



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to these documents.

Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught:	Pupils should be taught:
 to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	 to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.

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

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





Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Each unit comes with an overview, an end of unit assessment pack and additional resources to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.





LKS2

KS1

Exploring and Developing Ideas

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

KS1 Art and Design National Curriculum

To produce creative work, exploring their ideas and recording experiences.

- a respond positively to ideas and starting points;
- b explore ideas and collect information;
- c describe differences and similarities and make links to their own work;
- d try different materials and methods to improve;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

	Nat	ure Scu	lptures				Col	our Cha	os	2			Por	traits					JoL	an Miró			
		Lesson I	Number:					Lesson I	Number	:				Lesson I	Number:					Lesson	Number:		
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	а	а	а	а	а	a	a	a	a	a	a	a	а	а	a	а	а	а	а	а	a	a	а
b	(b)	Ь	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
с	с	с	с	с	с	c	с	с	с	с	с	C	Ċ	с	с	с	с	с	с	с	с	с	C
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e		e	e	e
	LS	EEEE					Let	's Sculpt	11 A					dscapes Citysca					Fal	bricate			
			(11)										1							Lesson			
		Lesson l	Number:					Lesson I	Numper:					Lesson l	Number:					Lesson	numper:		
1	2	Lesson I 3	Number: 4	5	6	1	2	Lesson I 3	Number: 4	: 5	6	1	2	Lesson I 3	Number: 4	5	6	1	2	Lesson 3	Number: 4	5	6
1 a		3	-		6 a	1 (a)			-		6 a	1 a			-		6 a	1 (a)			-		6 a
1 a b	2		4	5	-	1 a b	2 a	3 a	4	5	-	1 a b	2	3	4	5	-	1 (a) b	2	3	4 a	5	
	2 a	3	4 a b	5 a b	a b	b	2	3 a b	4 a b	5 a b	a b	b	2 a b	3 a	4 a b	5 a b	a b		2 a b	3 a	4	5 a b	a b
	2 a	3 (a) b	4	5 a	a		2 a b	3 a	4	5 a	a		2 a	3 a b	4 a	5 a	a	b	2 a	3 a b	4 a b	5 a	a





KS1

Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

- a draw lines of varying thickness;
- b use dots and lines to demonstrate pattern and texture;
- c use different materials to draw, for example pastels, chalk, felt tips;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

			Iptures				Co	lour Cha	ios	2			Por	traits		A DO			Joi	an Miró			
		Lesson	Number	:				Lesson	Number	:				Lesson	Number	:				Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	a	а	а	а	а	a	а	а	а	а	а	a	a	а	а	a	а	а	a	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
С	С	с	с	с	с	c	с	с	с	с	с	(c)	()	С	с	с	()	с	Ō	с	с	с	С
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
								's Sculp					anc	ndscape I Citysca	apes	ſ				bricate			
		Lesson	Number	:				Lesson	Number	:				Lesson	Number	:				Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	a	a	а	а	а	а	а	а	а	а	а	а	а	a	а	а	а	а	a	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
		6	C	\bigcirc	с	с	с	с	с	с	с	с	C	С	с	с	с	с	с	с	с	C	С
C	C																						





KS1

Painting

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1 Art and Design National Curriculum

To become proficient in painting techniques.

To use painting to develop and share their ideas, experiences and imagination.

- a name the primary and secondary colours;
- **b** experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

	Nat	ture Scu	liptures				Co	lour Cha	aos				Ро	rtraits		000			oL	an Miró		KK/	
		Lesson	Number	ser: Lesson Number: 5 6 1 2 3 4 a a a a a a b b b b b b b c c c c c c c d d d d d d d d e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e e </th <th></th> <th></th> <th></th> <th>Lesson</th> <th>Number:</th> <th></th> <th></th> <th></th> <th></th> <th>Lesson</th> <th>Number</th> <th>:</th> <th></th>										Lesson	Number:					Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а
b	b	b	b	b	5 6 1 2 3 4 a a a a a a b b b b b b c c c C C c d d d d d d e e e e e e						b	b	b	b	Ь	b	b	b	b	b	b	b	b
с	с	с	с	с	с	с	\bigcirc	C	с	с	с	с	С	с	С	с	с	c	с	с	с	с	С
d	d	d	d	d	5 6 1 2 3 4 5 a a a a a a a b b b b b b b b c c c c C c c c d d d d d d d d e e e e e e e e e i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i i							d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	b b b b b c c c c c d d d d d e e e e e							d e	e	e	e	e	e	e	e	e	e	e	e	e
									t!				Lai	ndscape d Citysca	s apes	Ŕ				bricate			
		Lesson	Number					Lesson	Number	:				Lesson	Number:					Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	Ь	b	b	Ь	b	b	b	b	b	b	b	b
с	C	с	с	с	с	с	с	с	с	с	с	с	С	с	С	с	с	с	с	с	с	с	с
d	(d)	b b b b b b b b b								d	d	d	d	d	d	d	d	d	d	d	d		
e		Let's Sculpt!Let's Sculpt!																					





KS1

Sculpture

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

KS1 Art and Design National Curriculum

To become proficient in sculpting techniques.

To use sculpture to develop and share their ideas, experiences and imagination.

- a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- b use a variety of techniques, e.g. rolling, cutting, pinching;
- c use a variety of shapes, including lines and texture;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

	Na	ture Scu	liptures				Col	lour Cha	aos	2			Poi	rtraits					oL	an Miró		+747	
		Lesson	Number	:				Lesson	Number	:				Lesson	Number:	:				Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	а	а	a	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	Ь	Ь	b
с	с	с	C	C	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	C	с
d							d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
								's Sculp					and	ndscape: d Citysca	apes	ſ				bricate			
		Lesson	Number	:				Lesson	Number	:				Lesson	Number:	:				Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	a	a	a	a	а	а	а	а	а	а	а	а	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
с	С	с	с	с	с	с	С	C	с	с	C	с	с	с	с	с	с	с	с	с	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d





UKS2

KS1

Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

- a use a combination of materials that have been cut, torn and glued;
- **b** sort and arrange materials;
- c add texture by mixing materials;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

	Nat	ture Scu	lptures				Col	lour Cha	nos	2			Pol	rtraits		Do no			Joi	an Miró		+747	
		Lesson I	Number	:				Lesson	Number	:				Lesson	Number	:				Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	а	а	а	а	а	a	а	а	а	a	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
a a a a a a a a a								с	с	с	с	Ċ	с	с	с	c	с	с	с	с	с		
b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b <td>d</td>										d	d	d	d	d	d	d	d	d	d	d	d		
								's Sculp					and	ndscape d Citysca	apes	ſ				oricate			
		Lesson I	Number					Lesson	Number	:				Lesson	Number	:				Lesson	Number		
1	1 2 3 4 5 6 1 2 3 4										6	1	2	3	4	5	6	1	2	3	4	5	6
а	a a a a a a a a									а	а	a	а	а	а	а	a	a	а	a	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
С	С	с	С	С	С	c	С	С	С	с	с	с	с	с	с	С	С	с	С	с	с	с	с
																		1					





KS1

Textiles

Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – textiles.

To develop a wide range of art and design techniques in using colour, pattern and texture.

- a show pattern by weaving;
- b use a dyeing technique to alter a textile's colour and pattern;
- c decorate textiles with glue or stitching, to add colour and detail;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

	Nat	ture Scu	lptures				Col	lour Cha	nos	2			Ροι	traits		02			JoL	an Miró		XX Y	
		Lesson l	Number	:				Lesson	Number	:				Lesson l	Number:					Lesson	Number	:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
								's Sculp					and	ndscapes I Citysca	apes	ß				bricate			
1		Lesson			c	1		Lesson	Number	_	6	1			Number:		c	1		Lesson			6
-	2	3	4	5	6	1	2	3	4	5	6		2	3	4	5	6		2	3	4	5	6
a	a	a	a	a	a .	l a	a	a	a .	a	a	a .	a	a	a	a	a	(a)	a	(a)	a	a .	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
		С	С	С	С	С	С	С	С	С	С	С	С	С	С	С	С	С	C	(C)	С	С	С
С	С	U U																	d				d





KS1

Printing

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques – printing.

To develop a wide range of art and design techniques in using colour and texture.

Children can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a											Рог	rtraits		De la			Joi	an Miró		AL A			
Lesson Number: Lesson Number: 1 2 3 4 5 6 1 2 3 4 5 6 1 a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a<											Lesson	Number	:				Lesson	Number	:				
1	1 2 3 4 5 6 1 2 3 4 5 6 1									1	2	3	4	5	6	1	2	3	4	5	6		
а	1 2 3 4 5 6 1 2 3 4 5 6 a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a <td>а</td> <td>а</td> <td>а</td> <td>а</td> <td>а</td> <td>а</td> <td>a</td> <td>а</td> <td>a</td> <td>а</td> <td>а</td> <td>а</td>								а	а	а	а	а	а	a	а	a	а	а	а			
b	2 3 4 5 6 1 2 3 4 5 6 a a a a a a a a a a a b b b b b b b b b b b c c c c c c c c c								b	b	b	b	b	b	b	b	Ь	b	b	b			
с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	C	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
								's Sculp					and	ndscape d Citysc	apes	ſ				pricate			
		Lesson I	Number	:				Lesson	Number	:				Lesson	Number	:				Lesson	Number	:	
1	2	3	esson Number: Lesson Number: 3 4 5 6 1 2 3 4 5 6								6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	а	а	а	a	а	а	а	а	а	a	а	а	а	а	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
С	С	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	с	С	с	с	с	с
																							1





KS1

UKS2

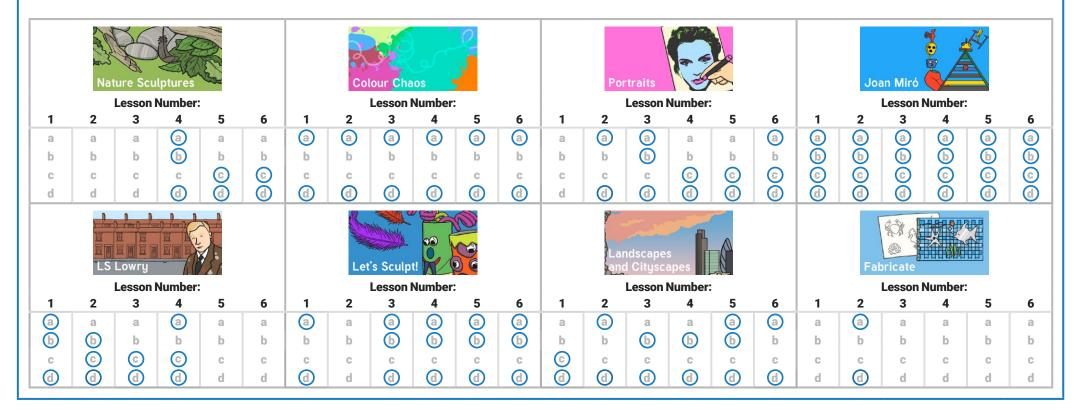
Work of Other Artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.







Exploring and Developing Ideas KS1 LKS2 Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. **KS2** Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: use sketchbooks to record ideas; a explore ideas from first-hand observations; b question and make observations about starting points, and respond positively to suggestions; С

- adapt and refine ideas; d
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, guestion, observe, refine. е

	Autumn European Lesson Number: Lesson Number: 2 3 4 5 6 1 2 3 4 5 a a a a a a a a a a								Bodie Le	sson l	Numb	er:			nsect	s sson l	Numb	er:	7	E	British Les	Art sson	Numb	er:			Fruit a Veget	ables	Numb	er:					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	а	а	a	a	a	a	a	a	a	а	а	а	а	a	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a	a
b	b	b	b	Ь	b	b	b	b	b	b	b	b	b	Ь	b	b	b	Ь	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
с	с	с	с	с	с	c	С	с	C	с	с	с	с	с	С	С	С	C	с	С	С	\odot	С	с	с	С	С	с	с	с	с	C	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	е	е	е	e	е	e	е	е	е	е	е	е	е	е	е	е	е	e	е	е	е	e	е	е	е	е	е	е	е	е	е	е	е	e	е





Drawing

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

- a experiment with showing line, tone and texture with different hardness of pencils;
- b use shading to show light and shadow effects;
- c use different materials to draw, e.g. pastels, chalk, felt tips;
- d show an awareness of space when drawing;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

		Lesson Number: 2 3 4 5 6 1 2 3 4 5 a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a a b b b b b b b b b b b b b b b b b b b b b <						2		ſ	3odie	s					nsect		K		7	E		Art	Ó				Fruit ∕eget	ables			X		
	Le	sson	Numb	oer:			Le	sson	Numb	er:			Le	sson l	lumb	er:			Les	son l	Numb	er:			Les	sson	Numb	er:			Le	sson l	Numb	er:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	a	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a	а	а	a	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	Ь	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
С	C	с	с	с	с	c	с	с	с	С	с	0	C	©	C	С	С	C	C	С	с	с	С	с	с	С	C	С	С	C	с	C	С	с	С
d	d	d	d	d	d		d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	0	d	d	d	d	d	d	d	d	d	d	d
е	e	e	е	e	e	e	е	е	e	е	e	e	e	e	е	е	е	e	e	е	е	е	е	е	е	е	e	е	е	e	е	e	е	е	е





Painting

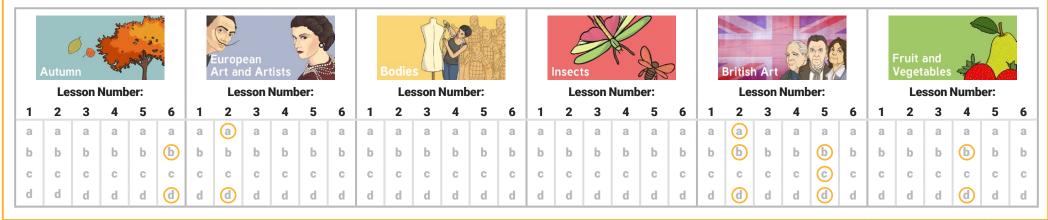
Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

- a use varied brush techniques to create shapes, textures, patterns and lines;
- b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- c create different textures and effects with paint;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.







Sculpture

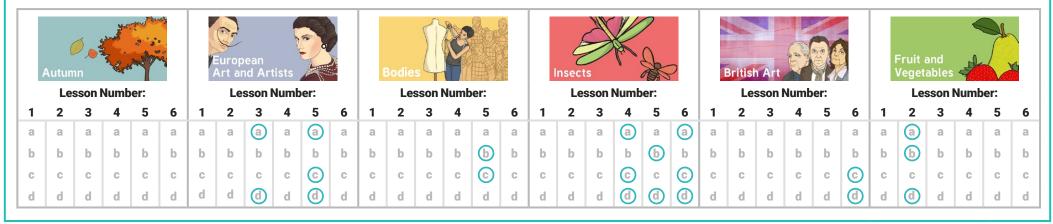
Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

KS2 Art and Design National Curriculum

To become proficient in sculpting techniques.

To improve their mastery of art and design techniques, including sculpting with a range of materials.

- a cut, make and combine shapes to create recognisable forms;
- b use clay and other malleable materials and practise joining techniques;
- c add materials to the sculpture to create detail;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.







LKS2

KS1

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – collage.

- a select colours and materials to create effect, giving reasons for their choices;
- b refine work as they go to ensure precision;
- c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

								E	Bodie Les	s son l	Numb	er:		1	nsect Le	s sson N	lumb	er:	7	E	British	Art sson l	Numb	er:			Fruit a /eget Les	ables	Numb	er:	4				
1	AutumnEuropean Art and ArtistsLesson Number:11234561234551234556126127281121212131213121313131313131313131313131313131313131313131313131313131313131313131313131313131313131313131313							6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6			
a	AutumnArt and ArtistsLesson Number:Lesson Number:23456123456							а	а	а	а	а	а	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а			
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	с	с	\odot	С	С	с	с	с	с	с	с	С	С	с	С	с	с	С	С	\odot	с	С	С	с	С	С	с	с	с	с	С	с	с	С	с
d	2 3 4 5 6 1 2 3 4 5 a a a a a a a a a b b b b b b b b b							d	d	d	d	d	d	d	d	d	(d	d	d	d	d	d	d	d	d	d	d	d	d	d	d			





Textiles

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – textiles.

- a select appropriate materials, giving reasons;
- b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- c develop skills in stitching, cutting and joining;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

	AutumnEuropean Art and ArtistsLesson Number:Lesson Number:234512345612345612512345								Bodie Le:	s son l	Numb	er:			insect Le	s sson l	Numb	er:	7		Britisl	n Art sson	Numb	er:			Fruit a Veget Le:	and ables sson I	Numb	Der:					
1	Autumn Art and Artists Lesson Number: Lesson Number:							1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6				
а	AutumnArt and ArtistsLesson Number:Lesson Number:23456123456123456126127128129129129129129129129129129129129129129129129129129129129129129129239339339349349349349459459459559559559559559559559559559								а	а	а	а	а	а	а	а	а	а	а	а	а	a	а	а	а	а	а	a	а	а	а	a	а		
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	Ь
c	с	с	с	с	с	c	с	с	с	с	с	с	с	с	С	с	с	с	с	с	С	с	с	с	с	с	с	с	с	с	с	с	с	с	\odot
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	0





Printing

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - printing.

- a use more than one colour to layer in a print;
- b replicate patterns from observations;
- c make printing blocks;
- d make repeated patterns with precision;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

	Autu	mn esson l	Numb	er:			Europ Art ar	nd Ar	ę	er:		6	Bodie Le:	s son l	Numb	er:			nsect Les	s sson l	Numb	er:	7	E	British	Art sson l	Numb	er:			Fruit a /eget		Numb	per:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	a	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a
b	b	Ь	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	с	C	с	с	с	с	с	с	с	с	с	с	с	с	С	С	с	с	с	С	С	С	С	с	с	С	с	с	с	с	с	с	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	е	е	е	e	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е





LKS2

KS1

Work of Other Artists

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

	Autu	nn sson l	Numb	er:			Europ Art an	d Art	Se .	er:		E	Bodie: Les	son	Aumb	er:		I	nsect	s sson N	K	er:	7	H	British	Art	Numb	er:		F	/eget	and ables sson l	Numb	er:	Y Y
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	a	0	a	a	a	a	a	а	а	а	а	а	а	а	а	a	а	а	а	a	a	a	a	a	a	а	а	a	а	а	а
b	Ь	b	b	Ь	b	Ь	Ь	Ь	Ь	b	b	Ь	Ь	b	b	Ь	Ь	b	b	b	b	Ь	b	Ь	b	b	Ь	Ь	b	Ь	b	b	b	b	b
c	C	с	с	с	с	\odot	C	0	\odot	0	C	C	0	С	С	C	\odot	С	С	с	С	с	С	\odot	\odot	\odot	\odot	C	C	с	С	C	\odot	С	с
d	d	d	d	0	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	0	d	0	d	d	d	d	d	d	d	d	d	d	d		





	ping l	Ideas																										K	(S1	LK	S2	UKS2
Childre vhat m (S2 Ar Pupils s	ight h t and l	apper Desig	n. Chil n Nati	ldren ional	cont Curr	inue iculu	to pr I m	actise	e and	d sha	ire the	eir le	arning	g and	d skil	lls wit	th oth	iers,	recei	iving	and o	offeri	ing fo	eedba	ck to i	npro	ve.	•		ting ai	nd pro	edicting
o crea	ite ske	etchbo	oks to	o rec	ord th	neir o	bser	vatio	ns ar	nd us	e the	m to	reviev	w and	d rev	visit io	deas.															
hildre	n can:																															
a rev	view ai	nd rev	isit id	leas i	n the	ir ske	etchb	ooks	;																							
b off	er fee	dback	usin	g tec	hnica	al voo	cabul	ary;																								
c thi	nk crit	tically	abou	t thei	ir art	and o	desia	ın wo	rk;																							
								,	,																							
d use	e diait	al tecl	hnolo	av as	5 5011	rces	for d	evelo	nina	idea	is.																					
	e digit e kev v											tand	lina in	this	stra	nd: s	ketch	iboo	k. dev	velor	o, refii	ne. te	extur	e, sha	pe. for	m. pa	attern.	struc	ture.			
	-				emon	strat	e kno					tand	ling in	this	stra	ind: s	ketch	Iboo	k, dev	velop	o, refii	ie, te	8		XOX	m, pa	attern,	struc	ture.		- Rece	
e us	-	vocab			emon F	strat	e kno	owled			nders		ling in nt Egy	n this	stra	ind: s			k, dev		o, refii	ie, te		e, sha South a Centra	nd	Ŷ	attern,	struc		Ameri	ican	
e use	e key v	vocab	ulary		emon F	strat	e kno	owled	ge al		nders	Ancie		Ipt		ind: s		The S		e		ne, te		South a Centra	nd	can	attern,	struc	North	Ameria Sson Na		
e use	e key v	vocab	ulary		emon F	strat	e kno	owled	ge al		nders	Ancie	nt Egy	Ipt		nd: s		The S	easid	e		ne, te		South a Centra	nd Amer	can	attern,	struc	North			r: 5 6
e USG Will	e key v	vocab irds n Numl 4	ulary	to de	emon F	strat	e kno	owled	ge al		nders	Ancie	nt Egy	Ipt				The S	easide sson M	e				South a Centra	nd Amer	can can ber:	6	struc 1 a	North		umbei 4	r: 5 6 a a
e use Will 1 2 a (a)	e key v dlife B Lessor 2 3	vocab irds n Numl 4	ulary Der: 5	to de	emon F a	Strate Plants and Fl Les 2	e kno lower sson l 3	owled	ge al ge al er: 5	nd u	nders A	Ancie Les 2	nt Egy sson N 3	ipt lumbe 4	er: 5	6	1	The S Les 2	easide sson N 3	e Numb	per:	6	1	South a Centra Less 2	nd Amer on Nu 3 a	can can ber:	6 1 a	1	North Les 2	sson Nu 3	umbei 4	56
e USe Will 1 2 a (3 b I	dlife B Lessor 2 3 a a	irds a b	ulary T Der: 5 a	to de	emon F a 1	Plants and Fl Les 2 a	e kno lower sson i 3 a	owled	ge al ge al er: 5 a	nd u	nders A	Ancie Les 2 a	nt Egy sson N 3 (a)	ipt lumbe 4 a	er: 5 a	6 a	1 (a)	ihe S Les 2 a	easide sson N 3 a	e Numb 4 a	per: 5 a	6 a	1 a	South a Centra Less 2 a	nd Amer on Nu 3 a	can mber: 5 a a b	6 a b	1 a	North Les 2	a	umber 4 a b	5 6 a a
e USe Will 1 2 a 4 b 1 c 4	dlife B Lessor 2 3 a a b b	irds a b	ulary T	6 a b	emon F a b	Plants Ind Fl Les 2 a b	e kno lower sson f 3 a b	s Number 4 a b	ge al ge al er: 5 a b	nd u	nders A 1 b	Ancie Le: 2 a b	nt Egy sson N 3 (a) b	pt lumbe 4 b	er: 5 a b	6 a b	1 (a) (b)	ihe S Les 2 a b	easide sson N 3 a b	e Numb 4 a b	per: 5 a b	6 a b	1 a b	South a Centra Less 2 a b	nd Amer on Nu 3 4 a a b I	can mber: 5 1 a b c	6 a b c c	1 a b	North Les 2 (a) b	a b	a b c	5 6 a a b b





UKS2

Drawing

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. **KS2 Art and Design National Curriculum**

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

- a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- b depict movement and perspective in drawings;
- c use a variety of tools and select the most appropriate;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

	Wildlif		ds Numb	er:	Jul (Plants and F Les		Numb	per:				nt Egy sson l	111	er:			The S Le:		e	er:				al An	nerica Numb			ľ		Amer sson l	rican Numb	V ver:	100 99
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
a	a	а	а	а	а	a	а	а	а	а	а	a	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	с	с	С	С	с	c	\bigcirc	С	с	с	С	с	C	С	С	С	с	C	C	С	С	С	С	С	С	с	C	с	с	С	С	С	с	\bigcirc	с
d	d	d	d	d	d	0	đ	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d





Painting

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

KS2 Art and Design National Curriculum

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

- a create a colour palette, demonstrating mixing techniques;
- **b** use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

	Wildlife Birds Lesson Number: Lesson Number:											nt Eg sson l	111-1	er:			The S Les	easid sson M		er:			South Centr Le:				Ø		North		rican Numb	er:	10		
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	а	а	а	а	а	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	a	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	Ь
С	с	С	с	с	с	с	С	С	С	с	С	С	С	с	С	С	C	С	С	С	С	С	С	С	С	С	С	с	с	с	C	С	С	С	©





Sculpture LKS2 UKS2 KS1 Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: plan and design a sculpture; а use tools and materials to carve, add shape, add texture and pattern; b develop cutting and joining skills, e.g. using wire, coils, slabs and slips; С use materials other than clay to create a 3D sculpture; d use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. е Plants South and The Seaside Wildlife Birds and Flowers Ancient Ea Central Am Lesson Number: Lesson Number: Lesson Number: Lesson Number: Lesson Number: Lesson Number: 2 2 3 5 1 5 1 3 5 2 3 5 6 1 3 5 6 1 4 6 2 3 4 6 2 5 6 1 2 3 4 6 1 4 4 4 **a** а а а а а а а а а а а а а а а а а а а а а а а а а а а а а a а а а а а **b (b)** b **b** b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b b \bigcirc \bigcirc С С \bigcirc С С С С С С С С С С C С С С С С С С C С С С С С С С С С С С С **d d** d **d d** d d **d** d d d d d d d d d **d** d d d d d d d d d d d d d d d d d d **e (e) e (e) e** е е е е е е е е е e е е е е е е е е е (e) е е е е е е е е е е е





LKS2

KS1

Collage

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials – collage.

- a add collage to a painted or printed background;
- b create and arrange accurate patterns;
- c use a range of mixed media;
- d plan and design a collage;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

	Wildli	fe Bir sson l		er:	Juit		Plants and F Le	lower	S S Numb	ber:			Ancie	nt Eg	10.0				The S Le:		e Numb	er:			South Centra	al Am	nerica Numb		b			Ame sson	rican Numb	er:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a	а	a	а	а	а	а	а
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	Ь	b	b	b	b
с	С	с	с	с	с	с	с	с	с	с	с	С	С	с	С	С	С	С	с	С	С	С	\odot	С	с	с	с	С	С	с	с	С	с	С	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	е	e	е	е	е	е	е	е	e	e	е	е	е	е





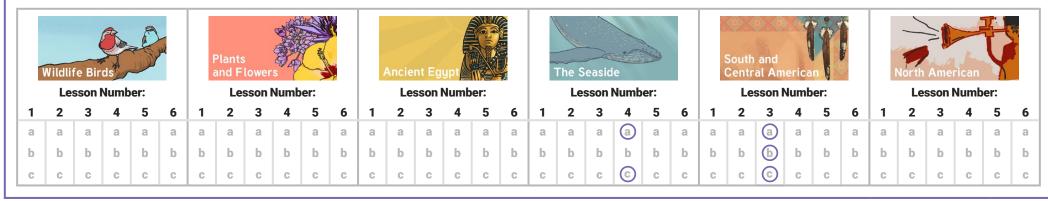
KS1

Textiles

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. **KS2 Art and Design National Curriculum**

To improve their mastery of art and design techniques with a range of materials – textiles.

- a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- b add decoration to create effect;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.







LKS2

KS1

Printing

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. **KS2 Art and Design National Curriculum**

To improve their mastery of art and design techniques with a range of materials – printing.

- a design and create printing blocks/tiles;
- b develop techniques in mono, block and relief printing;
- c create and arrange accurate patterns;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

		ife Bir		ber:	Ju			s lower		er:			Ancie Le:	nt Eg sson l	NY	er:				Geasid Isson I		er:				and al Am sson I			ÿ	,		Ame	rican Numb	er:	
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	a	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	а	a	а	а	а	а	а	а	а	a	а	а	а	а	а	а	а
b	b	b	b	b	b	b	b	Ь	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
с	с							C	с	с	с	с	с	с	с	с	с	с	с	0	с	с	с	с	с	с	с	C	с	с	с	с	с	с	с
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d





LKS2

KS1

Work of Other Artists

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

- a give detailed observations about notable artists', artisans' and designers' work;
- b offer facts about notable artists', artisans' and designers' lives;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.

		life Bi	rds Numb	ber:	Jul		Plants and F Le		1	ber:			Ancier Les	nt Egi sson l	101.00	er:			The S Les		e Numb	er:			South Centro Les		1.000		F		North	Amer sson l	rican Numb	er:	10
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
а	а	а	а	а	а	a	a	а	а	а	a	а	a	a	а	а	a	а	а	а	а	а	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	Ь	Ь	b	b	Ь	b	Ь	b	b	b	Ь	b	Ь	b	b	b	b	b	Ь	b	Ь	Ь	Ь	6	Ь	Ь	Ь	Ь	Ь
с	С	С	с	с	с	с	С	C	с	с	\odot	С	\odot	\odot	С	С	\odot	С	\odot	С	С	С	C	C	\odot	\odot	\odot	C	C	C	C	\odot	\bigcirc	\odot	\odot



