

Art
Progression Document

Art and Design at Forest of Galtres Anglican Methodist Primary School

'Art has the role in education of helping children become like themselves instead of more like everyone else' Sydney Gurewitz Clemens.

Our Art and Design curriculum at Forest of Galtres Anglican Methodist School is underpinned by our school vision of being Rooted and Grounded in Love for All (Ephesians 3.17). We live this out through our values of **care, collaboration, creativity, courage** and **Christian faith**.

Underpinned by our curriculum drivers of Flourishing for All, Diversity and challenge, our Art and Design focuses on;

- Making skills
- Formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluation of work

Intent (What we do)

Art and Design is a vital part of the primary curriculum as it provides a means of expressing oneself for each child. It is a practical subject which stimulates creativity, personal expression, a sense of well-being and imagination through the use of a wide range of materials and techniques, whilst the children develop their own visual literacy in the wider historical and current contexts of artists, designers and craft makers. The lessons are practical in nature with the progression of skills taking on a linear approach, year on year.

Art and Design at Forest of Galtres Anglican Methodist Primary School plays an important part in each child's development. We use Kapow Primary scheme to supplement our planning and teaching of Art and Design. Our curriculum is designed to ensure that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Impact

Children will be able to:

- **Produce creative work, exploring and recording their ideas and experiences.**
- **Be proficient in drawing, painting, sculpture and other art, craft and design techniques.**
- **Evaluate and analyse creative works using subject-specific language.**
- **Know about great artists and the historical and cultural development of their art.**
- **Meet the end of key stage expectations outlined in the National curriculum for Art and design.**

Art Progression Document Guide

Curriculum overview: an overview to show where the art process will be taught in each year group over the academic year.

Elements of Art: an explanation of the seven elements of art.

Progression of skills and knowledge: each unit is broken down into key components of knowledge and skills with progression shown across the year groups.

Key Vocabulary: each process is linked with key vocabulary, this will be identified to support subject knowledge.

Equipment: the supporting resources which are needed in order to support children's progression will be identified here.

	<u>Cycle A</u>			<u>Cycle B</u>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	Craft and Design: Let's get crafty Drawing: Marvellous Marks. Seasonal Craft: Nature Wreaths	Painting and mixed media: Paint my world. Seasonal Craft: Petal mandala suncatchers	Sculpture: Creation Station Seasonal Craft: Salt Painting	Craft and Design: Let's get crafty Drawing: Marvellous Marks. Seasonal Craft: Nature Wreaths	Painting and mixed media: Paint my world. Seasonal Craft: Petal mandala suncatchers	Sculpture: Creation Station Seasonal Craft: Salt Painting
<u>Year 1/2</u>	Drawing: Make your mark	Painting and mixed media: Colour Splash	Craft and Design: Map it out (1 lesson of Sculpture: paper play)	Drawing: Tell a Story	Painting and mixed media: Life in Colour.	Sculpture: Clay houses (2 lessons of C&D woven wonders?)
<u>Year 3/4</u>	Drawing: Growing Artists	Painting and mixed media: Pre-historic Painting	Craft and Design: Fabric of Nature (2 lessons of Sculpture: Abstract Space and Shape)	Drawing: Power Prints	Painting and mixed media: Light and Dark	Sculpture: Mega Materials (2 lessons of Craft and Design: Egyptian Scrolls)
<u>Year 5/6</u>	Drawing: I need Space	Painting and mixed media: Portraits	Craft and Design: Photo Opportunity (2 lessons of Sculpture: Interactive Installation)	Drawing: Make my voice heard	Painting and mixed media: Artist Study	Sculpture: Making Memories (2 lessons of Craft and Design: Architecture)

The Seven Elements of Art

The building blocks that structure every single work of art, piece of design or craft artefact are known as the 'Seven Elements of Art'. Understanding each of these is essential subject knowledge as these make up every piece of artwork and are fundamental to the creation of artwork. These should be considered as the vital

ingredients. They can be taught separately and have lessons focused specifically on each element however, these will often overlap. This is likely to happen in EYFS and Key Stage 1. As children progress into Key Stage 2, children should begin to have a secure knowledge of these elements and should use them when discussing different forms of visual art.

Element	Definition
Line	Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive. Lines are basic tools for artists—though some artists show their lines more than others. Some lines in paintings are invisible—you don't actually see the dark mark of the line. But they are there, shown in the way the artist arranges the objects in the painting.
Shape	Shape is a flat area surrounded by edges or an outline. Artists use all kinds of shapes. Geometric shapes are precise and regular, like squares, rectangles, and triangles. They are often found in human-made things, like building and machines while organic shapes are found in nature.
Space	Space deals with the area around or inside the shapes. 'Positive space' is the area occupied by an object and 'negative space' is the area around the object. This element is used to give the illusion of depth in a two-dimensional image. Specific vocabulary that relates to this is 'foreground', 'middle ground' and 'back ground'.
Colour	Colour is what we see because of reflected light. Light contains different wavelengths of energy that our eyes and brain "see" as different colours. When light hits an object, we see the coloured light that reflects off the object. Red, blue, and yellow are the primary colours. With paints of just these three colours, artists can mix them to create all the other colours. When artists mix pigments of the primary colours, they make secondary colours. Colour has three main properties: hue, which is the name we give to different colours. Intensity related to the vividness of the colour; and tonal value, which relates to the shade or tint of a colour.
Texture	This element relates to how the surface of something feels, or might feel if you could touch it. For artists, this could mean either real surface quality, such as in sculpture, or the illusion of surface quality, as represented though for example, painting or drawing.
Form	All objects that have three dimensions are examples of this element. 3D forms will have height, width, depth and volume. Forms can be viewed from all side, either by picking them up or by walking around them.
Tone	Tonal value refers to the degree of lightness or darkness, or shade, of an object or colour. Artists use this element to create the illusion of depth in two dimensional shapes, by shading and adding shadow. 'Tints' make colour lighter by adding white or, in some cases, yellow can help tones seem brighter; 'shades' make colours appear darker, which is achieved by adding black or darker colours, such as purple or blue.

Progression across school

	EYFS	Year 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
Drawing							
Unit	Marvellous Marks.	Make your mark	Tell a Story	Growing Artists	Power Prints	I need Space	Make my voice heard
Practical knowledge	<p>Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns when drawing.</p> <p>Identify similarities and differences between drawing tools.</p> <p>Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing.</p> <p>Combine materials when drawing.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to: Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing. Complete a continuous line drawing.</p>	<p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>Use different materials and marks to replicate texture.</p> <p>Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>Use marks and lines to show expression on faces.</p> <p>Make a concertina book.</p> <p>Use drawing to tell a story.</p> <p>Use charcoal to avoid snapping and to achieve different types of lines.</p> <p>Use drawing pens.</p>	<p>Use shapes identified within objects as a method to draw.</p> <p>Create tone by shading.</p> <p>Achieve even tones when shading.</p> <p>Make texture rubbings.</p> <p>Create art from textured paper.</p> <p>Hold and use a pencil to shade.</p> <p>Tear and shape paper.</p> <p>Use paper shapes to create a drawing.</p> <p>Use drawing tools to take a rubbing.</p> <p>Make careful observations to accurately draw an object.</p> <p>Create abstract compositions to draw more expressively.</p>	<p>Use pencils of different grades to shade and add tone.</p> <p>Hold a pencil with varying pressure to create different marks.</p> <p>Use observation and sketch objects quickly.</p> <p>Draw objects in proportion to each other.</p> <p>Use charcoal and a rubber to draw tone.</p> <p>Use scissors and paper as a method to 'draw'.</p> <p>Make choices about arranging cut elements to create a composition.</p> <p>Create a wax resist background.</p> <p>Use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>Choose a section of a drawing to recreate as a print.</p> <p>Create a monoprint.</p>	<p>What print effects different materials make.</p> <p>Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph plate.</p> <p>Make a collagraph print.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on experience and knowledge.</p>	<p>Gestural and expressive ways to make marks.</p> <p>Effects different materials make.</p> <p>The effects created when drawing into different surfaces How to:</p> <p>Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro.</p> <p>Make handmade tools to draw with.</p> <p>Use charcoal to create chiaroscuro effects.</p>

Painting							
Units	Paint my world	Colour Splash	Life in Colour	Pre-historic Painting	Light and Dark	Portraits	Artist Study
Practical knowledge	<p>Explore paint, using hands as a tool.</p> <p>Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>	<p>Use simple shapes to scale up a drawing to make it bigger.</p> <p>Make a cave wall surface.</p> <p>Paint on a rough surface.</p> <p>Make a negative and positive image.</p> <p>Create a textured background using charcoal and chalk.</p> <p>Use natural objects to make tools to paint with.</p> <p>Make natural paints using natural materials.</p> <p>Create different textures using different parts of a brush.</p> <p>Use colour mixing to make natural colours.</p>	<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p>	<p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere.</p> <p>Develop a final composition from sketchbook ideas.</p>	<p>Use sketchbooks to research and present information.</p> <p>Develop ideas into a plan for a final piece.</p> <p>Make a personal response to the artwork of another artist.</p> <p>Use different methods to analyse artwork such as drama, discussion and questioning.</p>
Sculpture							
Unit	Creation Station:	Shorter Unit: Paper Play	Clay Houses	Shorter Unit: Abstract Space and Shape	Mega Materials	Shorter Unit: Interactive Installation	Making Memories
Practical Knowledge	<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p>	<p>Join 2D shapes to make a 3D form.</p> <p>Join larger pieces of materials, exploring what</p>	<p>How different tools can be used to create different sculptural effects and add details and are suited for different</p>	<p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard</p>	<p>How to: Make an explosion drawing in the style of Cai Guo-Qiang, exploring the</p>

	<p>materials eg. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p> <p>Develop 3D models by adding colour.</p>	<p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>	<p>gives 3D shapes stability.</p> <p>Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Identify and draw negative spaces.</p> <p>Plan a sculpture by drawing.</p> <p>Choose materials to scale up an idea.</p> <p>Create different joins in card eg. slot, tabs, wrapping.</p> <p>Add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p>	<p>purposes, eg. spoon, paper clips for soap, pliers for wire.</p> <p>Join wire to make shapes by twisting and looping pieces together.</p> <p>Create a neat line in wire by cutting and twisting the end onto the main piece.</p> <p>Plan a sculpture by drawing.</p> <p>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p> <p>Try out different ways to display a 3D piece and choose the most effective.</p>	<p>to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p>	<p>effect of different materials.</p> <p>Try out ideas on a small scale to assess their effect.</p> <p>Use everyday objects to form a sculpture.</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>Try out ideas for making a sculpture interactive.</p> <p>Plan an installation proposal, making choices about light, sound and display.</p>
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Craft and Design

Units	Let's get Crafty	Map it Out	Shorter Unit: Woven Wonders	Fabric of Nature	Shorter unit: Egyptian Scrolls	Photo Opportunity	Shorter Unit: Architecture Photo Opportunity
Practical Knowledge	<p>Explore differences when cutting a variety of materials.</p> <p>Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</p> <p>Follow lines when cutting.</p>	<p>Draw a map to illustrate a journey.</p> <p>Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p>	<p>What materials can be cut, knotted, threaded or plaited. How to:</p> <p>Wrap objects/shapes with wool.</p> <p>Measure a length.</p>	<p>That a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>That batik is a traditional fabric decoration technique that uses hot wax. How to:</p> <p>Select imagery and use</p>	<p>That layering materials in opposite directions make the handmade paper stronger.</p> <p>How to: Use a sketchbook to research a subject using different techniques and materials to present ideas.</p>	<p>How different materials can be used to produce photorealistic artwork.</p> <p>That macro photography is showing a subject as larger than it is in real life. How to:</p>	<p>The steps to make a monoprint.</p> <p>When a roller is sufficiently inked. How to:</p> <p>Make an observational drawing of a house.</p>

<p>Experiment with threading objects, holding equipment steady to do so.</p> <p>Explore techniques for joining paper and card eg stick, clip, tie, tape.</p> <p>Apply craft skills eg. cutting, threading, folding to make their own artworks.</p> <p>Design something on paper ready to make in three dimensions.</p>	<p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Tie a knot, thread and plait.</p> <p>Make a box loom.</p> <p>Join using knots.</p> <p>Weave with paper on a paper loom.</p> <p>Weave using a combination of materials.</p>	<p>as inspiration for a design project.</p> <p>To know how to make a mood board.</p> <p>Recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>Draw small sections of one image to docs on colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p> <p>Transfer a design using a tracing method.</p> <p>Make a repeating pattern tile using cut and torn paper shapes.</p> <p>Use glue as an alternative batik technique to create patterns on fabric.</p> <p>Use materials, like glue, in different ways depending on the desired effect.</p> <p>Paint on fabric.</p> <p>Wash fabric to remove glue to finish a decorative fabric piece.</p>	<p>Construct a new paper material using paper, water and glue</p> <p>Use symbols to reflect both literal and figurative ideas.</p> <p>Produce and select an effective final design.</p> <p>Make a scroll.</p> <p>Make a zine.</p> <p>Use a zine to present information.</p>	<p>Create a photomontage.</p> <p>Create artwork for a design brief.</p> <p>Use a camera or tablet for photography.</p> <p>Identify the parts of a camera.</p> <p>Take a macro photo, choosing an interesting composition.</p> <p>Manipulate a photograph using photo editing tools.</p> <p>Use drama and props to recreate imagery.</p> <p>Take a portrait photograph.</p> <p>Use a grid method to copy a photograph into a drawing.</p>	<p>Use shapes and measuring as methods to draw accurate proportions.</p> <p>Select a small section of a drawing to use as a print design.</p> <p>Develop drawings further to use as a design for print.</p> <p>Design a building that fits a specific brief.</p> <p>Draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Draw from different views, such as a front or side elevation.</p> <p>Use sketchbooks to research and present information about an artist.</p> <p>Interpret an idea in into a design for a structure.</p>
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Elements of Art

Element	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<p>The names of a wide range of colours.</p> <p>Colours can be mixed</p>	That the primary colours are red, yellow and blue.	That the primary colours are red, yellow and blue.	Using light and dark colours next to each other creates contrast.	Adding black to a colour creates a shade.	Artists use colour to create an atmosphere or to represent feelings in an artwork,	A 'monochromatic' artwork uses tints and shades of just one colour.

	to make new colours.	Primary colours can be mixed to make secondary colours.	Primary colours can be mixed to make secondary colours.	Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	Adding white to a colour creates a tint.	for example by using warm or cool colours.	Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition.	How an understanding of shape and space can support creating effective composition.
Line	Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	How line is used beyond drawing and can be applied to other art forms.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Simple terms to describe what	That texture means 'what something feels	Collage materials can be chosen to	Texture in an artwork can be real (what the	How to use texture more purposely to	How to create texture on different materials.	Applying thick layers of paint to a surface is

	something feels like (eg. bumpy).	like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.	surface actually feels like) or a surface can be made to appear textured.	achieve a specific effect or to replicate a natural surface.		called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images

Theme	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nature	Painting and mixed media: Paint my world Seasonal crafts: Autumn wreaths , Suncatchers		Painting and mixed media: Life in colour	Drawing: Growing artists Painting and mixed media: Prehistoric painting	Craft and design: Fabric of nature	Craft and design: Architecture	
Celebration	Seasonal crafts: Salt dough decorations , Egg threading						Sculpture and 3D: Making memories
Sustainability		Craft and design: Woven wonders			Sculpture and 3D: Mega materials		
Identity	Drawing: Marvellous marks	Sculpture and 3D: Paper play	Painting and mixed media: Life in colour		Sculpture and 3D: Mega materials	Drawing: I need space Painting and mixed media: Portraits	Drawing: Make my voice heard Painting and mixed media: Artist study Sculpture and 3D: Making memories
Stories			Drawing: Tell a story	Painting and mixed media: Prehistoric painting Craft and design: Ancient Egyptian scrolls	Sculpture and 3D: Mega materials	Sculpture and 3D: Interactive installation	Sculpture and 3D: Making memories
Right and wrong					Sculpture and 3D: Mega materials		Drawing: Make my voice heard
Symbols			Craft and design: Map it out	Craft and design: Ancient Egyptian scrolls		Drawing: I need space	Drawing: Make my voice heard