

**The national curriculum for Art and Design aims to ensure that all pupils:**

- 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

**Early Learning Goals for EYFS**

**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**

**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 works

**Key Stage 2 National Curriculum Expectations**

**Pupils should be taught:**

- 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

**Art and Design Progression of Knowledge and Skills**

**National Curriculum Aims**

All pupils should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

All pupils should evaluate and analyse creative works using the language of art, craft and design.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing that... (declarative knowledge)	Appreciation of artists	<b>KS1 Art and Design National Curriculum</b> Pupils should be taught about the work of a range of artists, craft makers and designers, describing the different and similarities between different practices and disciplines, and making links to their own works.  Children can: a discuss the work of a chosen artist; b give an opinion about a piece of art.	<b>KS1 Art and Design National Curriculum</b> Pupils should be taught about the work of a range of artists, craft makers and designers, describing the different and similarities between different practices and disciplines, and making links to their own works.  Children can: a recognise and discuss the work of a chosen artist; b discuss the similarities and differences between pieces of artwork; c recreate a piece of artwork in the style of an artist they know.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught about great artists, architects and designers in history.  Children can: a discuss how artwork makes them feel; b evaluate their own work, making links to the work of a well-known artist.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught about great artists, architects and designers in history.  Children can: a discuss how a chosen artist has created their artwork; b use a well-known artist's techniques to inspire their own artwork.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught about great artists, architects and designers in history.  Children can: a explore a chosen artist, finding out about their lives, works and techniques; b compare their own artwork to the work of a well-known artist.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught about great artists, architects and designers in history.  Children can: a choose a well-known artist to explore, finding out about their lives, work and techniques; b think critically about a piece of artwork, including their own and that of their peers, using technical language.

Recommended artists, architects and designers	<p><b>Artist</b> <b>Vincent van Gogh</b> – Dutch painter known for Post-Impressionism. Useful vocabulary: <i>landscapes, portraits, still life, oil paint, water colour, materials, sketch, smooth, brushwork, fine shading, bright, contrasting, colour, Post-Impressionism (a style of painting).</i></p> <p><b>Craft maker</b></p> <p><b>Designer</b></p> <p><b>Wassily Kandinsky</b> – Russian painter. Useful vocabulary: <i>paint, painter, painting, colour, emotions, shapes, curves, straight lines, circles.</i></p> <p><b>Henri Rousseau</b> – French Post-Impressionist artist who focuses on drawing and painting. Useful vocabulary: <i>paint, draw, painter, drawer, colour, shape, flowers, plant life, portrait, wild animals.</i></p> <p><b>Steven Brown</b> – Scottish painter. Useful vocabulary: <i>paint, painter, painting, modern, colour, vibrant, fun.</i></p>	<p><b>Artist</b> <b>Claude Monet</b> – French Impressionist painter. Useful vocabulary: <i>impressionist, impressionism, painter, paint, brushstroke, light, time of day, seasons, weather, mixing, colour, shades, landscape, cityscape.</i></p> <p><b>Raku Inoue</b> – Canadian artist. Useful vocabulary: <i>inspired, ikebana (style of Japanese flower arranging), hand-craft, natural materials, creation, portrait, insects, animals.</i></p> <p><b>Craft maker</b></p> <p><b>Designer</b></p> <p><b>Georgia O’Keeffe</b> – American painter who focused on flowers and landscapes. Useful vocabulary: <i>paint, painter, painting, close up, view, oil paint, vibrant, bold, colour, simplified, dramatic, abstract, landscape, modernism.</i></p>	<p><b>Artist</b> <b>Laurence Stephen (LS) Lowry</b> – British artist who is known for his drawings and paintings. Useful vocabulary: <i>oil paint, painter, painting, industrial, cityscape, urban, landscape, sketch, human figures.</i></p> <p><b>Architect</b></p> <p><b>Designer</b></p> <p><b>Andy Goldsworthy</b> – British artist, sculptor and photographer who is nature based. Useful vocabulary: <i>natural, materials, mimic, shape, colour, stone, wood, leaves, sticks, chalk, sand, wool, clay, ice, mud, sculpture/s, sculptor, inspire, curve, circle, circular, spiral, arch, land art, environmental art, rock balancing.</i></p> <p><b>Gustave Eiffel</b> – French engineer and architect. Useful vocabulary: <i>metal, structure, bridges, industrial, framework.</i></p>	<p><b>Artist</b> <b>Andy Warhol</b> – American Pop artist. Useful vocabulary: <i>silk, screen printmaking, technique, copy, same, image, repeated, pattern, paintings, portraits, iconic, bright, colours.</i></p> <p><b>Henri Matisse</b> – French artist known for his paintings (fauvism) and collages. Useful vocabulary: <i>colour, shape, paint, painter, paintings, fauvism (style of painting using lots of different colours), portrait, still life, collage, materials, patterned.</i></p> <p><b>Frank Bowling</b></p> <p><b>Architect</b></p> <p><b>Designer</b></p> <p><b>Georges Seurat</b> – French artist who is known for the creation of Pointillism (a painting technique). Useful vocabulary: <i>paint, painter, painting technique, style, Pointillism, pointillist, tiny dots, close together, science of optics, colour, blend, solid, canvas.</i></p> <p><b>Giuseppe Arcimboldo</b> – Italian artist who is known for his paintings. Useful vocabulary: <i>portrait, fruits, vegetables, meat, fish, represent, connection, paint, painter, painting/s.</i></p> <p><b>Frank Gehry</b> – Canadian American architect. Useful vocabulary: <i>unique, quirky, deconstructivist, postmodernism, sculptural, nontraditional materials, free-form, engineering, computer technology</i></p> <p><b>Sir Christopher Wren</b> – British architect known for designing many London churches including St Paul’s Cathedral. Useful vocabulary: <i>architect, design, churches, influenced, French and Italian baroque style, medieval, surveyor, craftsmen, plasterer, wood carver.</i></p>	<p><b>Artist</b> <b>Paul Nash</b> – British artist who was an official war artist during WWI and WWII. Useful vocabulary: <i>painter, landscape, influenced, abstract, feelings, emotions, colour, shape, brush marks, perspective, Surrealism (art and writing inspired by thoughts in our subconscious), document, war.</i></p> <p><b>Architect</b></p> <p><b>Designer</b></p> <p><b>Pablo Picasso</b> – Spanish painter. Useful vocabulary: <i>paint, painter, painting/s, realistic, abstract, Cubist movement, Cubism (painting a person or object from different angles using geometric shapes), angle, geometric, shape/s, materials, collage, sculptor, poet, pottery.</i></p> <p><b>Zaha Hadid</b> – British architect. Useful vocabulary: <i>radical, design, deconstructivist, geometric, paper architect, angular, interconnecting spaces, dynamic, sculptural, curves, sleek, fluid.</i></p> <p><b>Antoni Gaudi</b> – Spanish modernist architect. Useful vocabulary: <i>architect, buildings, chimneys, 3D models, mosaic, tiles, shape, inspire, nature, geometric, pattern, religion, design, modernist/a (a movement of artists, poets and architects to capture the essence of Catalan culture).</i></p>	<p><b>Artist</b> <b>Banksy</b> – British graffiti artist who is known for his anonymity. Useful vocabulary: <i>identify, hidden, anonymous, vandalism, opinion, events, political activist, themes, greed, poverty, despair, celebrities, government, war, tag, technique, stencils, spray paint.</i></p> <p><b>Architect</b></p> <p><b>Designer</b></p> <p><b>Salvador Dali</b> – Spanish artist known for Surrealism. Useful vocabulary: <i>drawing, charcoal, influenced, Surrealism (art that is an expression of dreams and the unreal), dreams, imagination, subconscious, painting, paint, painter.</i></p> <p><b>Frida Kahlo</b> – Mexican artist. Useful vocabulary: <i>modern, draw, drawing, paint, painter, self-portrait, women, bright colours, vibrant, Mexican heritage.</i></p> <p><b>Ludwig Mies van der Rohe</b> – American architect who built bridges and roads during World War One. Useful vocabulary: <i>modernist, simple, simplicity, International style, Barcelona chairs, basic materials, high-rise buildings, steel, glass, less is more, detail</i></p>
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<b>Definitions</b>	<b>Artists</b> – People who are engaged in a broad spectrum of visually led ideas and activities aligned to the expressive arts  <b>Designers</b> - People who are engaged in the production of functional products, services and systems	
	<b>Craft makers</b> – People who create one off or batches of handmade artefacts and objects, to include weavers, ceramicists, toy and automata makers, basket makers, furniture makers, knitters and blacksmiths. Craftspeople are often defined as sole traders, working as a 'creative industry of one'	<b>Architects</b> – The profession of planning, designing and constructing buildings

## Art and Design Progression of Knowledge and Skills

### National Curriculum Aims

All pupils should become proficient in drawing, painting, sculpture and other art, craft and design techniques.  
 All pupils should produce creative work, exploring their ideas and recording their experiences.

		KS1	LKS2	UKS2
		<b>KS1 Art and Design National Curriculum</b> Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Pupils should be taught to use a range of materials creatively to design and make products.  Pupils should be taught to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught 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].  Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	<b>KS2 Art and Design National Curriculum</b> Pupils should be taught 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]  Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.
<b>Knowing how to... (procedural knowledge)</b>	<b>Drawing</b>	Children can: a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pencils, pastels, chalk, felt tips, charcoal, crayons; d use key vocabulary to demonstrate knowledge and understanding, for example, <i>line drawing, detail, pastels, drawings, line, bold, size, space</i> .	Children can: 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, for example, pencils, pastels, chalk, felt tips, crayons, charcoal; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding, for example, <i>light, dark, tone, shadow, line, pattern, texture, form, shape, outline</i> .	Children can: a use a variety of techniques to add effects, for example, 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, for example, <i>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy</i> .
	<b>Painting</b>	Children can: 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, for example, <i>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke</i> .	Children can: a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, for example, tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding, for example, <i>colour, foreground, middle ground, background, warm, blend, mix, line, tone, fresco (painting on fresh lime plaster)</i> .	Children can: 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, for example, <i>blend, mix, line, tone, shade, absorb, colour</i> .

	<b>Sculpture</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a use a variety of natural, recycled and manufactured materials for sculpting, for example, clay, straw and card;</li> <li>b use a variety of techniques, for example, rolling, cutting, pinching;</li> <li>c use a variety of shapes, including lines and textures;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, installation, shapes, materials.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a cut, make and combine shapes to create recognisable forms;</li> <li>b use clay and other malleable materials and practice joining techniques;</li> <li>c add materials to the sculpture to create detail;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>rectangular, circular, square, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a plan and design a sculpture;</li> <li>b use tools and materials to carve, add shape, add texture and pattern;</li> <li>c develop cutting and joining skills, for example, using wire, coils, slabs and slips;</li> <li>d use materials other than clay to create a 3D sculpture;</li> <li>e use key vocabulary to demonstrate knowledge and understanding, for example, <i>form, structure, texture, shape, mark, soft, join, tram, cast.</i></li> </ul>
<b>Knowing how to... (procedural knowledge)</b>	<b>Collage</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a use a combination of materials that have been cut out, torn and glued;</li> <li>b sort and arrange materials;</li> <li>c add texture by mixing materials;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>collage, square, gaps, mosaic, features, cut, place, arrange.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a select colours and materials to create effect, giving reasons for their choices;</li> <li>b refine work as they go to ensure precision;</li> <li>c learn and practice a variety of techniques, for example, overlapping, tessellation, mosaic and montage;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>texture, shape, form, pattern, mosaic.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background;</li> <li>b create and arrange accurate patterns;</li> <li>c use a range of mixed media;</li> <li>d plan and design a collage;</li> <li>e use key vocabulary to demonstrate knowledge and understanding, for example, <i>shape, form, arrange, fix.</i></li> </ul>
	<b>Textiles</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a show pattern by weaving;</li> <li>b use a dyeing technique to alter a textile's colour and pattern;</li> <li>c decorate textiles with glue or stitching, to add colour and detail;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>textiles, fabric, weaving, woven, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a select appropriate materials, giving reasons;</li> <li>b use a variety of techniques, for example, printing, dyeing, weaving and stitching to create different textural effects;</li> <li>c develop skills in stitching, cutting and joining;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>b add decoration to create effect;</li> <li>c use key vocabulary to demonstrate knowledge and understanding, for example, <i>colour, fabric, weave, pattern.</i></li> </ul>
	<b>Printing</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a copy an original print;</li> <li>b use a variety of materials, for example, sponges, fruit, blocks;</li> <li>c demonstrate a range of techniques, for example, rolling, pressing, stamping and rubbing;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>colour, shape, printing, printmaking, woodcut, relief printing, objects.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a use more than one colour to layer in a print;</li> <li>b replicate patterns from observations;</li> <li>c make printing blocks;</li> <li>d make repeated patterns with precision;</li> <li>e use key vocabulary to demonstrate knowledge and understanding, for example, <i>line, pattern, texture, colour, shape, block printing ink, printing block, inking rollers.</i></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a design and create printing blocks/tiles;</li> <li>b develop techniques in mono, black and relief printing;</li> <li>c create and arrange accurate patterns;</li> <li>d use key vocabulary to demonstrate knowledge and understanding, for example, <i>Hapa-Zome (leaf dye), hammering, pattern, shape, polystyrene printing tiles, tile, colour, arrange, collograph (a type of printing process).</i></li> </ul>

Glossary of terms from the National Society for Education of Art and Design (NSEAD): <https://www.nsead.org/resources/curriculum/the-national-curriculum-in-england/glossary/>