



CONTENT COVERAGE	EYFS	KS1	LKS2	UKS2
<p><b>A1 Drawing</b></p>	<p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). Use drawings to tell a story (retelling or imagination). Investigate different lines (thick, thin, wavy, and straight). Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). Represent their own ideas, thoughts <b>Key vocabulary:</b> draw, pencil, pastel, chalk, line, thick, thin, wavy, straight</p>	<p>Extend the variety of drawing tools and surfaces. Draw lines of different sizes and thickness. Show pattern by adding dots and lines. Show different tones by using coloured pencils. Explore the use of pattern, line, shape. Observe and draw landscapes, patterns, faces and objects. <b>Key vocabulary:</b> draw, pencil, pastel, chalk, line, thick, thin, wavy, straight, pattern, tone, line, shape, landscape, object.</p>	<p>Collect and record observations, and to develop their own ideas. Annotate sketches to explain and elaborate ideas. Plan, refine and alter sketches as necessary. Use different grades of pencils to show line, tone and texture. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop shading to show light and shadow. Use hatching and cross to show tone and texture. Use a view finder to select an area of a subject for drawing. Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. Draw for a sustained period of time. <b>Key vocabulary:</b> draw, pencil, pastel, chalk, line, thick, thin, wavy, straight, pattern, tone, line, shape, landscape, object, sketch, annotate, refine, tone, shading, shadow, hatching, view-finder.</p>	<p>Create a collection of observational drawings and to develop and revisit ideas. Work in a sustained and independent way from observation, experience and imagination. Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. Show confidence in using a variety of drawing mediums, including pen. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Add perspective to drawings. Develop the effect of light on objects and people from different directions, using tone. Develop accuracy and expression in observational drawings, Choose and combine different drawing materials as appropriate to task and purpose. <b>Key vocabulary:</b> draw, pencil, pastel, chalk, line, thick, thin, wavy, straight, pattern, tone, line, shape, landscape, object, sketch, annotate, refine, tone, shading, shadow, hatching, view-finder, observation, form, space, reflection, direction of</p>



				<u>sunlight, perspective, expression, combine.</u>
<b>A2 Painting</b>	<p>Experiment with primary colours. Experiment with mixing colours independently. Name colours. Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue).</p> <p><b>Key vocabulary:</b> <i>Paint, brush, primary colours, red, blue, yellow, mix</i></p>	<p>The effect of painting with a variety of different brush sizes and types. Match colours to artefacts and objects. Work on different scales including collaborative paintings. To layer paints (without them mixing) To scrape into paints to make patterns and other effects. . Name different types of paint and their properties. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Place them on a colour wheel. Create textured paint by adding sand, plaster. <b>Key vocabulary:</b> <u><i>primary colours, red, blue, yellow, mix secondary colours, purple, orange, green, dark, light, layer, effects, texture.</i></u></p>	<p>Revise mixing colours and know which primary colours make secondary colours. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Use more specific colour language. Mix and use tints and shades. <b>Key vocabulary:</b> <u><i>primary colours, red, blue, yellow, secondary colours, purple, orange, green, mix dark, light, layer, effects, texture, colour wash, tint, tone, shade</i></u></p>	<p>Revise mixing primary and secondary colours, adding tertiary colours to a wheel. Explore a variety of different brushes to see what happens. Use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Be expressive with colour, associating colours with moods. Develop a personal style of painting, drawing upon ideas from other artists. <b>Key vocabulary:</b> <u><i>primary colours, red, blue, yellow, secondary colours, purple, orange, green, mix dark, light, layer, effects, texture, colour wash, tint, tone, shade tertiary, blend, line, shape, abstract, absorb, palette, mood, inspiration.</i></u></p>
<b>A3 Collage</b>	<p>Create pictures using a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Begin to discuss texture using key vocabulary. <b>Key vocabulary:</b> <i>collage, paper, fabric, smooth, rough, shiny, soft, hard</i></p>	<p>Explore creating a variety of images on different backgrounds with a variety of media. Experiment with sorting and arranging materials and refining their work. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Create textured collages from a variety of media and be able to discuss textures. Create a simple mosaic.</p>	<p>Revise creating collage with a variety of media, e.g. paper and magazines. Experiment with sorting and arranging materials with purpose to create effect. Experiment with a range of media e.g. overlapping, layering etc. Revise mosaic technique. Learn new techniques; tessellation and montage. <b>Key vocabulary:</b> <i>collage, paper, fabric, smooth, rough, shiny, soft, hard, squares, gaps,</i></p>	<p>Recap of all techniques covered so far in collage - cutting, tearing, overlapping, tessellation, mosaic, montage, spaces, etc Use of texture Use different techniques, colours and textures etc when designing and making pieces of work. Create a piece of art, using many different collage techniques and including a painted background, based on the work of an artist</p>



		<p><b>Key vocabulary:</b> <u>collage, paper, fabric, smooth, rough, shiny, soft, hard, squares, gaps, mosaic, features, cut, place, arrange, texture</u></p>	<p><b>mosaic, features, cut, place, arrange, texture, form, pattern, tessellation, montage.</b></p>	<p><b>Key vocabulary:</b> <u>collage, paper, fabric, smooth, rough, shiny, soft, hard, squares, gaps, mosaic, features, cut, place, arrange, texture, form, pattern, tessellation, montage, overlapping, fix, techniques.</u></p>
<p><b>B1 Artist Study</b></p> <p><i>All artists for your phase do not need to be covered during this term, but please make sure you have studied all of them across the 2 year cycle.</i></p>	<p><b>KANDINSKY, MICHELLE READER,</b> Describe a picture created by an artist. Experiment with a technique that an artist uses. <b>Key vocabulary:</b> <u>artist, painter, techniques, pattern, sculpture, model</u></p>	<p><b>PAUL KLEE, PICASSO, MATISSE, ROUSSEAU, VAN GOGH, GEORGES SEURAT</b> Describe the work of notable artists, designers and artisans. Use some of the ideas of artists studied to create pieces <b>Key vocabulary:</b> <u>artist, painter, techniques, pattern, sculpture, model, expressionism, post-impressionism, pointillism, realism</u></p>	<p><b>MONET, CEZANNE, WILLIAM MORRIS, ROUSSEAU, GEORGIA O'KEEFE, ESCHER</b> Replicate some of the techniques used by notable artists, designers and artisans. Create original pieces that are influenced by studies of others. <b>Key vocabulary:</b> <u>artist, painter, techniques, pattern, sculpture, model, expressionism, post-impressionism, pointillism, realism, figure, fantasy, landscape, naïve art, tapestry, wallpaper, fabric, modernism, graphic art</u></p> <p><u>colour, line, tone, form, bright, dull, light, dark, foreground, background, thick, thin, layered, flat, happy, unhappy, angry, sad, though-provoking, boring, lifeless, exciting</u></p>	<p><b>LOWRY, ANDY WARHOL, DAVID HOCKNEY, LICHTENSTEIN, ANISH KAPOOR, BRENDAN JAMISON, BANKSY</b> Give details (including own sketches) about the style of some notable artists, designers and artisans. Show how their work was influential in both society and to other artists. Create original pieces that show a range of influences and style. <b>Key vocabulary:</b> <u>artist, painter, techniques, pattern, sculpture, model, expressionism, post-impressionism, pointillism, realism, figure, fantasy, landscape, naïve art, tapestry, wallpaper, fabric, modernism, graphic art, Pop art, graffiti, street art, sculptor, modern art.</u></p>
<p><b>B2 Textiles</b></p>	<p>Create simple collages using fabric, paper, pasta, beans and larger tactile things. Simple weaving. <b>Key vocabulary:</b> <u>collage, materials, fabric, weave.</u></p>	<p>Use a variety of techniques (e.g. weaving, plaiting, wax resist, simple sewing and binca). Learn how to thread a needle, knot, cut, glue and trim material. <b>Key vocabulary:</b> <u>collage, materials, fabric, weave, plaiting, wax resist, sewing,</u></p>	<p>Revise a variety of techniques (build on KS1). Name the materials and tools they have used. Develop skills in stitching, cutting and joining. Use basic cross stitch and back stitchh</p>	<p>Show precision in techniques. Join fabric in different ways. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces independently.</p>



		<u>binca, needle, thread, cotton, stitch, knot, trim.</u>	Create weavings <b>Key vocabulary:</b> collage, materials, fabric, weave, plaiting, wax resist, sewing, binca, needle, thread, cotton, stitch, knot, trim, <u>cross stitch, back stitch</u>	Experiment with tie dye and batik safely. <b>Key vocabulary:</b> collage, materials, fabric, weave, plaiting, wax resist, sewing, binca, needle, thread, cotton, stitch, knot, trim, <u>cross stitch, back stitch, precision, combine, tie dye, batik</u>
<b>B3 Printing</b>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Imprint onto a range of textures -coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours</p> <p><b>Key vocabulary:</b> print, rubbing, texture, pattern, imprint</p>	<p>Use a variety of tools, materials and objects to create prints.</p> <p>Carry out different printing techniques (e.g. monoprint, block, relief and resist printing)</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make rubbings.</p> <p>Design repeating patterns and overlapping shape patterns.</p> <p>Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p> <p><b>Key vocabulary:</b> print, rubbing, texture, pattern, imprint, <u>monoprint, block relief, press, roll, resist, repeat, overlap</u></p>	<p>Print using a variety of materials, objects and techniques, including layering colours.</p> <p>Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p>Talk about the processes used to produce a simple print.</p> <p><b>Key vocabulary:</b> print, rubbing, texture, pattern, imprint, monoprint, block relief, press, roll, resist, repeat, overlap, <u>layering, marbling, silkscreen, replicate,</u></p>	<p>Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Select inks and overlay colours.</p> <p>Build up layers of colours and textures.</p> <p>Be confident with printing onto paper and fabric.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Organise work in terms of pattern, symmetry or random printing styles.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Key vocabulary:</b> print, rubbing, texture, pattern, imprint, monoprint, block relief, press, roll, resist, repeat, overlap, <u>layering, marbling, silkscreen, replicate, overlay, fine detail.</u></p>