

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Nursery Curriculum content			Subsequent year's curriculum content		
		Term 1	Term 2	Term 3			
<b>Responding to art</b>		<b>"All About Me"</b> <b>Picasso – Self-Portraits</b> <b>Painting and Colour</b> <ul style="list-style-type: none"> <li>✓ To express their idea of what they look like.</li> <li>✓ To discover facial features and awareness of facial image.</li> <li>✓ To identify and use a variety of shapes to create their own portraits.</li> </ul>	<b>"Winter Wonderland" and "Planet Earth"</b> <b>Kandinsky – Patterns &amp; Printing</b> <b>Printing, Pattern and Textiles</b> <ul style="list-style-type: none"> <li>✓ To discover the difference between natural and man-made objects.</li> <li>✓ To understand that natural objects have obscure/irregular shapes and patterns.</li> <li>✓ To compare the work of Kandinsky to their own patterns.</li> </ul>	<b>"Life &amp; Growth"</b> <b>Giuseppe Arcimboldo – Painted Portraits made up of fruit, vegetable and flowers.</b> <b>Sculpture and Form</b> <ul style="list-style-type: none"> <li>✓ To discover clay's texture and experience moulding it into a variety of shapes.</li> <li>✓ To say what they like about their sculptures and explain why they used those shapes.</li> </ul>	<b>Painting &amp; Colour</b> <b>Drawing, Line &amp; Tone</b> <ul style="list-style-type: none"> <li>✓ To identify the colours and patterns used in the art work created by <b>Warhol</b> and <b>Lichtenstein</b>.</li> <li>✓ To say what they can see in the pop art work.</li> </ul> <b>Sculpture &amp; Form</b> <b>Printing</b> <ul style="list-style-type: none"> <li>✓ To say what they like about art work created by <b>Joan Miro</b>.</li> <li>✓ To create an abstract piece of art related to outer space and that of <b>Joan Miro</b>.</li> <li>✓ To use their opinion about the work of Joan Miro to say what they like about their printing.</li> </ul> <b>Sculpture &amp; Form</b> <ul style="list-style-type: none"> <li>✓ To say what they like about the natural sculptures created by <b>Andy Goldsworthy</b>.</li> <li>✓ To say what they like about their natural sculptures and suggest one more suitable material</li> </ul>		
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>✓ portraits</li> <li>✓ shape</li> <li>✓ square</li> <li>✓ circle</li> <li>✓ rectangle</li> <li>✓ triangle</li> </ul>	<ul style="list-style-type: none"> <li>✓ patterns</li> <li>✓ print</li> <li>✓ natural</li> <li>✓ man-made</li> </ul>	<ul style="list-style-type: none"> <li>✓ portraits</li> <li>✓ vegetables</li> <li>✓ fruit</li> <li>✓ flowers</li> </ul>			
<b>Sculpture and form</b>				<ul style="list-style-type: none"> <li>✓ To place items into a certain position to create a natural sculpture.</li> <li>✓ To indent and shape clay to create form.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To place items into a certain position to create a natural sculpture.</li> </ul>		
<b>Vocabulary</b>				<ul style="list-style-type: none"> <li>✓ fruit</li> <li>✓ natural</li> <li>✓ pattern</li> <li>✓ vegetables</li> <li>✓ flowers</li> </ul>	<ul style="list-style-type: none"> <li>✓ position</li> <li>✓ clay</li> <li>✓ sculpture</li> <li>✓ shape</li> </ul>	<ul style="list-style-type: none"> <li>✓ leaves</li> <li>✓ natural</li> <li>✓ pattern</li> <li>✓ pebbles</li> <li>✓ petals</li> </ul>	<ul style="list-style-type: none"> <li>✓ shape</li> <li>✓ twigs</li> </ul>
<b>Painting and colour</b>		<ul style="list-style-type: none"> <li>✓ To recognise primary colours.</li> <li>✓ To use different brushes to create different thickness of lines.</li> <li>✓ To discover the medium of pastel and paint.</li> <li>✓ Explore 2D shapes and place shapes into a certain position to create abstract portraits.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To recognise primary colours.</li> <li>✓ To experiment with mixing colours.</li> <li>✓ To use different brushes to create different thickness of line.</li> </ul>		
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>✓ absorbs</li> <li>✓ brushes</li> <li>✓ mix</li> <li>✓ primary colours</li> </ul>	<ul style="list-style-type: none"> <li>✓ thick lines</li> <li>✓ thin lines</li> <li>✓ watercolours</li> <li>✓ pastel</li> </ul>		<ul style="list-style-type: none"> <li>✓ absorbs</li> <li>✓ brushes</li> <li>✓ mix</li> <li>✓ primary colours</li> </ul>	<ul style="list-style-type: none"> <li>✓ thick lines</li> <li>✓ thin lines</li> </ul>	

## ART & DESIGN CURRICULUM PROGRESSION

<b>Drawing, line and tone</b>					<ul style="list-style-type: none"> <li>✓ To control lines when creating simple drawings from observations.</li> <li>✓ To control lines when creating simple drawings from imagination.</li> <li>✓ To draw different types of line (straight, wavy, zig-zag).</li> <li>✓ To use different pressure to create a different tone (pencil and rubbings).</li> <li>✓ To recognise that taking rubbings creates a drawing with texture.</li> <li>✓ To use wax, graphite, felt tips, pen and chalk as different drawing materials.</li> </ul>
<b>Vocabulary</b>					<ul style="list-style-type: none"> <li>✓ chalk</li> <li>✓ drawing</li> <li>✓ felt-tips</li> <li>✓ hard</li> <li>✓ line</li> <li>✓ medium</li> <li>✓ pencil</li> <li>✓ crayons</li> <li>✓ rubbings</li> <li>✓ soft</li> <li>✓ tone</li> <li>✓ wavy</li> <li>✓ wax</li> <li>✓ crayons</li> <li>✓ zig-zag</li> </ul>
<b>Printing, pattern and textiles</b>			<ul style="list-style-type: none"> <li>✓ To explore printing with man-made and natural materials.</li> <li>✓ Comparing form and texture in a variety of materials.</li> <li>✓ To use prints to create a simple pattern.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use plasticine to create a block printing.</li> <li>✓ To explore printing with hard and soft materials.</li> <li>✓ To use plasticine to make a simple block.</li> <li>✓ To use prints to create a simple pattern.</li> <li>✓ To use tearing, cutting and layering paper to create different effects in collage.</li> </ul>
<b>Vocabulary</b>			<ul style="list-style-type: none"> <li>✓ collage</li> <li>✓ cut</li> <li>✓ hard</li> <li>✓ layering</li> <li>✓ print</li> <li>✓ soft</li> <li>✓ tear</li> </ul>		<ul style="list-style-type: none"> <li>✓ effects</li> <li>✓ pattern</li> <li>✓ collage</li> <li>✓ cut</li> <li>✓ hard</li> <li>✓ layering</li> <li>✓ print</li> <li>✓ soft</li> <li>✓ tear</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Reception Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
<b>Responding to art</b>	<p><b>Picasso – Self-Portraits</b> Painting and Colour</p> <ul style="list-style-type: none"> <li>✓ To express their idea of what they look like.</li> </ul> <p><b>Kandinsky – Patterns &amp; Printing</b> Printing, Pattern and Textiles</p> <ul style="list-style-type: none"> <li>✓ To discover the difference between natural and man-made objects.</li> </ul> <p><b>Guiseppe Arcimboldo – Painted Portraits made up of fruit, vegetable and flowers.</b> Sculpture and Form</p> <ul style="list-style-type: none"> <li>✓ To discover clay's texture and experience moulding it into a variety of shapes.</li> </ul>	<p><b>“Let’s Celebrate”</b></p> <p><b>Pop Artists – Andy Warhol &amp; Roy Lichtenstein</b></p> <p>Painting &amp; Colour Drawing, Line &amp; Tone</p> <ul style="list-style-type: none"> <li>✓ To identify the colours and patterns used in the art work created by <b>Warhol</b> and <b>Lichtenstein</b>.</li> <li>✓ To say what they can see in the pop art work.</li> <li>✓ To create their own pop art using ideas and themes related to celebrations: Halloween, Christmas, Birthdays (any other religious celebrations).</li> </ul>	<p><b>“To Infinity &amp; Beyond”</b></p> <p><b>Joan Miro</b></p> <p>Sculpture &amp; Form Printing</p> <ul style="list-style-type: none"> <li>✓ To say what they like about art work created by <b>Joan Miro</b>.</li> <li>✓ To create an abstract piece of art related to outer space and that of <b>Joan Miro</b>.</li> <li>✓ To use their opinion about the work of Joan Miro to say what they like about their printing.</li> </ul>	<p><b>“Life &amp; Growth”</b></p> <p><b>Andy Goldsworthy</b></p> <p>Sculpture &amp; Form</p> <ul style="list-style-type: none"> <li>✓ To say what they like about the natural sculptures created by <b>Andy Goldsworthy</b>.</li> <li>✓ To say what they like about their natural sculptures and suggest one more suitable material.</li> </ul>	<p><b>Katsushika Hokusai – “The Great Wave”</b> Printing, Patterns and Textiles</p> <ul style="list-style-type: none"> <li>✓ To say what they like about their collage in comparison to Hokusai's, “The Great Wave”.</li> </ul> <p><b>Sculpture and Form</b></p> <ul style="list-style-type: none"> <li>✓ To say what shapes they have used to recreate a similar sculpture to that of <b>Henry Moore</b>.</li> </ul> <p><b>Painting and Colour</b></p> <ul style="list-style-type: none"> <li>✓ To say what they like about their painting and compare it to <b>Vincent von Gogh’s – Sunflowers &amp; Landscapes</b>.</li> </ul> <p><b>Drawing, Line and Tone</b></p> <ul style="list-style-type: none"> <li>✓ To say how they used charcoal to draw an image (including rubbing and smudging) from observing mining artefacts.</li> </ul>
<b>Vocabulary</b>					
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To place items into a certain position to create a natural sculpture.</li> <li>✓ To indent and shape clay to create form.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To indent and shape plasticine to create a print for printmaking.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To place items into a certain position to create a natural sculpture.</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ fruit</li> <li>✓ natural</li> <li>✓ pattern</li> <li>✓ vegetables</li> <li>✓ flowers</li> </ul>	<ul style="list-style-type: none"> <li>✓ position</li> <li>✓ clay</li> <li>✓ sculpture</li> <li>✓ shape</li> </ul>	<ul style="list-style-type: none"> <li>✓ position</li> <li>✓ printing block</li> <li>✓ sculpture</li> <li>✓ shape</li> </ul>	<ul style="list-style-type: none"> <li>✓ leaves</li> <li>✓ natural</li> <li>✓ pattern</li> <li>✓ pebbles</li> <li>✓ petals</li> </ul>	<ul style="list-style-type: none"> <li>✓ shape</li> <li>✓ twigs</li> </ul>
<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To recognise primary colours.</li> <li>✓ To use different brushes to create different thickness of lines.</li> <li>✓ To discover the medium of pastel and paint.</li> <li>✓ Explore 2D shapes and place shapes into a certain position to create abstract portraits.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To recognise primary colours.</li> <li>✓ To experiment with mixing colours.</li> <li>✓ To use different brushes to create different thickness of line.</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ absorbs</li> <li>✓ brushes</li> <li>✓ mix</li> <li>✓ primary colours</li> </ul>	<ul style="list-style-type: none"> <li>✓ thick lines</li> <li>✓ thin lines</li> <li>✓ watercolours</li> <li>✓ pastel</li> </ul>	<ul style="list-style-type: none"> <li>✓ absorbs</li> <li>✓ brushes</li> <li>✓ mix</li> <li>✓ primary colours</li> </ul>		
<b>Drawing, line and tone</b>		<ul style="list-style-type: none"> <li>✓ To control lines when creating simple drawings from observations.</li> <li>✓ To control lines when creating simple drawings from imagination.</li> </ul>			

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		<ul style="list-style-type: none"> <li>✓ To draw different types of line (straight, wavy, zig-zag).</li> <li>✓ To use different pressure to create a different tone (pencil and rubbings).</li> <li>✓ To recognise that taking rubbings creates a drawing with texture.</li> <li>✓ To use wax, graphite, felt tips, pen and chalk as different drawing materials.</li> </ul>			
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li style="width: 33%;">✓ chalk</li> <li style="width: 33%;">✓ medium</li> <li style="width: 33%;">✓ tone</li> <li style="width: 33%;">✓ drawing</li> <li style="width: 33%;">✓ pencil</li> <li style="width: 33%;">✓ wavy</li> <li style="width: 33%;">✓ felt-tips</li> <li style="width: 33%;">✓ crayons</li> <li style="width: 33%;">✓ wax</li> <li style="width: 33%;">✓ hard</li> <li style="width: 33%;">✓ rubbings</li> <li style="width: 33%;">✓ crayons</li> <li style="width: 33%;">✓ line</li> <li style="width: 33%;">✓ soft</li> <li style="width: 33%;">✓ zig-zag</li> </ul>			
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To explore printing with man-made and natural materials.</li> <li>✓ Comparing form and texture in a variety of materials.</li> <li>✓ To use prints to create a simple pattern.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use plasticine to create a block printing.</li> <li>✓ To explore printing with hard and soft materials.</li> <li>✓ To use plasticine to make a simple block.</li> <li>✓ To use prints to create a simple pattern.</li> <li>✓ To use tearing, cutting and layering paper to create different effects in collage.</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ collage</li> <li>✓ cut</li> <li>✓ hard</li> <li>✓ layering</li> <li>✓ print</li> </ul>		<ul style="list-style-type: none"> <li>✓ effects</li> <li>✓ pattern</li> <li>✓ collage</li> <li>✓ cut</li> <li>✓ hard</li> <li>✓ layering</li> <li>✓ print</li> <li>✓ soft</li> <li>✓ tear</li> </ul>		

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 1 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Responding to art		<p><b>"Commotion in the Ocean"</b> <b>Katsushika Hokusai – "The Great Wave"</b></p> <p><b>Painting and Colour</b></p> <ul style="list-style-type: none"> <li>✓ To describe their underwater scene and the difference between wax and water paint.</li> </ul> <p><b>Printing, Patterns and Textiles</b></p> <ul style="list-style-type: none"> <li>✓ To say what they like about their collage in comparison to Hokusai's, "The Great Wave".</li> </ul>		<p><b>The Coal Mines &amp; Yorkshire – "The Secret Garden"</b></p> <p><b>Sculpture and Form</b></p> <ul style="list-style-type: none"> <li>✓ To say what shapes they have used to recreate a similar sculpture to that of <b>Henry Moore.</b></li> </ul> <p><b>Painting and Colour</b></p> <ul style="list-style-type: none"> <li>✓ To say what they like about their painting and compare it to <b>Vincent von Gogh's – Sunflowers &amp; Landscapes.</b></li> </ul> <p><b>Drawing, Line and Tone</b></p> <ul style="list-style-type: none"> <li>✓ To say how they used charcoal to draw an image (including rubbing and smudging) from observing mining artefacts.</li> </ul>	<p><b>Sir Christopher Wren (St. Paul's Cathedral)</b> <b>Sculpture and Form</b></p> <ul style="list-style-type: none"> <li>✓ To describe buildings designed by Christopher Wren and understand why they were developed.</li> </ul> <p><b>Henry Matisse</b> <b>Painting and Colour</b></p> <ul style="list-style-type: none"> <li>✓ To express a personal opinion about the work of Henry Matisse.</li> </ul> <p><b>Thomas Willement</b> <b>Printing, Pattern &amp; Textiles</b></p> <ul style="list-style-type: none"> <li>✓ To discover Thomas Willement's influence on patterns and prints.</li> </ul>
Vocabulary					
Sculpture and form				<ul style="list-style-type: none"> <li>✓ To create clay sculptures by indentation and shaping of clay in the style of Henry Moore.</li> <li>✓ To place clay-shaped objects into a certain position to create a natural sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> </ul>
Vocabulary				<ul style="list-style-type: none"> <li>✓ clay</li> <li>✓ sculpture</li> <li>✓ indent</li> <li>✓ indentation</li> <li>✓ shape</li> <li>✓ position</li> <li>✓ create</li> <li>✓ form</li> </ul>	<p>Free Standing Sculptures</p> <ul style="list-style-type: none"> <li>✓ Cutting</li> <li>✓ Folding</li> <li>✓ Strengthening</li> <li>✓ Stuffing</li> <li>✓ Twisting</li> <li>✓ straw</li> <li>✓ string</li> <li>✓ carve</li> <li>✓ pail</li> <li>✓ pinch</li> <li>✓ shape</li> <li>✓ spatula</li> <li>✓ spray bottle</li> </ul>
Painting and colour		<ul style="list-style-type: none"> <li>✓ To recognise and use primary colours effectively.</li> <li>✓ To experiment with mixing primary colours to create secondary colours.</li> <li>✓ To discover interplay between wax and water colour by creating an underwater scene.</li> <li>✓ To use different brushes to create different thickness of line.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To recognise primary colours.</li> <li>✓ To experiment with mixing colours.</li> <li>✓ To use different brushes to create different thickness of line</li> <li>✓ To discover the medium of pastel and paint.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> <li>✓ To add white to a colour to make a different tint.</li> <li>✓ To use the words, warm and cold to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To control lines made by different paintbrushes and thicknesses of pastels.</li> <li>✓ To consider consistency of paint and pastel application.</li> <li>✓ To discover the interplay between paints and pastel paints.</li> </ul>

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<b>Vocabulary</b>		<ul style="list-style-type: none"> <li style="width: 50%;">✓ primary colours</li> <li style="width: 50%;">✓ thick lines</li> <li style="width: 50%;">✓ secondary colours</li> <li style="width: 50%;">✓ thin lines</li> <li style="width: 50%;">✓ secondary colours</li> <li style="width: 50%;">✓ watercolours</li> <li style="width: 50%;">✓ brushes</li> <li style="width: 50%;">✓ wax</li> <li style="width: 50%;">✓ mixing</li> </ul>		<ul style="list-style-type: none"> <li style="width: 50%;">✓ primary colours</li> <li style="width: 50%;">✓ thick lines</li> <li style="width: 50%;">✓ secondary colours</li> <li style="width: 50%;">✓ thin lines</li> <li style="width: 50%;">✓ brushes</li> <li style="width: 50%;">✓ paint</li> <li style="width: 50%;">✓ pastel</li> <li style="width: 50%;">✓ mixing</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ blend</li> <li style="width: 50%;">✓ shades</li> <li style="width: 50%;">✓ cool colours</li> <li style="width: 50%;">✓ strokes</li> <li style="width: 50%;">✓ warm colours</li> <li style="width: 50%;">✓ tints</li> <li style="width: 50%;">✓ lines</li> <li style="width: 50%;">✓ paints</li> <li style="width: 50%;">✓ oil pastels</li> <li style="width: 50%;">✓ primary colours</li> <li style="width: 50%;">✓ secondary colours</li> </ul>
<b>Drawing, line and tone</b>				<ul style="list-style-type: none"> <li>✓ To control lines when creating simple drawings from observations (mining artefacts).</li> <li>✓ To use different pressure to create different tone/rubbing using charcoal.</li> </ul>	
<b>Vocabulary</b>				<ul style="list-style-type: none"> <li style="width: 50%;">✓ drawings</li> <li style="width: 50%;">✓ charcoal</li> <li style="width: 50%;">✓ artefacts</li> <li style="width: 50%;">✓ pressure</li> <li style="width: 50%;">✓ tone</li> <li style="width: 50%;">✓ hard</li> <li style="width: 50%;">✓ rubbing</li> <li style="width: 50%;">✓ soft</li> <li style="width: 50%;">✓ smudging</li> </ul>	
<b>Printing, pattern and textiles</b>		<ul style="list-style-type: none"> <li>✓ To use tearing, cutting and layering to create different effects in collage (forming a collage and build-up of 'waves' to represent the ocean).</li> </ul>			<ul style="list-style-type: none"> <li>✓ To explore a variety of Celtic prints and patterns.</li> <li>✓ To create a stencil (on colour fabric) to create a printed design.</li> <li>✓ To explore printing onto different materials.</li> <li>✓ To change position of stencil to create an individual pattern.</li> </ul>
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li style="width: 50%;">✓ collage</li> <li style="width: 50%;">✓ print</li> <li style="width: 50%;">✓ tear</li> <li style="width: 50%;">✓ soft</li> <li style="width: 50%;">✓ cut</li> <li style="width: 50%;">✓ hard</li> <li style="width: 50%;">✓ layer</li> </ul>			<ul style="list-style-type: none"> <li style="width: 50%;">✓ prints</li> <li style="width: 50%;">✓ fabric</li> <li style="width: 50%;">✓ pattern</li> <li style="width: 50%;">✓ position</li> <li style="width: 50%;">✓ Celtic</li> <li style="width: 50%;">✓ printing</li> <li style="width: 50%;">✓ design</li> <li style="width: 50%;">✓ stencil</li> <li style="width: 50%;">✓ material</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 2 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
<b>Responding to art</b>	<p><b>Katsushika Hokusai – “The Great Wave”</b>  <b>Printing, Patterns and Textiles</b>                      ✓ To say what they like about their collage in comparison to Hokusai's, “The Great Wave”.</p> <p><b>Sculpture and Form</b>                      ✓ To say what shapes they have used to recreate a similar sculpture to that of <b>Henry Moore</b>.</p> <p><b>Painting and Colour</b>                      ✓ To say what they like about their painting and compare it to <b>Vincent von Gogh's – Sunflowers &amp; Landscapes</b>.</p> <p><b>Drawing, Line and Tone</b>                      To say how they used charcoal to draw an image (including rubbing and smudging) from observing mining artefacts.</p>	<p><b>“Bright Lights, Big City”</b>  <b>Sir Christopher Wren (St. Paul's Cathedral)</b>  <b>Sculpture and Form</b>                      ✓ To describe buildings designed by Christopher Wren and understand why they were developed.                      ✓ To learn about the history of sand sculpture.</p>	<p><b>“Up, up and away”</b>  <b>Henry Matisse</b>  <b>Painting and Colour</b>                      ✓ To express a personal opinion about the work of Henry Matisse.                      ✓ To state similarities and differences between their own art work and that of Henry Matisse.</p>	<p><b>Brave</b>  <b>Thomas Willement</b>  <b>Printing, Pattern &amp; Textiles</b>                      ✓ To discover Thomas Willement's influence on patterns and prints.                      ✓ To explore a variety of prints and patterns.                      ✓ To create an individual pattern on a stencil.</p>	<p><b>Stephen Brown &amp; David Hockney</b>  <b>Painting and Colour</b>                      ✓ To experiment with warm and cool colours to create abstract images.</p> <p><b>Sculpture and Form</b>  <b>Charles Lewis' – Tiffany Jewellery (Jewellery Designer)</b>                      ✓ To create a variety of 'stone age' jewellery using salt dough or clay.</p> <p><b>Drawing, Line &amp; Tone</b>  <b>Altamira Cave – Spain</b>  <b>Lascaux Cave – France</b>                      ✓ To explore historical and social culture by observing preserved cave art.</p> <p><b>Textiles &amp; Printing</b>  <b>Shoji Hamad</b>  <b>Ancient Greek Pottery</b>                      ✓ To explore patterns and discuss the meanings behind ancient patterns.</p>
<b>Vocabulary</b>					
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To create clay sculptures by indentation and shaping of clay in the style of Henry Moore.</li> <li>✓ To place clay-shaped objects into a certain position to create a natural sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To use 'stuffing' to strengthen sculptures.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ clay</li> <li>✓ sculpture</li> <li>✓ indent</li> <li>✓ indentation</li> <li>✓ shape</li> <li>✓ position</li> <li>✓ create</li> <li>✓ form</li> </ul>	<p>Free Standing Sculptures</p> <ul style="list-style-type: none"> <li>✓ Cutting</li> <li>✓ Folding</li> <li>✓ Strengthening</li> <li>✓ Stuffing</li> <li>✓ Twisting</li> <li>✓ straw</li> <li>✓ string</li> <li>✓ carve</li> <li>✓ pail</li> <li>✓ pinch</li> <li>✓ shape</li> <li>✓ spatula</li> <li>✓ spray</li> <li>✓ bottle</li> </ul>			<ul style="list-style-type: none"> <li>✓ cutting</li> <li>✓ folding</li> <li>✓ strengthening</li> <li>✓ stuffing</li> <li>✓ twisting</li> <li>✓ carve</li> <li>✓ pinch</li> </ul>
<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To recognise and use primary colours effectively.</li> <li>✓ To experiment with mixing primary colours to create secondary colours.</li> <li>✓ To discover interplay between wax and water colour by creating an underwater scene.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> <li>✓ To add white to a colour to make a different tint.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> <li>✓ To add white to a colour to make a different tint.</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

	<ul style="list-style-type: none"> <li>✓ To use different brushes to create different thickness of line.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use the words, warm and cold to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To control lines made by different paintbrushes and thicknesses of pastels.</li> <li>✓ To consider consistency of paint and pastel application.</li> <li>✓ To discover the interplay between paints and pastel paints.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use words, 'warm' and 'cold' to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ primary</li> <li>✓ secondary colours</li> <li>✓ brushes</li> <li>✓ thick lines</li> <li>✓ thin lines</li> <li>✓ watercolours</li> <li>✓ wax</li> <li>✓ mixing</li> </ul>		<ul style="list-style-type: none"> <li>✓ blend</li> <li>✓ cool colours</li> <li>✓ warm colours</li> <li>✓ lines</li> <li>✓ oil pastels</li> <li>✓ shades</li> <li>✓ strokes</li> <li>✓ tints</li> <li>✓ paints</li> <li>✓ primary colours</li> <li>✓ secondary colours</li> </ul>		<ul style="list-style-type: none"> <li>✓ Blend</li> <li>✓ Paints</li> <li>✓ Shades</li> <li>✓ Cool and warm colours</li> <li>✓ Strokes</li> <li>✓ Tints</li> <li>✓ Oil pastels</li> </ul>
<b>Drawing, line and tone</b>	<ul style="list-style-type: none"> <li>✓ To control lines when creating simple drawings from observations (mining artefacts).</li> <li>✓ To use different pressure to create different tone/rubbing using charcoal.</li> </ul>				<ul style="list-style-type: none"> <li>✓ To use different drawing materials to alter line thickness.</li> <li>✓ To make larger scale drawings from imagination and historical stimuli.</li> <li>✓ To experiment with different tones using graded pencils and a rubber.</li> <li>✓ To use shading to create tone.</li> <li>✓ To use crosshatching to create tone.</li> <li>✓ To layer drawing materials to create texture and depth.</li> <li>✓ To use soft pastels and charcoal as different drawing materials.</li> <li>✓ To use graded pencils.</li> <li>✓ To use sketchbooks to record initial ideas for a larger scale drawing.</li> <li>✓ To begin to add evaluative notes to ideas recorded in sketchbooks.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ drawings</li> <li>✓ artefacts</li> <li>✓ tone</li> <li>✓ rubbing</li> <li>✓ smudging</li> <li>✓ charcoal</li> <li>✓ pressure</li> <li>✓ hard</li> <li>✓ soft</li> </ul>				<ul style="list-style-type: none"> <li>✓ prints</li> <li>✓ scale</li> <li>✓ thickness</li> <li>✓ historical</li> <li>✓ preserved</li> <li>✓ evaluate</li> <li>✓ tones</li> <li>✓ grading</li> <li>✓ shading</li> <li>✓ charcoal</li> </ul>
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To use tearing, cutting and layering to create different effects in collage (forming a collage and build-up of 'waves' to represent the ocean.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To explore a variety of Celtic prints and patterns.</li> <li>✓ To create a stencil (on colour fabric) to create a printed design.</li> <li>✓ To explore printing onto different materials.</li> <li>✓ To change position of stencil to create an individual pattern.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use a roller and ink to create mono-block printing.</li> <li>✓ To experiment with and evaluate printing onto different materials.</li> <li>✓ To use varying thickness of lines to create a printing block/stencil.</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ collage</li> <li>✓ tear</li> <li>✓ cut</li> <li>✓ layer</li> </ul>	<ul style="list-style-type: none"> <li>✓ print</li> <li>✓ soft</li> <li>✓ hard</li> </ul>			<ul style="list-style-type: none"> <li>✓ prints</li> <li>✓ pattern</li> <li>✓ Celtic</li> <li>✓ design</li> <li>✓ stencil</li> <li>✓ material</li> </ul>	<ul style="list-style-type: none"> <li>✓ fabric</li> <li>✓ position</li> <li>✓ printing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mono block printing</li> <li>✓ monoprint</li> <li>✓ polyblock</li> <li>✓ pressure</li> <li>✓ score</li> <li>✓ shade</li> </ul>
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## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 3 Curriculum content			Subsequent year's curriculum content																								
		Term 1	Term 2	Term 3																									
<b>Responding to art</b>	<p><b>Sir Christopher Wren (St. Paul's Cathedral)</b> Sculpture and Form</p> <ul style="list-style-type: none"> <li>✓ To describe buildings designed by Christopher Wren and understand why they were developed.</li> </ul> <p><b>Henry Matisse</b> Painting and Colour</p> <ul style="list-style-type: none"> <li>✓ To express a personal opinion about the work of Henry Matisse.</li> </ul> <p><b>Thomas Willement</b> Printing, Pattern &amp; Textiles</p> <ul style="list-style-type: none"> <li>✓ To discover Thomas Willement's influence on patterns and prints.</li> </ul>	<p><b>All Creatures, Great &amp; Small</b> <b>Stephen Brown</b> <b>David Hockney</b> Painting and Colour</p> <ul style="list-style-type: none"> <li>✓ To experiment with warm and cool colours to create abstract images.</li> <li>✓ To understand that opposite colours can be used to create tonal depth and abstract impressions.</li> <li>✓ To create an abstract image of an animal.</li> </ul>	<p><b>Meet the Flintstones</b> Sculpture and Form <b>Charles Lewis' – Tiffany Jewellery</b> (Jewellery Designer)</p> <ul style="list-style-type: none"> <li>✓ To create a variety of 'stone age' jewellery using salt dough or clay.</li> <li>✓ To mould, form and pinch dough/clay to recreate designs.</li> <li>✓ To link Charles Lewis' jewellery designs to individual adaptations.</li> </ul> <p><b>Drawing, Line &amp; Tone</b> <b>Altamira Cave – Spain</b> <b>Lascaux Cave – France</b></p> <ul style="list-style-type: none"> <li>✓ To explore historical and social culture by observing preserved cave art.</li> <li>✓ To recreate hand prints cave art as seen in the preserved art.</li> </ul>	<p><b>Myths and Monsters</b> Textiles &amp; Printing <b>Shoji Hamad</b> Ancient Greek Pottery</p> <ul style="list-style-type: none"> <li>✓ To explore patterns and discuss the meanings behind ancient patterns.</li> <li>✓ To discover symbolism in ancient patterns.</li> <li>✓ To recreate a pattern and include a meaning.</li> </ul>	<p><b>Sculpture</b> <b>Antoni Gaudi</b> <b>Hellenistic Art – Mosaics</b></p> <ul style="list-style-type: none"> <li>✓ To compare Hellenistic mosaic influences on Gaudi's architectural designs.</li> </ul> <p><b>Painting and Colour</b> <b>Drawing, Line &amp; Tone</b> <b>William Hodges and George Edward Marston</b></p> <ul style="list-style-type: none"> <li>✓ To evaluate and compare drawings and painting techniques used by Hodges and Marston.</li> </ul> <p><b>Printing, Patterns and Textiles</b> <b>Nordic Art Style:</b></p> <ol style="list-style-type: none"> <li><b>Osebur</b></li> <li><b>Borre</b></li> <li><b>Vang</b></li> <li><b>Mammen</b></li> </ol> <ul style="list-style-type: none"> <li>✓ To investigate the four major Nordic Art Styles that are evident in Viking history.</li> </ul>																								
<b>Vocabulary</b>																													
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To use 'stuffing' to strengthen sculptures.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> <li>✓ To explore how 2D can become 3D.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To explore a variety of natural materials to use in the construction the mosaic.</li> <li>✓ To design a mosaic template using a variety of patterns influences by Gaudi.</li> <li>✓ To manipulate natural materials when constructing the mosaic.</li> </ul>																								
<b>Vocabulary</b>	<p>Free Standing Sculptures</p> <table style="width: 100%; border: none;"> <tr> <td>✓ Cutting</td> <td>✓ carve</td> </tr> <tr> <td>✓ Folding</td> <td>✓ pail</td> </tr> <tr> <td>✓ Strengthening</td> <td>✓ pinch</td> </tr> <tr> <td>✓ Stuffing</td> <td>✓ shape</td> </tr> <tr> <td>✓ Twisting</td> <td>✓ spatula</td> </tr> <tr> <td>✓ straw</td> <td>✓ spray</td> </tr> <tr> <td>✓ string</td> <td>✓ bottle</td> </tr> </table>	✓ Cutting	✓ carve	✓ Folding	✓ pail	✓ Strengthening	✓ pinch	✓ Stuffing	✓ shape	✓ Twisting	✓ spatula	✓ straw	✓ spray	✓ string	✓ bottle		<ul style="list-style-type: none"> <li>✓ cutting</li> <li>✓ folding</li> <li>✓ strengthening</li> <li>✓ stuffing</li> <li>✓ twisting</li> <li>✓ carve</li> <li>✓ pinch</li> </ul>		<table style="width: 100%; border: none;"> <tr> <td>✓ construct</td> <td>✓ pattern</td> </tr> <tr> <td>✓ mosaic</td> <td>✓ material</td> </tr> <tr> <td>✓ Hellenistic</td> <td>✓ design</td> </tr> <tr> <td>✓ influence</td> <td>✓ manipulate</td> </tr> <tr> <td>✓ architecture</td> <td></td> </tr> </table>	✓ construct	✓ pattern	✓ mosaic	✓ material	✓ Hellenistic	✓ design	✓ influence	✓ manipulate	✓ architecture	
✓ Cutting	✓ carve																												
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<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> <li>✓ To add white to a colour to make a different tint.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> <li>✓ To add white to a colour to make a different tint.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To control lines made by different paintbrushes and thicknesses of pastels.</li> <li>✓ To use imagination to create paintings.</li> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> </ul>																								

## ART & DESIGN CURRICULUM PROGRESSION

	<ul style="list-style-type: none"> <li>✓ To use the words, warm and cold to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To control lines made by different paintbrushes and thicknesses of pastels.</li> <li>✓ To consider consistency of paint and pastel application.</li> <li>✓ To discover the interplay between paints and pastel paints.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use words, 'warm' and 'cold' to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ blend</li> <li style="width: 50%;">✓ shades</li> <li style="width: 50%;">✓ cool colours</li> <li style="width: 50%;">✓ strokes</li> <li style="width: 50%;">✓ warm colours</li> <li style="width: 50%;">✓ tints</li> <li style="width: 50%;">✓ lines</li> <li style="width: 50%;">✓ paints</li> <li style="width: 50%;">✓ oil pastels</li> <li style="width: 50%;">✓ primary colours</li> <li style="width: 50%;">✓ secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Blend</li> <li>✓ Paints</li> <li>✓ Shades</li> <li>✓ Cool and warm colours</li> <li>✓ Strokes</li> <li>✓ Tints</li> <li>✓ Oil pastels</li> </ul>			<ul style="list-style-type: none"> <li style="width: 50%;">✓ Control</li> <li style="width: 50%;">✓ movement</li> <li style="width: 50%;">✓ Line</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ Texture</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ Tone</li> <li style="width: 50%;">✓ acrylic</li> <li style="width: 50%;">✓ Depth</li> <li style="width: 50%;">✓ manipulate</li> <li style="width: 50%;">✓ perception</li> </ul>
<b>Drawing, line and tone</b>			<ul style="list-style-type: none"> <li>✓ To use different drawing materials to alter line thickness.</li> <li>✓ To make larger scale drawings from imagination and historical stimuli.</li> <li>✓ To experiment with different tones using graded pencils and a rubber.</li> <li>✓ To use shading to create tone.</li> <li>✓ To use crosshatching to create tone.</li> <li>✓ To layer drawing materials to create texture and depth.</li> <li>✓ To use soft pastels and charcoal as different drawing materials.</li> <li>✓ To use graded pencils.</li> <li>✓ To use sketchbooks to record initial ideas for a larger scale drawing.</li> <li>✓ To begin to add evaluative notes to ideas recorded in sketchbooks.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To select pencil gradient and pen nib thickness to alter the thickness of lines.</li> <li>✓ To draw lines accurately using proportion.</li> <li>✓ To accurately draw parallel and perpendicular lines to create a detailed drawing.</li> <li>✓ To use graded pencils and ink as different drawing materials.</li> <li>✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills.</li> <li>✓ To use sketchbooks to revisit and evaluate art work.</li> <li>✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style</li> </ul>
<b>Vocabulary</b>			<ul style="list-style-type: none"> <li style="width: 50%;">✓ prints</li> <li style="width: 50%;">✓ evaluate</li> <li style="width: 50%;">✓ scale</li> <li style="width: 50%;">✓ tones</li> <li style="width: 50%;">✓ thickness</li> <li style="width: 50%;">✓ grading</li> <li style="width: 50%;">✓ historical</li> <li style="width: 50%;">✓ shading</li> <li style="width: 50%;">✓ preserved</li> <li style="width: 50%;">✓ charcoal</li> </ul>		<ul style="list-style-type: none"> <li style="width: 50%;">✓ landscape</li> <li style="width: 50%;">✓ plane</li> <li style="width: 50%;">✓ cross-section</li> <li style="width: 50%;">✓ scale</li> <li style="width: 50%;">✓ dimensions</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ perspective</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ depth</li> <li style="width: 50%;">✓ tonal value</li> </ul>
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To explore a variety of Celtic prints and patterns.</li> <li>✓ To create a stencil (on colour fabric) to create a printed design.</li> <li>✓ To explore printing onto different materials.</li> <li>✓ To change position of stencil to create an individual pattern.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To use a roller and ink to create mono-block printing.</li> <li>✓ To experiment with and evaluate printing onto different materials.</li> <li>✓ To use varying thickness of lines to create a printing block/stencil.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use poly-block, a roller and paint to create poly-block printing.</li> <li>✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours.</li> <li>✓ To accurately use shape to create a printing block.</li> <li>✓ To add other materials to a printed item.</li> <li>✓ To apply a decoration using needle and thread.</li> <li>✓ To print onto a textile.</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

<b>Vocabulary</b>	<ul style="list-style-type: none"><li>✓ prints</li><li>✓ pattern</li><li>✓ Celtic</li><li>✓ design</li><li>✓ stencil</li><li>✓ material</li></ul>	<ul style="list-style-type: none"><li>✓ fabric</li><li>✓ position</li><li>✓ printing</li></ul>			<ul style="list-style-type: none"><li>✓ Mono block printing</li><li>✓ monoprint</li><li>✓ polyblock</li><li>✓ pressure</li><li>✓ score</li><li>✓ shade</li></ul>	<ul style="list-style-type: none"><li>✓ grooves</li><li>✓ poly-block printing</li><li>✓ repeated pattern</li><li>✓ stencil</li></ul>
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## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 4 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
<b>Responding to art</b>	<p><b>Stephen Brown &amp; David Hockney</b> Painting and Colour</p> <ul style="list-style-type: none"> <li>✓ To experiment with warm and cool colours to create abstract images.</li> </ul> <p><b>Sculpture and Form</b> <b>Charles Lewis</b> – Tiffany Jewellery (Jewellery Designer)</p> <ul style="list-style-type: none"> <li>✓ To create a variety of 'stone age' jewellery using salt dough or clay.</li> </ul> <p><b>Drawing, Line &amp; Tone</b> <b>Altamira Cave – Spain</b> <b>Lascaux Cave – France</b></p> <ul style="list-style-type: none"> <li>✓ To explore historical and social culture by observing preserved cave art.</li> </ul> <p><b>Textiles &amp; Printing</b> <b>Shoji Hamad</b> Ancient Greek Pottery</p> <ul style="list-style-type: none"> <li>✓ To explore patterns and discuss the meanings behind ancient patterns.</li> </ul>	<p><b>Rome Wasn't Built in a Day</b> <b>Sculpture</b> <b>Antoni Gaudi</b> <b>Hellenistic Art – Mosaics</b></p> <ul style="list-style-type: none"> <li>✓ To compare Hellenistic mosaic influences on Gaudi's architectural designs.</li> </ul>	<p><b>Explorers – Around the World in 80 Days</b> Painting and Colour Drawing, Line &amp; Tone <b>William Hodges</b> and <b>George Edward Marston</b></p> <ul style="list-style-type: none"> <li>✓ To evaluate and compare drawings and painting techniques used by Hodges and Marston.</li> <li>✓ To identify how both artists created depth and movement in their landscape paintings and drawings.</li> <li>✓ To take influence from Hodges and develop a personalised style of drawing, justifying techniques selected and applied.</li> </ul>	<p><b>We are Warriors</b> Printing, Patterns and Textiles <b>Nordic Art Style:</b></p> <ol style="list-style-type: none"> <li>5. Osebur</li> <li>6. Borre</li> <li>7. Vang</li> <li>8. Mammen</li> </ol> <ul style="list-style-type: none"> <li>✓ To investigate the four major Nordic Art Styles that are evident in Viking history.</li> <li>✓ To consider the influences in modern art (graffiti in particular).</li> <li>✓ To explain fully how <b>poly-blocking</b> is both similar and different to the designs produced in the four major Nordic styles.</li> </ul>	<p><b>Romero Britto – Graffiti 'Pop Art'</b> <b>Banksy – 'Street Art'</b></p> <ul style="list-style-type: none"> <li>✓ To contrast works of Banksy and Romero as graffiti/street artists.</li> </ul> <p><b>Sculpture &amp; Form (Canopic Jars)</b></p> <ul style="list-style-type: none"> <li>✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars.</li> </ul> <p><b>Printing, Pattern and Textile</b> <b>Damien Hurst</b></p> <ul style="list-style-type: none"> <li>✓ To investigate a variety of famous British inventions and the inventors.</li> </ul>
<b>Vocabulary</b>					
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To explore how 2D can become 3D.</li> <li>✓ To cut simple shapes from card and use them to create architectural forms.</li> <li>✓ To use folding and twisting to recreate architectural designs.</li> <li>✓ To use 'stuffing' to strengthen sculptures.</li> <li>✓ To recreate sand sculptures by moulding and indenting.</li> <li>✓ To use shape, compression and indenting to develop their own ideas for sand sculpture.</li> <li>✓ To explore how 2D can become 3D.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To explore a variety of natural materials to use in the construction the mosaic.</li> <li>✓ To design a mosaic template using a variety of patterns influences by Gaudi.</li> <li>✓ To manipulate natural materials when constructing the mosaic.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay.</li> <li>✓ To use compression and indenting to create texture to clay Canopic jars.</li> <li>✓ To add relief patterns to clay to create texture, form and pattern.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ cutting</li> <li>✓ folding</li> <li>✓ strengthening</li> <li>✓ stuffing</li> <li>✓ twisting</li> <li>✓ carve</li> <li>✓ pinch</li> </ul>	<ul style="list-style-type: none"> <li>✓ construct</li> <li>✓ mosaic</li> <li>✓ Hellenistic</li> <li>✓ influence</li> <li>✓ architecture</li> </ul>	<ul style="list-style-type: none"> <li>✓ pattern</li> <li>✓ material</li> <li>✓ design</li> <li>✓ manipulate</li> </ul>		<ul style="list-style-type: none"> <li>✓ Canopic jars</li> <li>✓ clay</li> <li>✓ coiling</li> <li>✓ hollowing out</li> <li>✓ indent</li> <li>✓ pinching</li> <li>✓ relief pattern</li> <li>✓ scoring</li> </ul>
<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To recognise primary and secondary colours</li> <li>✓ To mix primary colours to create secondary colours.</li> <li>✓ To add black to a colour to make a different shade.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To control lines made y different paintbrushes and thicknesses of pastels.</li> <li>✓ To use imagination to create paintings.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

	<ul style="list-style-type: none"> <li>✓ To add white to a colour to make a different tint.</li> <li>✓ To use words, 'warm' and 'cold' to describe colour.</li> <li>✓ To apply what has been learnt about colour mixing to using pastel paints.</li> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> <li>✓ To use blocks of colour (drybrush), stippling and dashes, controlling brush technique to create an even finish.</li> <li>✓ To experience painting onto a canvas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Blend</li> <li>✓ Paints</li> <li>✓ Shades</li> <li>✓ Cool and warm colours</li> <li>✓ Strokes</li> <li>✓ Tints</li> <li>✓ Oil pastels</li> </ul>		<ul style="list-style-type: none"> <li>✓ Control</li> <li>✓ Line</li> <li>✓ Texture</li> <li>✓ Tone</li> <li>✓ Depth</li> <li>✓ perception</li> </ul>	<ul style="list-style-type: none"> <li>✓ movement</li> <li>✓ foreground</li> <li>✓ background</li> <li>✓ acrylic</li> <li>✓ manipulate</li> </ul>	<ul style="list-style-type: none"> <li>✓ acrylic</li> <li>✓ drybrush</li> <li>✓ graffiti</li> <li>✓ layering</li> <li>✓ mottled</li> <li>✓ spatula</li> <li>✓ splattering</li> <li>✓ stippling</li> <li>✓ wash</li> </ul>
<b>Drawing, line and tone</b>	<ul style="list-style-type: none"> <li>✓ To use different drawing materials to alter line thickness.</li> <li>✓ To make larger scale drawings from imagination and historical stimuli.</li> <li>✓ To experiment with different tones using graded pencils and a rubber.</li> <li>✓ To use shading to create tone.</li> <li>✓ To use crosshatching to create tone.</li> <li>✓ To layer drawing materials to create texture and depth.</li> <li>✓ To use soft pastels and charcoal as different drawing materials.</li> <li>✓ To use graded pencils.</li> <li>✓ To use sketchbooks to record initial ideas for a larger scale drawing.</li> <li>✓ To begin to add evaluative notes to ideas recorded in sketchbooks.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To select pencil gradient and pen nib thickness to alter the thickness of lines.</li> <li>✓ To draw lines accurately using proportion.</li> <li>✓ To accurately draw parallel and perpendicular lines to create a detailed drawing.</li> <li>✓ To use graded pencils and ink as different drawing materials.</li> <li>✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills.</li> <li>✓ To use sketchbooks to revisit and evaluate art work.</li> <li>✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ prints</li> <li>✓ scale</li> <li>✓ thickness</li> <li>✓ historical</li> <li>✓ preserved</li> <li>✓ evaluate</li> <li>✓ tones</li> <li>✓ grading</li> <li>✓ shading</li> <li>✓ charcoal</li> </ul>		<ul style="list-style-type: none"> <li>✓ landscape</li> <li>✓ cross-section</li> <li>✓ dimensions</li> <li>✓ perspective</li> <li>✓ depth</li> <li>✓ plane</li> <li>✓ scale</li> <li>✓ foreground</li> <li>✓ background</li> <li>✓ tonal value</li> </ul>		
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To use a roller and ink to create mono-block printing.</li> <li>✓ To experiment with and evaluate printing onto different materials.</li> <li>✓ To use varying thickness of lines to create a printing block/stencil.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To use poly-block, a roller and paint to create poly-block printing.</li> <li>✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours.</li> <li>✓ To accurately use shape to create a printing block.</li> <li>✓ To add other materials to a printed item.</li> <li>✓ To apply a decoration using needle and thread.</li> <li>✓ To print onto a textile.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To combine different materials to create relief printing.</li> <li>✓ To blend two colours when printing.</li> <li>✓ To vary shape and size to create different patterns.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Mono block printing</li> </ul>			<ul style="list-style-type: none"> <li>✓ grooves</li> </ul>	<ul style="list-style-type: none"> <li>✓ blend</li> <li>✓ mood</li> </ul>

## ART & DESIGN CURRICULUM PROGRESSION

	<ul style="list-style-type: none"><li>✓ Monoprint</li><li>✓ pressure</li><li>✓ score</li><li>✓ shade</li></ul>	polyblock			<ul style="list-style-type: none"><li>✓ poly-block printing</li><li>✓ repeated pattern</li><li>✓ stencil</li></ul>	<ul style="list-style-type: none"><li>✓ emotion</li><li>✓ manmade</li><li>✓ mirrored</li></ul>	<ul style="list-style-type: none"><li>✓ motif</li><li>✓ natural</li><li>✓ rotated</li></ul>
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## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 5 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
<b>Responding to art</b>	<p><b>Sculpture</b>  <b>Antoni Gaudi</b>  <b>Hellenistic Art – Mosaics</b></p> <ul style="list-style-type: none"> <li>✓ To compare Hellenistic mosaic influences on Gaudi's architectural designs.</li> </ul> <p><b>Painting and Colour</b>  <b>Drawing, Line &amp; Tone</b>  <b>William Hodges and George Edward Marston</b></p> <ul style="list-style-type: none"> <li>✓ To evaluate and compare drawings and painting techniques used by Hodges and Marston.</li> </ul> <p><b>Printing, Patterns and Textiles</b>  <b>Nordic Art Style:</b>  <b>9. Osebur</b>  <b>10. Borre</b>  <b>11. Vang</b>  <b>12. Mammen</b></p> <ul style="list-style-type: none"> <li>✓ To investigate the four major Nordic Art Styles that are evident in Viking history.</li> </ul>	<p><b>Survival of the Fittest</b>  <b>Romero Britto – Graffiti 'Pop Art'</b>  <b>Banksy – 'Street Art'</b></p> <ul style="list-style-type: none"> <li>✓ To contrast works of Banksy and Romero as graffiti/street artists.</li> <li>✓ To describe how the styles of two contrasting graffiti artists have been merged to create an individual composition.</li> </ul>	<p><b>Tomb Raiders</b>  <b>Sculpture &amp; Form</b></p> <p><b>Canopic Jars</b></p> <ul style="list-style-type: none"> <li>✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars.</li> </ul>	<p><b>Best of British</b>  <b>Printing, Pattern and Textile</b>  <b>Damien Hurst</b></p> <ul style="list-style-type: none"> <li>✓ To investigate a variety of famous British inventions and the inventors.</li> <li>✓ To describe Damien Hursts' spin paintings by focusing on the rotation, mirror and form of the painting.</li> <li>✓ To recreate an image of a famous invention/inventor using Hursts' spin techniques as an influence.</li> </ul>	<p><b>Sculpture and Form</b>  <b>Drawing, Line and Tone</b>  <b>Christopher Richard Wynne Nevinson</b></p> <ul style="list-style-type: none"> <li>✓ To discover Nevinson's artistic scene and what he included in his images.</li> </ul> <p><b>Sculpture and Form</b>  <b>Kenneth Treister – "Hand Sculpture"</b>  <b>Symbolism Art Movement</b></p> <ul style="list-style-type: none"> <li>✓ To describe Treister's "Hand Sculpture" and focus on its symbolism of WWII.</li> </ul> <p><b>Sculpture and Form</b>  <b>Sarah Turner – Upcycling</b></p> <ul style="list-style-type: none"> <li>✓ To understand the effectiveness and importance of recycling and upcycling in Art.</li> </ul>
<b>Vocabulary</b>					
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To explore a variety of natural materials to use in the construction the mosaic.</li> <li>✓ To design a mosaic template using a variety of patterns influences by Gaudi.</li> <li>✓ To manipulate natural materials when constructing the mosaic.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay.</li> <li>✓ To use compression and indenting to create texture to clay Canopic jars.</li> <li>✓ To add relief patterns to clay to create texture, form and pattern.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To build and mould up from a flat surface and around an object to create a 3D sculpture that has perspective.</li> <li>✓ To use pipe-cleaners and/or wire to create malleable forms.</li> <li>✓ To use pinching techniques to create a Treister inspired symbolic sculpture.</li> <li>✓ To add relief patterns to clay to create texture, form and pattern.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ construct</li> <li>✓ mosaic</li> <li>✓ Hellenistic</li> <li>✓ influence</li> <li>✓ architecture</li> <li>✓ pattern</li> <li>✓ material</li> <li>✓ design</li> <li>✓ manipulate</li> </ul>		<ul style="list-style-type: none"> <li>✓ Canopic jars</li> <li>✓ clay</li> <li>✓ coiling</li> <li>✓ hollowing out</li> <li>✓ indent</li> <li>✓ pinching</li> <li>✓ relief pattern</li> <li>✓ scoring</li> </ul>		<ul style="list-style-type: none"> <li>✓ additive</li> <li>✓ armature</li> <li>✓ binding</li> <li>✓ form</li> <li>✓ malleable</li> <li>✓ Modroc</li> <li>✓ layering</li> <li>✓ setting</li> <li>✓ shaping</li> <li>✓ soaking</li> <li>✓ tearing</li> <li>✓ wrapping</li> </ul>
<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To control lines made y different paintbrushes and thicknesses of pastels.</li> <li>✓ To use imagination to create paintings.</li> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> <li>✓ To use blocks of colour (drybrush), stippling and dashes, controlling brush technique to create an even finish.</li> </ul>			

## ART & DESIGN CURRICULUM PROGRESSION

		<ul style="list-style-type: none"> <li>✓ To experience painting onto a canvas.</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ Control</li> <li style="width: 50%;">✓ movement</li> <li style="width: 50%;">✓ Line</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ Texture</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ Tone</li> <li style="width: 50%;">✓ acrylic</li> <li style="width: 50%;">✓ Depth</li> <li style="width: 50%;">✓ manipulate</li> <li style="width: 50%;">✓ perception</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ acrylic</li> <li style="width: 50%;">✓ mottled</li> <li style="width: 50%;">✓ drybrush</li> <li style="width: 50%;">✓ spatula</li> <li style="width: 50%;">✓ graffiti</li> <li style="width: 50%;">✓ splattering</li> <li style="width: 50%;">✓ layering</li> <li style="width: 50%;">✓ stippling</li> <li style="width: 50%;">✓ wash</li> </ul>			
<b>Drawing, line and tone</b>	<ul style="list-style-type: none"> <li>✓ To select pencil gradient and pen nib thickness to alter the thickness of lines.</li> <li>✓ To draw lines accurately using proportion.</li> <li>✓ To accurately draw parallel and perpendicular lines to create a detailed drawing.</li> <li>✓ To use graded pencils and ink as different drawing materials.</li> <li>✓ To use sketchbooks to plan ideas for printing and painting and to experiment with new skills.</li> <li>✓ To use sketchbooks to revisit and evaluate art work.</li> <li>✓ To use sketchbooks to record work from influential painters and printers, adding annotations that show possible adaptations that are linked to individual style</li> </ul>				<ul style="list-style-type: none"> <li>✓ To independently select drawing materials that matches intended purpose.</li> <li>✓ To use hatching to create tone.</li> <li>✓ To consider light sources when creating tone.</li> <li>✓ To use tonal gradient, layers and directional lines when drawing with crayons to alter tone.</li> <li>✓ To use stippling to create texture.</li> <li>✓ To create art work that has perspective.</li> <li>✓ To use graded pencils, soft pastels, crayon, charcoal and chalk as different drawing materials.</li> <li>✓ To combine different drawing materials to create an overall composition.</li> <li>✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions.</li> <li>✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ landscape</li> <li style="width: 50%;">✓ plane</li> <li style="width: 50%;">✓ cross-section</li> <li style="width: 50%;">✓ scale</li> <li style="width: 50%;">✓ dimensions</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ perspective</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ depth</li> <li style="width: 50%;">✓ tonal value</li> </ul>				<ul style="list-style-type: none"> <li style="width: 50%;">✓ landscape</li> <li style="width: 50%;">✓ plane</li> <li style="width: 50%;">✓ cross-section</li> <li style="width: 50%;">✓ scale</li> <li style="width: 50%;">✓ dimensions</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ perspective</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ depth</li> <li style="width: 50%;">✓ tonal gradient</li> <li style="width: 50%;">✓ stippling</li> <li style="width: 50%;">✓ hatching</li> <li style="width: 50%;">✓ texture</li> <li style="width: 50%;">✓ composition</li> </ul>
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To use poly-block, a roller and paint to create poly-block printing.</li> <li>✓ To accurately create a poly-block printing block/ stencil create an image using two or three colours.</li> <li>✓ To accurately use shape to create a printing block.</li> <li>✓ To add other materials to a printed item.</li> <li>✓ To apply a decoration using needle and thread.</li> <li>✓ To print onto a textile.</li> </ul>			<ul style="list-style-type: none"> <li>✓ To combine different materials to create relief printing.</li> <li>✓ To blend two colours when printing.</li> <li>✓ To vary shape and size to create different patterns.</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ grooves</li> <li>✓ poly-block printing</li> <li>✓ repeated pattern</li> <li>✓ stencil</li> </ul>			<ul style="list-style-type: none"> <li style="width: 50%;">✓ blend</li> <li style="width: 50%;">✓ mood</li> <li style="width: 50%;">✓ emotion</li> <li style="width: 50%;">✓ motif</li> <li style="width: 50%;">✓ manmade</li> <li style="width: 50%;">✓ natural</li> <li style="width: 50%;">✓ mirrored</li> <li style="width: 50%;">✓ rotated</li> </ul>	

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Year 6 Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Responding to art	<p><b>Romero Britto – Graffiti ‘Pop Art’</b>  <b>Banksy – ‘Street Art’</b></p> <ul style="list-style-type: none"> <li>✓ To contrast works of Banksy and Romero as graffiti/street artists.</li> </ul> <p><b>Sculpture &amp; Form (Canopic Jars)</b></p> <ul style="list-style-type: none"> <li>✓ To describe the techniques used by the Ancient Egyptians to create Canopic jars.</li> </ul> <p><b>Printing, Pattern and Textile</b>  <b>Damien Hurst</b></p> <ul style="list-style-type: none"> <li>✓ To investigate a variety of famous British inventions and the inventors.</li> </ul>	<p><b>Only the Brave</b>  <b>Sculpture and Form</b>  <b>Drawing, Line and Tone</b>  <b>Christopher Richard Wynne Nevinson</b></p> <ul style="list-style-type: none"> <li>✓ To discover Nevinson’s artistic scene and what he included in his images.</li> <li>✓ To discuss imagery and symbolism in Nevinson’s works.</li> <li>✓ To sketch a scene using Nevinson’s work as an influence.</li> </ul>	<p><b>The Fight to Survive</b>  <b>Sculpture and Form</b>  <b>Kenneth Treister – “Hand Sculpture”</b>  <b>Symbolism Art Movement</b></p> <ul style="list-style-type: none"> <li>✓ To describe Treister’s “Hand Sculpture” and focus on its symbolism of WWII.</li> </ul>	<p><b>The Blue Planet</b>  <b>Sculpture and Form</b>  <b>Sarah Turner – Upcycling</b></p> <ul style="list-style-type: none"> <li>✓ To understand the effectiveness and importance of recycling and upcycling in Art.</li> <li>✓ To recreate artwork using recycle materials.</li> </ul>	
<b>Vocabulary</b>					
<b>Sculpture and form</b>	<ul style="list-style-type: none"> <li>✓ To use pinching, coiling and hollowing techniques to create a Canopic jar out of clay.</li> <li>✓ To use compression and indenting to create texture to clay Canopic jars.</li> <li>✓ To add relief patterns to clay to create texture, form and pattern.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To build and mould up from a flat surface and around an object to create a 3D sculpture that has perspective.</li> <li>✓ To use pipe-cleaners and/or wire to create malleable forms.</li> <li>✓ To use pinching techniques to create a Treister inspired symbolic sculpture.</li> <li>✓ To add relief patterns to clay to create texture, form and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To manipulate recyclable materials by cutting, tearing, bending, binding and sticking.</li> <li>✓ To combined different materials to create a 3D sculpture.</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Canopic jars</li> <li>✓ clay</li> <li>✓ coiling</li> <li>✓ hollowing out</li> <li>✓ indent</li> <li>✓ pinching</li> <li>✓ relief pattern</li> <li>✓ scoring</li> </ul>		<ul style="list-style-type: none"> <li>✓ additive</li> <li>✓ armature</li> <li>✓ binding</li> <li>✓ form</li> <li>✓ malleable</li> </ul>	<ul style="list-style-type: none"> <li>✓ Modroc</li> <li>✓ layering</li> <li>✓ setting</li> <li>✓ shaping</li> <li>✓ soaking</li> <li>✓ tearing</li> <li>✓ wrapping</li> </ul>	<ul style="list-style-type: none"> <li>✓ manipulate</li> <li>✓ recycled</li> <li>✓ tearing</li> <li>✓ forming</li> <li>✓ wrapping</li> <li>✓ bending</li> <li>✓ binding</li> <li>✓ sticking</li> </ul>
<b>Painting and colour</b>	<ul style="list-style-type: none"> <li>✓ To use what has been learnt about colour to experiment with abstract colour palettes.</li> <li>✓ To mix and match colour to create atmosphere.</li> <li>✓ To manipulate thickness of acrylic to create texture and movement.</li> <li>✓ To use blocks of colour (drybrush), stippling and dashes, controlling brush technique to create an even finish.</li> <li>✓ To experience painting onto a canvas.</li> </ul>				
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ acrylic</li> <li>✓ drybrush</li> <li>✓ graffiti</li> <li>✓ layering</li> <li>✓ mottled</li> <li>✓ spatula</li> <li>✓ splattering</li> <li>✓ stippling</li> <li>✓ wash</li> </ul>				

## ART & DESIGN CURRICULUM PROGRESSION

<b>Drawing, line and tone</b>		<ul style="list-style-type: none"> <li>✓ To independently select drawing materials that matches intended purpose.</li> <li>✓ To use hatching to create tone.</li> <li>✓ To consider light sources when creating tone.</li> <li>✓ To use tonal gradient, layers and directional lines when drawing with crayons to alter tone.</li> <li>✓ To use stippling to create texture.</li> <li>✓ To create art work that has perspective.</li> <li>✓ To use graded pencils, soft pastels, crayon, charcoal and chalk as different drawing materials.</li> <li>✓ To combine different drawing materials to create an overall composition.</li> <li>✓ To use sketchbooks to plan, adapt and evaluate painting and drawing compositions.</li> <li>✓ To use sketchbooks to experiment with adapting drawing techniques used by influential artists</li> </ul>			
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li style="width: 50%;">✓ landscape</li> <li style="width: 50%;">✓ plane</li> <li style="width: 50%;">✓ cross-section</li> <li style="width: 50%;">✓ scale</li> <li style="width: 50%;">✓ dimensions</li> <li style="width: 50%;">✓ foreground</li> <li style="width: 50%;">✓ perspective</li> <li style="width: 50%;">✓ background</li> <li style="width: 50%;">✓ depth</li> <li style="width: 50%;">✓ tonal gradient</li> <li style="width: 50%;">✓ stippling</li> <li style="width: 50%;">✓ hatching</li> <li style="width: 50%;">✓ texture</li> <li style="width: 50%;">✓ composition</li> </ul>			
<b>Printing, pattern and textiles</b>	<ul style="list-style-type: none"> <li>✓ To combine different materials to create relief printing.</li> <li>✓ To blend two colours when printing.</li> <li>✓ To vary shape and size to create different patterns.</li> </ul>				
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li style="width: 50%;">✓ blend</li> <li style="width: 50%;">✓ mood</li> <li style="width: 50%;">✓ emotion</li> <li style="width: 50%;">✓ motif</li> <li style="width: 50%;">✓ manmade</li> <li style="width: 50%;">✓ natural</li> <li style="width: 50%;">✓ mirrored</li> <li style="width: 50%;">✓ rotated</li> </ul>				

## ART & DESIGN CURRICULUM PROGRESSION

	Prior year's curriculum content	Template Curriculum content			Subsequent year's curriculum content
		Term 1	Term 2	Term 3	
Responding to art					
Vocabulary		✓	✓	✓	
Sculpture and form					
Vocabulary					
Painting and colour		✓			
Vocabulary					
Drawing, line and tone					
Vocabulary					
Printing, pattern and textiles					
Vocabulary			✓		