

2025	Year 1			Year 2		
Media	Drawing (pencil illustrations)	Sculpture (clay)	Printing (relief print)	Painting (watercolour)	Textiles (natural dye and weaving)	Collage (tissue paper)
Concept	Line Shape Texture	Form Shape	Line Shape Texture	Colour Texture	Colour Pattern Texture	Texture Shape Colour
Theoretical Knowledge	The role and development of drawing through history	Connections	Artists and their Art	Materials and processes	Meanings and interpretations	Cultural and contextual influences
Artist Study	Toys - Jane Hissey/Axel Scheffler & John Tinniel	Paddington Bear - Apolinario "Polo" Ramirez	Explorers - Orla Kiely	Local history - Jamie Sugg	Continents & Seas - Gunta Stolz	Great Fire of London - Henri Matisse
Careers link	Illustrator	Ceramic Artist	Fabric Designer	Painter	Textiles company	Illustrator
	Year 3			Year 4		
Media	Drawing (colour pencil)	Sculpture (recycled materials)	Collage (mosaic)	Printing (relief stamp)	Textiles (tie dye)	Painting (acrylics)
Concept	Line Shape Colour Texture	Form Shape Texture	Colour Pattern Shape	Line Texture Pattern	Colour Pattern	Colour Texture Tone
Theoretical Knowledge	Artists and their Art	The role and development of sculpture through history	Connections	Cultural and contextual influences	Materials & Processes	Meanings and interpretations
Artist Study	Rainforests - Henri Rousseau	Stone Age - Inspired by people of the Iron/Stone Age	Romans - Cleo Mussi	Anglo Saxons	(Egypt) – Marian Clayton	Volcanoes - Stephanie Peters
Careers Link	Publisher	Sculptor	Tiler	Seamstress	T-shirt designer	Painter
	Year 5			Year 6		
Media	Sculpture (wire)	Drawing (pencil)	Printing (lino carving)	Painting (free choice)	Textiles (batik)	Collage (everyday objects)
Concept	Form Shape Texture	Line Shape Colour Texture Tone Pattern	Line Shape Pattern Texture	Colour Texture Tone Space	Colour Pattern Texture	Texture Shape Pattern Tone
Theoretical Knowledge	Materials and processes	Connections	The role and development of printing through history	Artists and their art	Cultural and contextual influences	Meanings and interpretations
Artist Study	Egypt - Gavin Worth	Local history - Leonardo Da Vinci	Europe - Delita Martin	Around the world - Claude Monet	Early Islamic Civilisation	Industrial revolution - Kurt Schwitters
Careers Link	Sculptor	Curator	Printing company – newspaper/magazines	Painter	Clothing designer	Graphic designer

2026	Year 1			Year 2		
Media	Drawing	Sculpture	Printing	Painting	Textiles	Collage
Concept	Line Shape Texture	Form Shape	Line Shape Texture	Colour Texture	Colour Pattern Texture	Texture Shape Colour
Theoretical Knowledge	The role and development of drawing through history	Connections	Artists and their Art	Materials and processes	Meanings and interpretations	Cultural and contextual influences
Artist Study	Toys - Jane Hissey/Axel Scheffler & John Tinniel	Paddington Bear - Apolinario "Polo" Ramirez	Explorers - Orla Kiely	Local history - Jamie Sugg	Continents & Seas - Gunta Stolz	Great Fire of London - Henri Matisse
Careers link	Illustrator	Ceramic Artist	Fabric Designer	Painter	Textiles company	Illustrator
	Year 3			Year 4		
Media	Drawing	Sculpture	Collage	Printing	Textiles	Painting
Concept	Line Shape Colour Texture	Form Shape Texture	Colour Pattern Shape	Line Texture Pattern	Colour Pattern	Colour Texture Tone
Theoretical Knowledge	Artists and their Art	The role and development of sculpture through history	Connections	Cultural and contextual influences	Materials & Processes	Meanings and interpretations
Artist Study	Rainforests - Henri Rousseau	Stone Age - Inspired by people of the Iron/Stone Age	Romans - Cleo Mussi	Anglo Saxons	(Ancient Egypt) – Marian Clayton	Volcanoes - Stephanie Peters
Careers Link	Publisher	Sculptor	Tiler	Seamstress	T-shirt designer	Painter
	Year 5			Year 6		
Media	Sculpture	Drawing	Printing	Painting	Textiles	Collage
Concept	Form Shape Texture	Line Shape Colour Texture Tone Pattern	Line Shape Pattern Texture	Colour Texture Tone Space	Colour Pattern Texture	Texture Shape Pattern Tone
Theoretical Knowledge	Materials and processes	Connections	The role and development of printing through history	Artists and their art	Cultural and contextual influences	Meanings and interpretations
Artist Study	(Ancient Greece) – Celia Smith	Local history - Leonardo Da Vinci	Europe - Delita Martin	Around the world - Claude Monet	Early Islamic Civilisation	Industrial revolution - Kurt Schwitters
Careers Link	Sculptor	Curator	Printing company – newspaper/magazines	Painter	Clothing designer	Graphic designer

Breakdown of Concept Skills

Drawing				
	Early Years	KS1 - Y1	LKS2 - Y3	UKS2 - Y5
Theoretical Knowledge		The role and development of drawing through history	Artists and their Art	Connections
Artist Study		Jane Hissey/Axel Scheffler & John Tinniel	Henri Rousseau	Leonardo Da Vinci
Line	To begin to use a variety of drawing tools to create lines.	To draw lines of varying thickness.	To experiment with showing line with different hardness of pencils.	To use a variety of techniques to add effects, e.g. hatching and cross-hatching;
Shape	To draw with increasing complexity and detail, such as representing a face with a circle and including details.	To show some control in the drawings they produce.	To use shading to show light and shadow effects.	To depict movement and perspective in drawings.
Texture		To use dots and lines to demonstrate pattern and texture.	To experiment with showing texture with different hardness of pencils.	To use a variety of techniques to add effects, e.g. shadows and reflection.
Colour			To use different materials to draw, e.g. pastels, chalk, felt tips.	To use a variety of materials or tools and select the most appropriate.
Tone				To use a variety of techniques to demonstrate an awareness of purpose e.g. smudging techniques create a ghostly figure.
Pattern				To refine their artwork through use of more intricate detail.
Vocabulary	Mark-make, draw, lines, circles, colour	portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Assessment (PA)	ELG 2021 Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.	Given a starting point, explores their ideas and records their experiences. Show some control in the artwork they produce. Is aware of variations produced by changing tools or technique. Say how their artwork is like that of an artist, designer or craft maker they have explored.	Begins to record initial ideas and observations in their sketchbook. Begins to add detail to their artwork through the use of colour, pattern, texture, line, shape, form and space. Begin to describe their own and others artwork, using this to adapt and improve ideas.	Begins to use their sketchbook to record ideas and make observations, gathering inspiration from different sources. Begins to make choices in their artwork, demonstrating an awareness of purpose. Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.

Sculpture				
	Early Years	KS1 - Y1	LKS2 - Y3	UKS2 - Y5
Theoretical Knowledge		Connections	The role and development of sculpture through history	Materials and processes
Artist Study		Apolinario "Polo" Ramirez	Inspired by people of the Iron/Stone Age	Gavin Worth
Form	To handle, feel, enjoy and manipulate different materials.	To use clay for sculpting.	To use a variety of recycled and manufactured materials for sculpting, e.g. straw, plastic, paper, card and papier mache.	To use wire for sculpting.
Shape		To use a variety of shapes by rolling, cutting, and pinching.	To cut, make and combine shapes to create recognisable forms.	To develop cutting and joining skills to add shape.
Texture			To add materials to the sculpture to create detail and texture.	To use tools and materials to add shape, add texture and pattern.
Vocabulary	Rolling, kneading, shaping, texture, construct, join	sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, shapes, materials, abstract, geometric.	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.	form, structure, texture, shape, mark, soft, join, tram, cast, land art, installation.
Assessment (PA)	ELG 2021 Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Is curious about different materials; tries things out. Is aware of variations produced by changing tools or technique. Suggest differences and similarities in their own and others artwork, sharing what they think and feel about it.	Begins to develop ideas by experimenting with different media and materials, often following a suggested line of enquiry. Begins to add detail to their artwork through the use of colour, pattern, texture, line, shape, form and space. Begin to describe their own and others artwork, using this to adapt and improve ideas.	Begins to develop and elaborate on their initial ideas, showing signs of a unique style. Begins to refine their artwork through use of more intricate detail. Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.

Printing				
	Early Years	KS1 - Y1	LKS2 - Y4	UKS2 - Y5
Theoretical Knowledge		Artists and their Art	Cultural and contextual influences	The role and development of printing through history
Artist Study		Orla Kiely	Inspired by Anglo-Saxon craftsman	Rembrandt van Rijn
Line	To experiment with rubbings of natural and manmade objects.	To design and draw a relief print using a polystyrene tile.	To design and make a stamp for relief printing.	To design and cut a design in lino for printing.
Shape	To print with variety of objects and colours.	To demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.		To use a variety of techniques to add effects.
Pattern			To replicate patterns from observations and make repeated patterns with precision.	To create and arrange accurate patterns.
Texture		To use a variety of materials, e.g. sponges, fruit, blocks.	To build up layers, colours or textures, using other materials or paint.	To use a variety of colours and layers to create texture.
Vocabulary	colour, shape, printing, rubbing, relief.	colour, shape, printing, printmaking, relief printing, objects, block printing ink, polystyrene printing tiles, inking rollers.	line, pattern, texture, colour, shape, resist, glue, paint, dye, fabric, cotton, vibrant, background, coat, layers.	pattern, shape, tile, colour, arrange, carbon, transfer, overlay, contrast, ink.
Assessment (PA)	ELG 2021 Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Given a starting point, explores their ideas and records their experiences. Is aware of variations produced by changing tools or technique. Say how their artwork is like that of an artist, designer or craft maker they have explored.	Begins to record initial ideas and observations in their sketchbook. Begin to choose from techniques they have learnt to communicate meaning. Begin to describe their own and others artwork, using this to adapt and improve ideas.	Begins to use their sketchbook to record ideas and make observations, gathering inspiration from different sources. Begins to refine their artwork through use of more intricate detail. Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.

Collage				
	Early Years	KS1 - Y2	LKS2 - Y3	UKS2 - Y6
Theoretical Knowledge		Cultural and contextual influences	Connections	Meanings and interpretations
Artist Study		Henri Matisse	Cleo Mussi	Kurt Schwitters
Texture	To explore and experiment with different textures.	To add texture by mixing materials using tissue paper, card and other materials by overlapping and layering.		To add collage to a painted or printed background.
Shape	To place torn pieces of tissue paper to create a desired shape.	To use a combination of materials that have been cut, torn and glued.	To refine work as they go to ensure precision when making a mosaic.	To use different colours when designing and making pieces of work and justify their ideas.
Colour		To use colours that compliment their design.	To select colours to create effect, giving reasons for their choices.	
Pattern			To learn and practise a variety of techniques, e.g. overlapping, tessellation and mosaic.	To create and arrange accurate patterns.
Tone				To use a range of mixed media to add effects.
Vocabulary	Collage, overlap, tear, rip	collage, squares, gaps, features, cut, place, arrange, overlap, layer.	texture, shape, form, pattern, mosaic, tessellation.	shape, form, arrange, fix, background, foreground, overlap, layer.
Assessment (PA)	ELG 2021 Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Uses a range of materials creatively. Knows a wide range of techniques using colour, pattern, texture, line, shape, form and space. Make links between the art they learn about and their own work.	Uses a sketchbook to record initial ideas and observations. Adds detail to their artwork through the use of colour, pattern, texture, line, shape, form and space. Describe their own and others artwork, using this to adapt and improve ideas.	Uses their sketchbook to record ideas and make observations, gathering inspiration from different sources. Makes choices in their art which show an awareness of their purpose. Compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.

Textiles				
	Early Years	KS1 - Y2	LKS2 - Y4	UKS2 - Y6
Theoretical Knowledge		Meaning and interpretations	Materials and processes	Cultural and contextual influences
Artist Study		Gunta Stolzl	Marian Clayden	Inspired by Early Islamic Civilisation
Colour		To use a hammer technique using natural dyes to alter a textile's colour.	To use a tie-dyeing technique to alter a textile's colour.	To use dye to alter a textile's colour.
Pattern		To show a pattern by weaving.	To use a tie-dyeing technique to alter a textile's pattern	To use a Batik technique (melted wax/batik glue) to create a pattern they have designed.
Texture				To use multiple layers of dye and wax/glue to produce texture.
Shape		To develop skills in cutting and knotting.		
Vocabulary		textiles, fabric, decoration, decorative, dye, ink, apply, set.	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, weaving, woven, placemat, loom, alternate, over, under.	pattern, line, texture, colour, fabric, pattern, batik dye, crayons, wax, resist.
Assessment (PA)		Explores their ideas and record their experiences. Makes simple choices in the art they produce. Make links between the art they learn about and their own work.	Develops ideas by experimenting with different media and materials, sometimes following their own line of enquiry. Adds detail to their artwork through the use of colour, pattern, texture, line, shape, form and space. Describe their own and others artwork, using this to adapt and improve ideas.	Develops and elaborates on their initial ideas, showing signs of a unique style. Refine their artwork through use of more intricate detail. Compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.

Painting				
	Early Years	KS1 - Y2	LKS2 - Y4	UKS2 - Y6
Theoretical Knowledge		Materials and processes	Meanings and interpretations	Artists and their art
Artist Study		Jamie Sugg	Stephanie Peters	Claude Monet
Colour	To explore colour and colour mixing.	To name the primary and secondary colours and to mix primary colours to make secondary colours.	To mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.	To have secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
Texture	To experiment with different brushes and different types of paint.	To experiment with different brushes (including brushstrokes) and other painting tools.	To create different textures and effects with paint and varied brush techniques.	To use a range of paint (acrylic, oil paints, water colours) and painting tools to create visually interesting pieces.
Tone			To add white and black to alter tints and shades.	To use a variety of techniques to demonstrate an awareness of purpose.
Space				To show an awareness of how paintings are created (composition).
Vocabulary	Materials, tools, technique, match, mix, brush, colour, poster paint, watercolour paint, powder paint.	primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, tints, shades.	blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Assessment (PA)	ELG 2021 Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Explores their ideas and record their experiences. Knows a wide range of techniques using colour, pattern, texture, line, shape, form and space. Describes the differences and similarities between different practises and disciplines.	Develops ideas by experimenting with different media and materials, sometimes following their own line of enquiry. Chooses from techniques they have been taught to communicate meaning. Describe their own and others artwork, using this to adapt and improve ideas.	Develops and elaborates on their initial ideas, showing signs of a unique style. Makes choices in their art which show an awareness of their purpose. Compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.