"Every human is an artist." (Don Miguel Rui)

ART PROGRESSION MAP

Intent

We believe that art is an integral part of our children's education and plays a vital and valuable role in shaping them into knowledgeable individuals who are able to confidently express themselves artistically both now and in the future. Our pupils will leave us as confident, creative and skilled artists who have not only reached their full potential, but who also understand how art and design both reflects and shapes our history and contributes to the culture, creativity and the wealth of our nation and the wider world.

READING SKILLS in Art

Pupils may :

- carry out research about artists, designers and craft-makers in Art
- use the internet for researching and exploring art galleries and collections
- read biographies of artists, designers and art activities
- read instructions for particular techniques in art activities
- read / write evaluations – own and others.

LIFE SKILLS in Art

- to observe and look more closely.
- to develop empathy
- to tell stories
- to solve problems
- to see and make connections
- to trust in their own abilities

EYFS links	
Expressive Arts and Design (Creating with Materials) **Children at the expected level of development will:** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	**Physical Development (Fine Motor Skills)** **Children at the expected level of development will:** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
NATIONAL CURRICULUM EXPECTATIONS KS1	**NATIONAL CURRICULUM EXPECTATIONS KS2**
Pupils should be taught: • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and hare their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • 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.	**Pupils should be taught:** • 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; • to create sketch books to record their observations and use them to review and revisit ideas; • 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]; • about great artists, architects and designers in history.

NATIONAL CURRICULUM AIMS

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

This curriculum is formed around the three big ideas of:

- **INSPIRATION**: through the 'Work of Other Artists'
- **PRACTICE**: through the various subject disciplines of Drawing, Painting/Colour, Collage, Textiles and Printing
- **REFLECTION**: through self-evaluation as pupils learn to think critically about their work through 'Exploring and Developing Ideas'

Exploring and Developing Ideas (REFLECTION)	EYFS	KS1 Y1 - 2	LKS2 Y3 - 4	UKS2 Y5 - 6
	Children begin to explore and express their ideas and feelings and create collaboratively with their peers and then individually.	*Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.*	*Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.*	*Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.	**KS1 Art and Design National Curriculum** To produce creative work, exploring their ideas and recording experiences.	**KS2 Art and Design National Curriculum** Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas	**KS2 Art and Design National Curriculum** Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.
	Children can: • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	**Children can:** • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve • use key vocabulary to demonstrate knowledge and understanding	**Children can:** • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions • adapt and refine ideas; • use key vocabulary to demonstrate knowledge and understanding	**Children can:** • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding

Drawing (PRACTICE)	*Children can use tools with accuracy and can begin to create observed drawings which are increasingly anatomically accurate. They can create a self-portrait using pencil and crayons.*	*Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.*	*Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.*	*Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To begin to show accuracy and care when drawing To explore the natural world around them, making observations and drawing pictures of animals and plants.	**KS1 Art and Design National Curriculum** To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.	**KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials	**KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.
	Children can: • 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). • Explore different textures. • Start to create accurate drawings of people that include all visible parts of the body (head, hands, fingers). • Represent their own ideas, thoughts and feelings through art.	**Children can:** • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, • felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand.

	• Be able to communicate something about themselves in their drawing			
Painting / Colour (PRACTICE)	*Children experiment with painting and colour mixing.*	*Children continue experimenting with painting and colour mixing. They mix primary colours to make secondary colours and begin to understand how to make colour tints. They collect, sort and match colours to create an image and apply the colour with different tools.*	*Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.*	*Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**KS1 Art and Design National Curriculum** To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.	**KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	**KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.
	Children can: • 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). • Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers	**Children can:** • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand.

Sculpture (PRACTICE)				
	Children explore a range of malleable materials to make models using for example, playdough, plasticine, clay, saltdough.	*Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.*	*Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.*	*Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.*
	EYFS To be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**KS1 Art and Design National Curriculum** To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination	**KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.	**KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials
	Children can: • Handle, feel and manipulate, pull apart and reconstruct materials. • Construct and build from simple objects. • Shape and model from observation and imagination. • Impress and apply simple decoration. • Simple language created through feel, size, look, smell, etc	**Children can:** • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand.

Collage (PRACTICE)	*Children make collages using paper, tissue, crepe etc. They use ribbons and strings to make patterns.*	*Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.*	*Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.*	*Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.	**KS1 Art and Design National Curriculum** To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage.	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage.
	Children can: • start to join materials together • explore art materials and colour mixing freely • develop their own ideas for art • select their own art and design materials to create with • use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) • be able to combine different techniques e.g. collage, paint, crayon, clay to create art • explore using materials and techniques	**Children can:** • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand.

Textiles (PRACTICE)				
	Children use fabric, wool or thread to make models with recycled items.	*Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.* *Children will also explore decorating and embellishing their textiles to add detail, colour and effect.*	*Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.*	*Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.	**KS1 Art and Design National Curriculum** To become proficient in other art, craft and design techniques – textiles.	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles
	Children can: • Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. • Create simple collages using fabric, paper, pasta, beans and larger tactile things. • Simple weaving. • Experiment with different textures, including sensory experience. • Explore how media and materials can be combined and changed.	**Children can:** • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use key vocabulary to demonstrate knowledge and understanding in this strand..	**Children can:** • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand.

Printing (PRACTICE)				
	Children use found materials, natural or man-made, to experiment with pattern and to make pictures by printing. They experiment with finger painting.	*Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.*	*Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.*	*Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.*
	EYFS To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used.	**KS1 Art and Design National Curriculum** To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – printing.	**KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – printing.
	Children can: • 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). • Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers)	**Children can:** • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand.	**Children can:** • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand.

Work of other Artists (INSPIRATION)				
	Children explore the works of illustrators and artists through their texts and their exposure to their learning in Expressive Arts and Design.	*Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.*	*Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.*	*Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.*
	EYFS To have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout EYFS.	**KS1 Art and Design National Curriculum** To understand 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.	**KS2 Art and Design National Curriculum** To learn about great artists, architects and designers in history.	**KS2 Art and Design National Curriculum** To learn about great artists, architects and designers in history.
	Children can: • Describe a picture created by an artist. • Experiment with a technique that an artist uses.	**Children can:** • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare.	**Children can:** • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect.	**Children can:** • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives.

LONG TERM PLAN

CYCLE A				
TERMS 1 & 2 – In the Beginning				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	DRAWING & PAINTING	DRAWING & PAINTING	TEXTILES
Key Artist/Designer/Craftsperson	Various	Mary Anning Piet Mondrian	Historical cave art	Michael Compton
End point	Painted self-portrait Clay Divas Autumn collage Firework art	Dinosaur painting in the style of Piet Mondrian	Cave painting using chalk and pastels	Fabric weaving inspired by Bronze Age fabric (to decorate a Christmas card).
Key Vocabulary	Self-portrait, detail, colours, sponge, brush, hand, pencil, thin, straight, wavy, paint. dark, light, clay, plasticine, explore, roll, cut, join, squeeze, press, stick, glue, colours, warm, cool	line drawing, detail, blending, size, space, primary colours, secondary colours, tints, shades	light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, abstract, warm, , fresco.	colour, fabric, weave, pattern.
TERMS 3 & 4 – Go Wild				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	COLLAGE	COLLAGE; PRINTING	PAINTING
Key Artist/Designer/Craftsperson	Various	Henri Rousseau	Beatriz Milhazes	Botanical artists of the 20th Century
End point	Painted self-portrait Clay Divas Autumn collage Firework art	A rainforest collage inspired by Rousseau's paintings of jungle scenes.	A layered piece of art using collage and block printing techniques.	To landscape painting of a rainforest scene of their choice based on their Geographical knowledge.
Key Vocabulary	Self-portrait, detail, colours, sponge, brush, hand, pencil, thin, straight, wavy, paint. dark, light,	collage, features, cut, place, arrange, overlap, texture, composition, scale, observation	pattern, line, texture, colour, shape, print, overlay	blend, mix, line, tone, shape, absorb, colour, perspective, composition, scale, observation,

	clay, plasticine, explore, roll, cut, join, squeeze, press, stick, glue, colours, warm, cool			mood
TERMS 5 & 6 – Pharaohs to Philosophers				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	PRINTING	DRAWING; PAINTING	SCULPTURE
Key Artist/Designer/Craftsperson	Various incl. Eric Ravillious; Van Gogh	Ancient Egyptian artists (based on bust found by Ludwig Borchardt in 1912)	Thomas Seddon	Ancient Greek artists (inspired by pot designs and storytelling)
End point	Landscape painting Sunflower collage Realistic self-portrait	Block prints of hieroglyphs to decorate Nefertiti's crown	A landscape painting inspired by Thomas Seddon's paintings of the pyramids of Giza.	A modern piece of pottery that tells a story.
Key Vocabulary	Thin, wavy, straight, zigzag, colour names, dark, light, mix, far, near, cut, tear, stick, detail	colour, shape, printing, printmaking, woodcut, relief printing, objects	light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, perspective, scale, observation	form, structure, texture, shape, mark, soft, join

CYCLE B				
TERMS 1 & 2 – Divide and Conquer				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	TEXTILES; COLLAGE	SCULPTURE	PRINTING
Key Artist/Designer/Craftsperson	Various	Bayeux Tapestry	Historical Roman pottery	Pablo Picasso
End point	Painted self-portrait Clay Divas Autumn collage Firework art	Textile-based collage inspired by the Bayeux Tapestry	A sculpted pot inspired by the works of the Ancient Romans	A monoprint of a Viking warrior
Key Vocabulary	Self-portrait, detail, colours, sponge, brush, hand, pencil, thin, straight, wavy, paint. dark, light, clay, plasticine, explore, roll, cut, join, squeeze, press, stick, glue, colours, warm, cool	collage, features, cut, place, arrange, overlap, texture, composition, scale, textiles, fabric, alternate, decoration, apply.	3D shape, malleable. form, sculpt, tools, texture, mark, join, construct	pattern, shape, tile, monoprint, texture, tools
TERMS 3 & 4 – Where in the World				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	SCULPTURE	COLLAGE	DRAWING
Key Artist/Designer/Craftsperson	Various incl. Eric Carle; Jackson Pollock	Clarice Cliff	Megan Coyle	Christa Rijneveld
End point	Camouflage collage Butterfly symmetry painting Animal clay models Jackson Pollock Holi splatter pictures	A clay pot in the design style of/inspired by Clarice Cliff.	A city/country-scape collage inspired by the work of Megan Coyle.	To create a mountain landscape using sketching and pen and ink inspired by the work of Christa Rijneveld.
Key Vocabulary	Clay, plasticine, shape, roll, cut, join, stick, squeeze, brush, paint, colour names, splatter	sculpture, pottery, model, work of art, 3D shape, materials, abstract, geometric	pattern, line, texture, colour, shape, overlay, perspective, scale	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, perspective, composition

TERMS 5 & 6 – Changing Times				
	EYFS	KS1	LKS2	UKS2
Subject Discipline	ALL DISCIPLINES – EXPRESSIVE ART AND DESIGN	DRAWING; COLOUR	DRAWING; PAINTING	COLLAGE
Key Artist/Designer/Craftsperson	Various incl. Eric Ravillious; Van Gogh	Wassily Kandinsky	Tudor portrait artists	War artists, e.g., John Piper; Paul Nash; John Northcote Nash; Henry Moore
End point	Landscape painting Sunflower collage Realistic self-portrait	Pastel artworks in the style of Kandinsky.	A self-portrait painting in the style of a Tudor portrait	A 'war' collage in the style of the war artists studied.
Key Vocabulary	Thin, wavy, straight, zigzag, colour names, dark, light, mix, far, near, cut, tear, stick, detail	line drawing, detail, blending, size, space, primary colours, secondary colours,	Portriat, self-portrait, light, dark, tone, shadow, line, pattern, detail, form, shape, tone, outline.	shape, form, arrange, fix, perspective, scale, overlay