me. Explore the relationships and balance of line, tone, colour, pattern and shape and be able to articulate their effects. Select and justify paper, paint and technic to complete a piece of work. Select colour to express feelings. Discuss harmonious and contrasting colours. Work in a sustained and independent way, developing own style. Purposefully control the types of marks, brushstrokes used to create desired effect.
Sculpture	Explore a range of malleable media such as clay, papier-mâché and salt dough. Cut shapes using scissors and other modelling tools. Construct with a purpose in mind, using a variety of resources.	Know that three dimensional art is called sculpture. Add texture by using tools. Make different kinds of shapes. Create a 3D form. Create constructions using recycled materials. Enjoy handling, feeling and manipulating a range of	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. Know that shapes can be organic (natural) and irregular.	Know that negative shapes show the space around and between objects. Understand the different adhesives and methods used in construction. Consider and discuss aesthetics. Produce more intricate surface patterns using a range of processes.	Know that simple structures can be made stronger by adding layers, folding and rolling. Know how to use basic shapes to form more complex shapes and patterns. Discuss the work of other sculptors and architects and how these have influenced their own work / designs	Know how to create texture on different materials. Know that tone can help show the foreground and background in an artwork. Know that an art installation is often a room or rnvironment in which the viewer 'experiences' the art all around them. Know that the size and scale of three	Develop personal, imaginative responses. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

		materials. Imprint and apply decoration to a 3D model. Fold, tear, crumple, fasten and collage paper to transform it from 2d to 3d. Attempt to make a sculpture that can balance and stand.	Know that shapes can begeometric if they have mostly straight lines and angles. Know that patterns can be made using shapes. Add texture by using tools. Make textures by relief, for use on a pot or tile. To create a 3D sculpture using clay. Create models from imagination and direct observation Apply decorative techniques. Plan, shape, mould and make constructions. Replicate patterns and textures in a 3D form. Discuss the work of other sculptors and relate these to their own ideas and esidgns.	Show an awareness of how texture, form and shape can be transferred from 2D to 3D.	Adapt work when necessary and explain why. Demonstrate awareness in environmental Sculpture. Think creatively about art/object/performance /audience. Understand that the way a work is displayed can affect the way the audience sees the work. Manipulate materials to make an environment for the art objects. Think about how the audience might react and capture this in my artwork.	-dimensional artwork changes the effect of the piece. Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish). Understand that a range of media can be selected (due to their properties) for different purposes. Independently recognise problems and adapt work when necessary taking inspiration from other sculptors.	Create a structure which reflects emotion or identity. Recognise sculptural forms in the environment and use these as inspiration for their own work. Demonstrate experience in relief and freestanding work using a range of media. Confidently carve a simple form.
Printing	Create simple pictures by printing from objects. Develop simple patterns by using objects.		Make rubbings Use found objects to print. Explore using natural resources to create prints. Observe pattern in nature.	Print onto paper or textile. Design my own printing block. Use tiles to create a monoprint. Create a repeating Pattern. Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 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.		To print using 2-4 colours, considering translation, rotation, adding string print on top or instead of a tile. To look very carefully at the methods, used, and make decisions about the effectiveness printing methods. To work independently and to be able to justify the choices made.	Combine different echniques such as print (screen), collage and drawing. t
Collage	Experiment with different textures. Manipulate materials to create a planned effect.		Know that collage materials can be chosen to represent real-life textures. Know that collage materials	To explore a wide variety of collage materials; newspaper, magazines, crepe, tissue.			Add embellishments to my work to create texture and shape. To carefully consider and

			can be shaped to represent shapes in an image Know that collage materials can be overlapped and overlaid to add texture	To explore tearing, cutting & layering to create textures and colours for collage. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.			justify the use of certain colours, textures and shapes which reflect my character and personality.