



"Serve one another in love"

Art and Design at Upton Heath Church of England Primary School

Art and Design Curriculum Statement

Subject Lead: Charlie Wild-McGregor

Intent:

At Upton Heath CE Primary School our teaching of Art and Design is informed by the Pathways to Write long term curriculum plan, which is directly linked to the national curriculum as well as other Art projects/days/weeks that link to other areas of the curriculum, our school vision and special events. Art contributes to children's personal development through creativity, independence, judgement and self-reflection. The curriculum at UHPS is carefully planned and structured to encapsulate our curriculum intent of REACH (Relevant, Engaging, Aspirational, Creative and Holistic).

We teach a skills-based art curriculum, which gives opportunities for children to express their creative imagination as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture, all whilst studying a range of noted contemporary and classical artists. We ensure that current learning is linked to previous learning as part of a sequential curriculum, enabling children to achieve the end of year expectations. In line with the national curriculum 2014, the Art and Design curriculum at UHPS aims to ensure that all pupils:

- are engaged, inspired and challenged, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are encouraged to think critically and develop a more rigorous understanding of art and design.
- gain knowledge of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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The Art and Design Curriculum

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1					
Year 2	Autumn 1	Troll Swap	Drawing Study of Joan Miro – create your own troll Joan Miro style Using colour, pattern, texture, line, shape, form and space.	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Twitter/Newsletter/Website	Children will develop their use of different grades of pencils and use of charcoal and pastels. Children will develop skills of creating different tones using light and dark. Children will be able to draw something remembered or imagined as well as real life and direct experience.
Year 3		Seal Surfer	Drawing/Painting Hokusai – The great wave off Kanagawa Painting, colour mixing	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Twitter/Newsletter/Website	Children will develop their use of sketches to produce a final piece of work, e.g. a painting and Children will develop their use of different grades of pencil shade, to show different tones and texture, beginning to develop awareness of objects having a third dimension. Children will be able to predict with accuracy the colours that they mix. Children will have knowledge of where each of the primary and secondary colours sits on the colour wheel. Children will be able to create a background using a wash or a block colour. Children will develop skills of using a range of brushes to create different effects using different scales.
Year 4		Gorilla	Drawing/Painting Greatest Showman Circus or zoo posters Drawing and painting	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Twitter/Newsletter/Website	Children will begin to show facial expressions and create mood in their drawings/paintings. Children will be able to identify and draw simple objects, and use marks and lines to produce texture. Children will develop skills to organise line, tone, shape and colour to represent figures and forms in movement. Children will develop skills of showing reflections. Children will be able to explain why they have chosen specific materials to draw. Children are able to create all the colours they need. Children will develop their mixing to create tints and shades, using white paint and water.
Year 5					
Year 6		Star of Hope, Star of Fear	Drawing/Painting Light and shadows WW2 searchlight art LS Lowry - Blitz paintings	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Twitter/Newsletter/Website Topic books	Children will confidently explain why they have combined different tools to create their drawings and be able to talk about their chosen techniques. • Children will have developed their own style and explain what it is. Children will be able to explore the effect of light and colour, texture and tone on natural and man-made objects. Children will have developed using complimentary colours in their work.

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1		Nibbles Traditional Tales	Collage Create own fairy tale collage using colour, pattern, texture, line, shape, form and space.	Knowledge Organisers Display Home learning links to topic where appropriate Artist study	Children will be able to cut and tear paper and card for their collages. Children are able to gather and sort the materials they will need.

	Autumn 2		Link to artist (Kandinsky/Hunderwasser)	Sketchbooks Collaborative art Use of a range of materials and textures Twitter/Newsletter/Website	Children are able to extend an image within a theme or topic. Children will have developed skills to create images from a variety of media, e.g. photocopied material, fabric, crepe paper, magazines. Children will develop skills to be able to observe and draw shapes from landscapes.
Year 2					
Year 3					
Year 4		Leon and the Place Between	Drawing/Painting Greatest Showman Circus or zoo posters Drawing and painting	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Twitter/Newsletter/Website	Children will develop skills to begin to show facial expressions. Children are able to identify and draw simple objects, and use marks and lines to produce texture. Children will develop skills to organise line, tone, shape and colour to represent figures and forms in movement as well as showing reflections. Children will be able to explain why they have chosen specific materials to draw. Children are able to create all the colours they need. Children will develop their mixing to create tints and shades, using white paint and water.
Year 5		The Lost Happy Endings	Drawing/Painting Jane Ray illustrations (look at Jinnie Ghost as well as Lost Happy Endings)	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Twitter/Newsletter/Website	Children are able to identify and draw simple objects, and use marks and lines to produce texture. Children will develop an awareness and begin to consider elements of composition and issues such as 'near' and 'far'. Children will develop shading skills to create mood and feeling. Different techniques will be developed such as shading/hatching. Children will be able to confidently create all the colours they need. Children will develop their paintings to create mood and express their emotions. Children will develop skills in how they experiment with different paints (poster, water, and acrylic) and choose paints to achieve different effects. Children are able to develop a painting from a drawing. Children will identify complementary and contrasting colours.
Year 6					

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 1	The Lion Inside	Painting/3D Create an African mask and/or instrument	Knowledge Organisers Display Home learning links to topic where appropriate Art from around the world Sketchbooks Use of a range of materials and textures Twitter/Newsletter/Website	Children can communicate something about themselves in their painting. Children understand the safety and basic care of materials and tools. Children experiment with construction, joining recycled, natural and manmade materials. Children are able to construct using simple joining and fastening techniques.
Year 2		Dragon Machine	Painting/Collage Birds eye maps/paintings of the landscapes travelled over by the dragons	Knowledge Organisers Display Home learning links to topic where appropriate Artist study	Children understand how to mix paint to create all the secondary colours. Children will mix and match colours, predict outcomes.

				Sketchbooks Collaborative collage Twitter/Newsletter/Website	Children will be able to mix their own brown, make tints by adding white and tones by adding black. Children experiment with tools and techniques, e.g. mixing media. Children will develop skills of creating individual and group collages. Children can fold, crumple, tear and overlap papers.
Year 3		Stone Age Boy	3D/Drawing/Use of IT Stone age art Early cave paintings	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Outdoor art – mud paintings Twitter/Newsletter/Website	Children will develop skills to write an explanation of their sketch in notes. Children will predict with accuracy the colours that they mix. Children know where each of the primary and secondary colours sits on the colour wheel. Children are able to create a background using a wash or a block colour. Children are able to use a range of brushes to create different effects using different scales. Children develop skills of using simple casting methods, e.g. pressing objects into plasticine and cast with wet plaster. Children are able to use the web to research an artists or style of art.
Year 4					
Year 5					
Year 6		Selfish Giant	Drawing/Painting Paul Cezanne – still life of fruit (link with illustrations in Selfish Giant) Links to Mondrian	Knowledge Organisers Display Home learning links to topic where appropriate Artist study/comparison Sketchbooks Collaborative art Twitter/Newsletter/Website Topic books	Children are able to explain why they have chosen specific drawing techniques. Children develop close observational skills using view finders. Children develop their own style. Children are able to use a wide range of techniques in their work and explain why they have chosen specific techniques. Children develop their skills to explore the effect if light and colour, texture and tone on natural and man-made objects. Children look at both 'real life' and 'abstract' paintings. Children work with complimentary colours.

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 2	The Curious Case of the Missing Mammoth	Drawing Self-portraits to display in our gallery/museum – using line/shape/colour	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Modelling portrait tutorials Use of a range of drawing materials Twitter/Newsletter/Website	Children are able to make marks for a purpose/meaning. Children explore scale. Children observe and draw shapes from anatomy and patterns. Children develop skills of using pencil and crayons. Children are able to draw lines of different shapes and thickness, using 2 different grades of pencil.

					Children develop ways to communicate something about themselves in their painting.
Year 2		Major Glad, Major Dizzy	Textiles Textiles - make samplers and practise cross stitch/needlework	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative collage Twitter/Newsletter/Website	Children are able to change and modify threads and fabrics – threading. Children are able to apply shapes with glue or by stitching. Children work together to create part of a class patchwork.
Year 3		Big Blue Whale	Collage Henri Matisse 'cut outs' - Polynesia, the sea or Beasts of the sea	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Twitter/Newsletter/Website	Children are able to cut very accurately and overlap materials. Children will experiment using different colours. Children will develop the use of collage materials to represent objects.
Year 4					
Year 5					
Year 6					

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 1	Toys in Space	Painting Van Gogh starry night – Painting Use drawing, painting and sculpture to recreate space/starry night Add 3D textures to painting	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Modelling portrait tutorials Use of a range of drawing materials Twitter/Newsletter/Website	Children develop skills and techniques to create moods in their paintings. Children are able to choose to use thick and thin brushes as appropriate. Children are able to paint a picture of something they can see. Children are able to name the primary and secondary colours. Children explore and mix primary colours to make other colours. Children develop ways of creating textured paint by adding materials such as sand, sawdust or plaster.
Year 2		The Last Wolf	Collage/Painting/Use of IT Banksy – graffiti art Develop a wide range of techniques/ work of artists	Knowledge Organisers Display/locality artwork Home learning links to topic where appropriate Artist study Sketchbooks Modern/Contemporary Twitter/Newsletter/Website	Children are able to mix paint to create all the secondary colours. Children develop skills of being able to mix and match colours, predict outcomes. Children experiment with tools and techniques, e.g. mixing media. Children understand safety and basic care of materials and tools. Children are able to create a picture independently. Children develop the use simple IT mark-

				making tools, e.g. brush and pen tools. Children develop their skills of editing their own work. Children develop skills to create a print like a designer. (overlapping motifs and colours)
Year 3				
Year 4	Where the Forest Meets the Sea Rainforests in 30 Seconds	Drawing/Painting/Printing/Collage/3D Henri Rousseau – Collage Tropical forest with Apes and snakes Tiger in a tropical storm	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Twitter/Newsletter/Website	Children can identify and draw simple objects, and use marks and lines to produce texture. Children develop skills to organise line, tone, shape and colour to represent figures and forms in movement. Children can explain why they have chosen specific materials to draw. Children can create all the colours they need, mix and use tints and shades, using white paint and water. Children develop skills to print using at least four colours. Children are able to create an accurate print design. Children develop printing skills, printing onto different materials, using stencils, combining colours and techniques to build up an image or pattern.
Year 5	The Paperbag Prince	3D Sculpture – Barbara Hepworth Create own sculpture from recycled materials	Knowledge Organisers Display/locality artwork Home learning links to topic where appropriate Artist study Sketchbooks Twitter/Newsletter/Website	Children use rigid materials (cardboard, leather hard clay) and explore bending, sticking and cutting these. Children shape, model and construct from observation or imagination. Children use recycled, natural and man-made materials to create sculptures. Children are able to plan a sculpture through drawing and other preparatory work.
Year 6	Manfish	Painting/Printing Keith Siddle Create contrasting colour paintings with repeating patterns of fish	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Collaborative art Twitter/Newsletter/Website Topic books	Children can explain what their own style is. Children use a wide range of techniques in their work. Children can explain why they have

					chosen specific painting techniques. Children explore the effect if light and colour, texture and tone on natural and man-made objects. They can look at both 'real life' and 'abstract' paintings. Children can work with complimentary colours and overprint using different colours? Children are able to look very carefully at the methods they use and make decisions about the effectiveness of their printing methods. Children develop ways to combine methods of printmaking – direct printing, incised printing and stencil to build up images and patterns.
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Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 2				
Year 2		Grandad's Secret Giant	Painting/Printing Creating a class/school/locality mural – what would we add to our mural?	Knowledge Organisers Display/locality artwork Home learning links to topic where appropriate Artist study Sketchbooks Modern/Contemporary Collaborative art Twitter/Newsletter/Website	Children can mix paint to create all the secondary colours. Children can mix and match colours, predict outcomes and can mix their own brown. Children are able to make tints by adding white and make tones by adding black. Children experiment with tools and techniques, e.g. mixing media. Children create a print like a designer. (overlapping motifs and colours)
Year 3		Zeraffa Giraffa	Painting/Collage Steven Brown – Giraffe Drawings/paintings (charcoal, pencil drawings and mark making, colour, mosaic)	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Modern/Contemporary Twitter/Newsletter/Website	Children can overlap materials. Children experiment using different colours. Children develop use of mosaic. Children use collage materials to represent objects.
Year 4					
Year 5		The Hunter	Painting/Textiles/Printing Large scale elephant paintings/textiles (Batik), or Islamic art and patterns	Knowledge Organisers Display Home learning links to topic where appropriate Artist study Sketchbooks Art from around the world Twitter/Newsletter/Website	Children print onto different materials. Children are able select and use materials to embellish work. Children develop skills and experiment with Batik technique. Children experiment with different paints (poster, water, and acrylic) and choose paints to achieve different effects. Children develop a painting from a drawing. Children can identify complementary and contrasting colours?
Year 6					

Implementation

Art and Design is taught mostly in blocks, as identified in the long term curriculum plan. Although, there are times over the year where Art and Design is taught over a week, as part of a project or specific days that link with special events, the school vision and our Christian distinctiveness. Aspects of art are taught with a direct link to the central text that is being studied by the cohort, to allow pupils to respond creatively. Art is taught throughout Key Stage 1 and Key Stage 2, to ensure that all pupils receive a quality and focused art curriculum. Throughout their time at school, children develop their artistic skills in 6 key areas: drawing, painting, collage, 3D form, print and textiles, ensuring they cover a range of these in each year group. Children use sketchbooks in Key stages 1/2. This allows them to develop skills of experimenting with different ideas and techniques and evaluating their own work, with the opportunity to revisit their ideas. Our children's artwork will be celebrated throughout school.

Teachers identify and use the key art skills to be taught from our art skills overview for each year group, to ensure that learning is sequential and progression is skills in made as children transition up the school. Where possible, we link our Rights Respecting Schools focus with our themes, as well as our Christian focus for the term, such as Friendship, Compassion, etc. By the end of Key Stage 2, children will have improved their mastery of techniques, such as drawing, painting and sculpture with materials. They will have gained the skills to review and revisit their own ideas and have been taught about the greatest artists, architects and designers in history.

The Early Years Foundation Stage (EYFS) follows Development Matters, which aims to provide children in Reception with opportunities to have develop their "Expressive Arts and Design: Creating with Materials and Being Imaginative and Expressive" by the end of the EYFS Phase. In Reception, our children are able to apply their creativity and lead their own learning, to safely explore a variety of materials and processes through their play, sharing and explaining their creations.

Impact

Outcomes in Topic and English books, sketchbooks, Twitter, Facebook, Seesaw and Tapestry posts, display evidence and celebrate a broad and balanced art curriculum, demonstrating pupil's enjoyment, creativity and development of art and design skills. Children are involved in reviewing their learning throughout their art sessions and are actively encouraged to self and peer assess, with support from their teachers. At UHPS, we believe that every child is an artist and our art and design lessons will be accessible for all children and they are all proud of what they have achieved. Our resilient, aspirational approach enables our children not only to develop their creativity but also enriches other areas of their lives. Our teaching of Art can help to develop different life skills, such as respecting others' ideas, not giving up if something goes wrong or when something did not turn out how we wanted. As the children move up through the school they will begin to develop their own preferences and style within art.

British Values and our Christian Distinctiveness.

"Art is our one true global language. It knows no nation, it favours no race and it acknowledges no class. It speaks to our need to reveal, heal, and transform. It transcends our ordinary lives and lets us imagine what is possible." – Richard Kamler

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties, as it teaches tolerance, compassion and respect for the differences in our community and the wider world. At UHPS, our children are taught about a wide range of artists and explore different art movements from Britain and other cultures around the world. This develops further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures as well as encouraging respect for other people.

Over the year, we complete specific art projects linking to distinct times of the year, events on our SMSC calendar and topical events, for example Remembrance Sunday, Easter and Christmas. These are celebrated within whole school displays/exhibitions. The distinct aims ("serving one another in

love”) and Christian values of UHPS (Resilience, Respect, Compassion and Together) underpin every aspect of school life. We embrace the Church of England’s vision for education, and that is, “deeply Christian, serving the common good”, encompassing our values of Respect, Resilience, Compassion and Together.

UHPS is Rights Respecting School and the teaching of art allows pupils to develop their talents and abilities as well as helping them to learn to respect others. (Article 29). Additionally, children in our school are able to use art to find out things and share what they think by drawing and writing.

Early Years

In EYFS we explore art and design aspects through the Expressive Arts and Design strand of the Early Years curriculum. This involves children developing their skills of creating and making with a wide range of materials and processes and sharing and using what they have made in their play. Our curriculum and planning in EYFS is led by the children’s interests and topics are flexible over the year.

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Reception	Autumn 1	Baseline/Transition How do we feel?	Self Portraits Picasso Loose part portraits Family drawings	The Colour Monster I have feelings I’m Sticking With You Knowledge Organisers Learning journeys Floor books Display Provision	English and Math included throughout All areas of learning are included in each topic and ongoing throughout the year. Not necessarily specific areas that are covered. Creating with materials: <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. Links to other areas of EYFS: Prime Area focus – PSE, CL, PD -Children will show an understanding of their own feelings -Show independence -Explain reasons for rules, know right from wrong -Manage basic hygiene -show sensitivity to others needs
	Autumn 2	Winter is coming...	Van Gogh – Starry Night Winter scene Christmas crafts and creations Diya Lamps – clay/sculpture	Sparks in the Sky Hotdogs in the mini woods The Nativity Story Dipal’s Diwali Non-fiction Guy Fawkes Winter stories Penguin stories The Yak Knowledge Organisers Learning journeys Floor books Display Provision	Creating with materials: <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. Links to other areas of EYFS: -Talk about lives of people around them -Describe their immediate environment -Know some similarities and differences between different religious and cultural communities -Understand some important processes and changes in the world around them
	Spring 1	Living in the past...	Pollock Sculpture Fossils Making puppets/masks and	Harry and his Bucketful of dinosaurs The Dinosaur Romp Tyrannosaurus Drip Dinosaur Bones	Creating with materials: <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

			props to aid role play	Dinosaurumpus Dinosaurs don't draw Knowledge Organisers Learning journeys Floor books Display Provision	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Links to other areas of EYFS:</p> <ul style="list-style-type: none"> -Offer explanations for why things might happen -Express ideas and feelings about their experiences -Past, present and future tenses -Similarities/difference between past and now -Understand the past through settings and characters
Spring 2	What a wonderful world...	Georgia O'Keefe Monet Andy Goldsworthy Spring art	Farmer Duck Brenda the Sheep Agh, Spider! Old Mcdonald Elmer Giraffes can't dance Knowledge Organisers Learning journeys Floor books Display Provision	<ul style="list-style-type: none"> -Make comments about what they have heard and ask questions -Role of people in society -Know similarities and differences between natural world around them and contrasting environments 	
Summer 1	Stepping into the unknown	Beanstalk art – collage Watercolours Big art – big collage with materials Creating puppets, props and resources for role play areas	Jack and the Beanstalk Pirate stories 2 Little Pigs Fairy tales Knowledge Organisers Learning journeys Floor books Display Provision	<p>Creating with materials:</p> <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. <p>Links to other areas of EYFS:</p> <ul style="list-style-type: none"> -Confident to try new activities -Listen attentively and respond to what others say -Know similarities and differences between natural world around them and contrasting environments 	
Summer 2	Where will we go?	Henry Matisse Kandinsky – shape and form	The Littlest Lighthouse Keeper Maisie goes on holiday Barnaby Bear Shh We Have A Plan What the Jackdaw Saw The Scarecrow's Wedding Knowledge Organisers Learning journeys Floor books Display Provision	<p>Creating with materials:</p> <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. <p>Links to other areas of EYFS:</p> <ul style="list-style-type: none"> -Explore the natural world around him -Invent, adapt and recount narratives and stories 	

Key Stage 1

During Key Stage 1, pupils should be taught creativity in art, craft and design by using a range of materials to design and make products. They use drawing, painting and sculpture to share their ideas, experiences and imagination as well as developing their techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D. Children are taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Specifically, children explore artists Joan Miro, Kandinsky, Banksy and Van Gogh.

Key Stage 2

As our children enter Key stage 2 they will be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design. They will use sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas. Over key stage 2 children will be given opportunities to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay). Children are taught about the greatest artists, architects and designers in history. The skills children are taught are guided by the art overview, specific to each year group to ensure prior knowledge and skills are built on and mastered.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers use the overview of art skills, which breaks down the key processes of art within each year group: drawing, painting, printing, textiles and sculpture, all whilst studying a range of noted contemporary and classical artists. Ongoing assessments take place throughout the year, using the whole school assessment system 'Insight'. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year. Assessment is supported by the use of the following strategies:

- Observing children at work, individually, in pairs, small groups and in class during whole class teaching.
- Providing effective feedback to learning, to support learning moving forward and to provide opportunities to self-assess, peer assess, consolidate and study in-depth.
- Moderation of work and books/sketch books will be used to inform teacher assessment and reflect on achievements and outcomes against agreed success criteria and learning objectives.

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND. Teachers will use a range of strategies to ensure that all learners are included within a classroom ethos that is Relevant, Engaging, Aspirational, Creative and Holistic. (REACH)

Subject Vocabulary

EYFS

22-36 months: Colour, marks.

30-50 months: Lines, space, texture, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard.

40-60+ months: wet, dry, flaky, fixed, mix, cut, sweep.

Key Stage 1

Year 1

Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment. **Painting:** Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.

Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.

Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.

Year 2

Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made

environment, Comparison, Still life.

Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.

Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.

Collage & Textiles: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.

Sculpture: Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.

Lower Key Stage 2

Year 3

Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.

Painting: Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground.

Printing: Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.

Collage & Textiles: Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.

Sculpture: Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.

Year 4

Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.

Painting: Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.

Printing: Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

Collage & Textiles: Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

Sculpture: Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Upper Key Stage 2

Year 5

Drawing: Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.

Painting: Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Printing: Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.

Collage & Textiles: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.

Sculpture: Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.

Year 6

Drawing: Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.

Painting: Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.

Printing: Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

Collage & Textiles: Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Deduct, Practicality, Aesthetic.

Sculpture: Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.