



Our Inspirational Artists

(Revisited)

Nursery	Early Years Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Frida Kahlo Jean- Michel Basquait Andy Warhol Yayoi Kusama	Wassily Kandinsky Piet Mondrian Lucy Arnold Andy Goldsworthy	Wassily Kandinsky Van Gogh Giuseppe Arcimboldo Andy Goldsworthy Henri Matisse Romero Britto Australian plastic artist	Henri Rousseau Stephen Wiltshire Ken Done	Andy Goldsworthy Kate McDowell Henri Rousseau Pablo Picasso Ancient Greek art	Alexander Gaudi Andy Warhol William Turner Egyptian art	Anish Kapoor Frida Kahlo Zaha Hadid Tudor art	William Morris Victoria Villasana Olga Gamynina

Art Sequencing

Expressive Arts and Design	
EYFS – Expressive Arts and Design	
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	
<p>Three and Four-Year-Olds: Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<p>ELG: Expressive Arts and Design</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.
<p style="text-align: center;"><u>Nursery</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Using a variety of drawing materials to represent objects and people • Add facial expressions <p><u>Painting</u></p> <ul style="list-style-type: none"> • Explore different sized paintbrushes • Use paint and water • Use colours 	<p style="text-align: center;"><u>Reception</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Holding a pencil correctly • Drawing people, animals and places • Using colours for reason in our drawings • Drawing using different media – crayons, pencils, chalks • Drawing to tell a story <p><u>Painting</u></p> <ul style="list-style-type: none"> • Holding a paintbrush correctly • Learning colour names



<ul style="list-style-type: none"> Using brushes of two different thicknesses experiment with dots, dabs, long and short brush strokes Use watercolour washes as a background colour Identify the three primary colours Investigate what happens when you mix two different colours of paint together Using primary colours add white to make a tint and black to make a shade Use the mixed shades and tints for a purpose 	<ul style="list-style-type: none"> Use thick and thin brushes to experiment with different brush strokes using wet and dry brush techniques Mix primary colours to make secondary colours Create a primary and secondary colour wheel Using secondary colours add white to make a tint, grey to make a tone and black to make a shade Mix and use hot and cold colours 	<ul style="list-style-type: none"> Use brushes of various thicknesses and produce different shapes and lines Using knowledge of primary and secondary colours effectively mix specific colours for a purpose Mix watercolour washes and use as a background colour 	<ul style="list-style-type: none"> Use brushes of various thicknesses and shapes (such as fan brushes) and produce different textures and patterns Mix watercolour washes and use as a background colour then add detail Using knowledge of primary and secondary colours effectively mix specific colours to convey a mood 	<ul style="list-style-type: none"> Use the qualities of water colours to create visually interesting pieces Create a colour palette based upon colours observed in the natural world Use brushes in different ways to create texture and different effects Combine colours tones and tints to enhance the mood of a piece Develop a personal style of painting inspired by other artists 	<ul style="list-style-type: none"> Use the qualities of water colours and acrylics to create visually interesting pieces Sketch (lightly) before painting to combine line and colour Use brushes to create different textures and effects with both acrylic and watercolour paints Develop a personal style of painting drawing on ideas of other artists
<p style="text-align: center;"><u>Year 1</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Investigate different pencils and how to draw lines of different sizes and thickness Using colouring pencils colour in own drawing neatly staying within the lines Use colouring pencils for a purpose 	<p style="text-align: center;"><u>Year 2</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Show pattern and texture using dots and lines Use two differing B pencils to draw lines of different sizes and thicknesses Show texture in work using rubbings and different colouring materials – crayons, chalks 	<p style="text-align: center;"><u>Year 3</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Use two different B pencils to create shade in a drawing Practise sketching lightly Develop sketching style to reshape and redraw over mistakes (no need to use a rubber) 	<p style="text-align: center;"><u>Year 4</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Use two different B and H pencils to create shade and texture in a drawing Use hatching and cross hatching as well as shading with different pencils to create texture and tone Use annotations next to sketches to explain ideas 	<p style="text-align: center;"><u>Year 5</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Using chalks and charcoals add shadow, shape and movement to a piece Use different B and H pencils to create shade and texture in a drawing 	<p style="text-align: center;"><u>Year 6</u></p> <p>Drawing</p> <ul style="list-style-type: none"> Choose a style of drawing suitable for the work Use drawing materials – pencils, chalks, charcoals for different effects Use previously taught sketching techniques and different hardness's of pencils to add interesting effects – reflections, direction of sunlight Draw using perspective
<p style="text-align: center;"><u>Year 1</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Using a variety of materials create sculptures Investigate clay using techniques such as rolling, cutting and moulding 	<p style="text-align: center;"><u>Year 2</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Create texture in clay using carving Use previously taught techniques to create a clay sculpture 	<p style="text-align: center;"><u>Year 3</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Using materials sculpt pieces that are inspired by nature Create texture on clay by adding, indenting and changing its shape 	<p style="text-align: center;"><u>Year 4</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Use shape to create recognisable forms, starting by producing nets Create sculptures that use other forms of modelling materials Using clay coil and join using score and slip technique 	<p style="text-align: center;"><u>Year 5</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Using previously taught techniques to join and change clay, design and sculpt an abstract piece Use frameworks to add stability to a sculpted piece 	<p style="text-align: center;"><u>Year 6</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> Show real life aspects in a sculpture Using clay show proportion and life like qualities
<p style="text-align: center;"><u>Year 1</u></p> <p>Collage</p> <ul style="list-style-type: none"> Use a selection of materials that are torn and then glued Use one material in different colours to create an image 	<p style="text-align: center;"><u>Year 2</u></p> <p>Collage</p> <ul style="list-style-type: none"> Use a selection of materials that are torn and glued Use a selection of materials that are cut and glued 	<p style="text-align: center;"><u>Year 3</u></p> <p>Collage</p> <p>Covered in next year group in milestone</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>Collage</p> <ul style="list-style-type: none"> Use textured materials (rough, smooth, plain and patterned) Create mosaic designs with ceramic materials 	<p style="text-align: center;"><u>Year 5</u></p> <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials to create a striking effect – using colour Ensure work is precise Use coiling 	<p style="text-align: center;"><u>Year 6</u></p> <p>Collage</p> <p>Covered in previous year group in milestone</p>



		<ul style="list-style-type: none"> • Make comparisons between materials that are cut and glued. Sort these materials • Mix materials to create texture in an image or design • Use overlapping and tessellation 			<ul style="list-style-type: none"> • Use tessellation and overlapping 	
	<p>Year 1</p> <p><u>Print</u></p> <ul style="list-style-type: none"> • Use objects to create prints • Investigate different ways to manipulate objects to create textures when printing (roll, rub, stamp) • Mimic print from the environment using objects • Use repeating shapes 	<p>Year 2</p> <p><u>Print</u></p> <p>Covered in previous year group in milestone</p>	<p>Year 3</p> <p><u>Print</u></p> <ul style="list-style-type: none"> • Use layers of two colours • Mimic print from the environment (built or natural) using print blocks – string coiled and glued on foam • Use overlapping to create texture 	<p>Year 4</p> <p><u>Print</u></p> <p>Covered in previous year group in milestone</p>	<p>Year 5</p> <p><u>Print</u></p> <ul style="list-style-type: none"> • Develop techniques to create shapes of different depths and sizes • Use layers of colour • Recreate an image to print with – using foam carving 	<p>Year 6</p> <p><u>Print</u></p> <ul style="list-style-type: none"> • Use layers of colour and incorporate colour mixing when printing and layering • Use images collected to inspire a print design • Use tools to create carved images for printing (lino blocks and tools)
	<p>Year 1</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Use dip dye techniques for dying fabric 	<p>Year 2</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Join materials using a whip stitch • Use weaving to create a pattern – using paper/card 	<p>Year 3</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Cut shapes and join using running stitch • Colour fabric using dyeing • Create a woven design – using natural materials 	<p>Year 4</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Quilt and pad out fabric pieces you have joined together – using stitches previously taught • Add detail to an existing design using cross stitch • Learn back stitch 	<p>Year 5</p> <p><u>Textiles</u></p> <p>Covered in next year group in milestone</p>	<p>Year 6</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Show precision in techniques • Use all previously taught stitches to add detail to an existing image • Create a sewn piece use stitches previously taught to join larger pieces together and previously taught stitches to add details and secure embellishments –covered in DT
	<p>Year 1</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create lines, colours, shapes - covered in computing module (Unit 1.6 animated stories) 	<p>Year 2</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create lines, textures, tones, colours, shapes - covered in computing module (Unit 2.6 creating pictures) 	<p>Year 3</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create images using digital programmes 	<p>Year 4</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create images and sound - Unit covered in computing module ** 	<p>Year 5</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Enhance digital media by editing - Unit covered in computing module ** 	<p>Year 6</p> <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create images using digital media • Enhance existing images using digital media
<p>Take inspiration from the greats</p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</p>	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • about great artists, architects and designers in history. 			
	<p>Year 1</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Link own ideas to that of artists studied 	<p>Year 2</p> <ul style="list-style-type: none"> • Describe and record the work of notable artists, artisans and designers • Use ideas and take inspiration from artists studied to influence own ideas 	<p>Year 3</p> <ul style="list-style-type: none"> • Identify artists they have studied and techniques used 	<p>Year 4</p> <ul style="list-style-type: none"> • Identify artists they have studied and techniques used 	<p>Year 5</p> <ul style="list-style-type: none"> • Identify artists they have studied and techniques used 	<p>Year 6</p> <ul style="list-style-type: none"> • Identify artists they have studied and techniques used



	<ul style="list-style-type: none"> Identify artists they have studied and techniques used 	<ul style="list-style-type: none"> Identify artists they have studied and techniques used 	<ul style="list-style-type: none"> Replicate ideas and techniques artists have used 	<ul style="list-style-type: none"> Create original pieces that are inspired by artists studied 	<ul style="list-style-type: none"> Show how the work of artists studied was influential to other artists Give details about artists and their styles 	<ul style="list-style-type: none"> Create original pieces that show a range of influences and styles Show how the work of artists studied was influential in society Give details, including own sketches, about the style of artists studied
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Art Vocabulary

Vocabulary from the previous milestones are revisited

EYFS		Milestone 1		Milestone 2		Milestone 3	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colours			Alter		Accurate		Abstract
Marks			Arrange		Adapt		Acrylic
Explore			Artisan		Annotate		Animation
Change			Artist		Back stitch		Ceramic
Lines			Brush		Blocks		Convey
Shapes			Carving		Coiling		Enhance
Represent			Classic		Collect		Expression
Objects			Collage		Cross hatching		Extend
Describe			Create		Cross stitch		Fluent
Texture			Cut		Distinctive		Frameworks
Materials			Designer		Elaborate		Grasp
Construct			Develop		Feeling		Interpretation
Join			Digital media		Hardness		Lifelike
Build			Dot		Hatching		Mimic
Tools			Dye		Influenced		Perspective
Mix			Effect		Layers		Proportion
Manipulate			experiment		Montage		Provoke
Adapt			Explore		Mood		Qualities
			Glue		Mosaic		Stability



	Join Line Materials Method Mix Modern Moulding Object Paint Pattern Plaiting Primary colours Print Sculpture Secondary colours Shading Shadow Sort Stitching Technique Textile Texture Thickness Tint Tones Tool Visual Weaving	Movement Notable Original Overlapping Palette Patterned Plain Precise Quilt Recognisable Recordings Refine Replicate Resources Rough Sketch Smooth Striking Style Tessellation Washes Watercolour	Tactile
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