



| Substantive Knowledge - Drawing | | | | | | | |
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| | Phase R-1 | | Phase 2-3 | | Phase 4-6 | | |
| Generating ideas | Talk about their ideas and explore different ways to record them. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Experiment with mark making in an exploratory way. | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (Including formal elements) | Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. | Further develop mark-making within a greater range of media, demonstrating increased control. Experiment with drawing on different surfaces, and begin to explore tone | Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to |

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| | include the main features of faces in their drawings. | To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. | techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work |

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| <p>Evaluating and analysing</p> | <p>Talk about their artwork, stating what they feel they did well.</p> | <p>Describe and compare features of their own and other's art work.</p> | <p>Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p> | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p> |
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Substantive Knowledge – Painting and mixed media

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| Generating ideas | Explore different ways to use paint and a range of media according to their interests and ideas. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Prehistoric painting) | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | Record their work using resources in the environment | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (Including formal elements) | Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use | Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple | Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. | Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. | Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when | Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg <i>making choices about painting</i> | Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe |

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| | <p>mixed-media scraps to create child-led artwork with no specific outcome.</p> | <p>collage effects. Select materials based on their properties, eg shiny, soft.</p> | <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and layering materials to create interesting effects.</p> | <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> | <p>using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> | <p><i>surfaces or mixing paint with other materials.</i></p> <p>Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.</p> | <p>how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p> |
| <p>Knowledge of artists</p> | <p>Enjoy looking at and talking about art.</p> | <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> | <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Be able to make links between pieces of art.</p> | <p>Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made.</p> | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p> | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> |

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| <p>Evaluating and analysing</p> | <p>Talk about their artwork, stating what they feel they did well.</p> | <p>Describe and compare features of their own and other's art work.</p> | <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p> | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p> | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
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Substantive Knowledge – Sculpture and 3D

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| Generating ideas | Explore and play with clay and playdough to make child-led creations. | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (Including formal elements) | Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when | Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they | Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence | Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, | Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. | Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms <i>eg.wire and found</i> | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit |

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| | modelling with playdough. | have seen. | when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture | stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. | Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. | <i>materials</i> Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently. | with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. |
| Knowledge of artists | Enjoy looking at and talking about art. | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. | Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |

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| <p>Evaluating and analysing</p> | <p>Talk about their artwork, stating what they feel they did well.</p> | <p>Describe and compare features of their own and other's art work.</p> | <p>Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> | <p>Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p> | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> |
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Substantive Knowledge – Craft and Design

| | Phase R-1 | | Phase 2-3 | | Phase 4-6 | | |
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| Generating ideas | | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Sketchbooks | | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Making skills (Including formal elements) | Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. | Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and | Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with | Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a | Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider | Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design. | Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining |

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| | | <p>adding decoration.</p> <p>Apply knowledge of a new craft technique to make fibre art.</p> | <p>techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> | <p>personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p> | <p>how this works in creative industries.</p> | <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> | <p>how the work of creative practitioners have influenced their final outcome.</p> |
| Knowledge of artists | <p>Enjoy looking at and talking about art.</p> | <p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> | <p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> | <p>Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> | <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made</p> | <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> | <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> |
| Evaluating and analysing | <p>Talk about their artwork, stating what they feel they did well.</p> | <p>Describe and compare features of their own and other's art work.</p> | <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p> | <p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> | <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p> | <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions.</p> |

Disciplinary Knowledge - Formal elements

| | Phase R-1 | | Phase 2-3 | | Phase 4-6 | | |
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| Pattern | Know and notice patterns in the environment | Know that a pattern is a design in which shapes, colours or lines are repeated. | <p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques, hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p> | To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). | <p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn’t expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> | To know that artists create pattern to add expressive detail to art works, using small everyday objects to add detail to sculptures. | To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. |
| Texture | To know and notice different textures in the environment | Know that texture means ‘what something feels like’ Know that different marks can be used to represent the textures of objects Know that different drawing tools make different | <p>Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing</p> | To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate | To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. | To know how to create texture on different materials. | To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. |

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| | | marks. | techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint. | a fluffy object. | | | |
| Tone | To know and notice light and dark in the environment | Know that 'tone' in art means 'light and dark' Know that we can add tone to a drawing by shading and filling a shape | Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones. | To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. | To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork | To know that tone can help show the foreground and background in an artwork. | To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. |

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| <p>Colour</p> | <p>Know the colours they see and match to colours they want to represent</p> | <p>Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours:</p> <p>Red + yellow = orange</p> <p>Yellow + blue = green</p> <p>Blue + red = purple</p> | <p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p> | <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> | <p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> | <p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> | <p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> |
| <p>Form</p> | <p>To know and notice 3D objects in the environment</p> | <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p> | <p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> | <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> | <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p> | <p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece</p> | <p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> |

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| Line | Know and recognise line in the environment | Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. | Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. | To know that different drawing tools can create different types of lines. | To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. | To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing | To know how line is used beyond drawing and can be applied to other art forms. |
| Shape | To know and recognise shapes in the environment | Know that paper can be shaped by cutting and folding it. | Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes. | To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art. | To know how to use basic shapes to form more complex shapes and patterns | To know that a silhouette is a shape filled with a solid flat colour that represents an object | To know how an understanding of shape and space can support creating effective composition |

| Vocabulary progression | | | |
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| | Phase R-1 | Phase 2-3 | Phase 4-6 |
| Drawing | <p>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p> <p>Vertical, Horizontal, Diagonal, Cross-hatch, 2D shape, 3D shape, Abstract, Printing, Shade, Form, Dots, Lightly, Firmly, Shadow, Charcoal, Pastel,</p> | <p>Stippling, Hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Concertina</p> <p>Geometric, Organic, Light, Dark, Tone, Even, Frottage, Rubbing, Surface, Pressure, Tool, Tear, Cut, Form, Scale, Composition, Frame, Gestural, Expressive, Viewfinder</p> | <p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Printmaking, Abstract, Figurative, Monoprint, Block print</p> <p>Retro-futurism, Futuristic, Imagery, Culture, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p> <p>Imagery, Mark making, Expressive, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p> |
| Painting and mixed media | <p>Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p> <p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p> | <p>Mixing, Texture, Collage, Overlap, Detail, Surface</p> <p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p> | <p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p> <p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p> <p>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose,</p> |

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| <p>Sculpture and 3D</p> | <p>3D art, Bend, Clay, Chop, Collage, Cut, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p> | <p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p> <p>Sculpture, Structure, Three-dimensional, Sculptor, Abstract, Negative space, Positive space</p> | <p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p> <p>Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p> |
| <p>Craft and design</p> | <p>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p> <p>Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p> | <p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p> <p>Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p> | <p>Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p> <p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p> <p>Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p> |