



Techniques	Drawing					
		Use a comfortable grip with good control when holding pens and pencils	Hold a pencil effectively in preparation for fluent writing – using the tripod grip	Begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.	Develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.	Continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective.
		Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Use a range of small tools, including scissors, paintbrushes and cutlery.	Exposure to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	Introduce new ways of making effect through tone, texture, light and shadow.	Become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin.
		Draw with increasing complexity and detail, such as a face	Begin to show accuracy and care when drawing.	To become proficient in drawing techniques.	They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.	Rely on their sketching books to improve their drawing skills.
		Use drawing to represent ideas like movement or loud noises		To use drawing to develop and share their ideas, experiences and imagination.	Become proficient in drawing techniques.	Become proficient in drawing techniques.
				Draw lines of varying thickness.	Improve their mastery of art and design techniques, including drawing, with a range of materials.	Improve their mastery of art and design techniques, including drawing, with a range of materials.
				Use dots and lines to demonstrate pattern and texture.	Experiment with showing line, tone and texture with different hardness of pencils.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.
				Use different materials to draw, for example pastels, chalk, felt tips.	Use shading to show light and shadow effects.	Depict movement and perspective in drawings.
				Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Use different materials to draw, e.g. pastels, chalk, felt tips.	Use a variety of tools and select the most appropriate.
					Show an awareness of space when drawing.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
					Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	

	Painting					
		Explore colour and colour mixing. The primary colours are red, yellow and blue.	Use primary and other coloured paint and a range of methods of application. The primary colours are red, yellow and blue.	Explore using a variety of different brushes to see what happens. Begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. Become proficient in painting techniques and use painting to develop and share their ideas, experiences and imagination. Name the primary and secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools. Mix primary colours to make secondary colours. Add white and black to alter tints and shades. Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	Continue exploring using a variety of different brushes to see what happens. Use the language of colour accurately when mixing, e.g. shade, primary and tint. Begin to experiment with colour for effect and mood. Become proficient in painting techniques. Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Create different textures and effects with paint. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Continue exploring a variety of different brushes to see what happens. Use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Become more expressive with colour, associating colours with moods. Become proficient in painting techniques. Improve their mastery of art and design techniques, including painting with a range of materials. Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
	Sculpture	Join different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different materials.	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and	Have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. Begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. Become proficient in sculpting techniques. Use sculpture to develop and share their ideas, experiences and imagination.	Have the opportunity to use a variety of materials for sculpting. Experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Begin to understand more about decorating sculptures and adding expression through texture. Use a variety of tools to support the learning of techniques and to add detail.	Use a variety of materials for sculpting and experiment with joining and constructing. Begin to understand more about clay modelling and using different tools with clay. Be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. To become proficient in sculpting techniques.

			function.	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. Use a variety of techniques, e.g. rolling, cutting, pinching. Use a variety of shapes, including lines and texture. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	To improve their mastery of art and design techniques, including sculpting with a range of materials. Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture. Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
	Collage			Have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Add texture by mixing materials. Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Continue to explore creating collage with a variety of media, e.g. paper and magazines. Experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Select colours and materials to create effect, giving reasons for their choices. Refine work as they go to ensure precision. Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Experiment with mixing textures and with sorting and arranging materials with purpose to create effect. Develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. Add collage to a painted or printed background. Create and arrange accurate patterns. Use a range of mixed media. Plan and design a collage. Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

	Textiles			Have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. Show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles with glue or stitching, to add colour and detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	Develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. Select appropriate materials, giving reasons. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining. Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	Further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
	Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.	Experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Copy an original print. Use a variety of materials, e.g. sponges, fruit, blocks. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks. Make repeated patterns with precision Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Have more opportunities to make printing blocks and tiles. Reflect on their choice of colour for prints and develop their accuracy with patterns. Design and create printing blocks/tiles. Develop techniques in mono, block and relief printing. Create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.

	Work of Other Artists	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.	Have the opportunity to learn from the works of famous artists, studying their techniques and processes. Exposure to a range of different artists through history throughout KS1. To understand 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. Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	Continue to study the works of famous artists. Have more opportunities to offer opinion and to compare and contrast artists. Exposure to a range of different artists through history, studying their techniques and processes. To learn about great artists, architects and designers in history. Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.	Continue to learn from the works of famous artists. Expand their knowledge by looking at the range of more famous artists. Comment on the work of famous artists and name their pieces of work. To learn about great artists, architects and designers in history. Give detailed observations about notable artists', artisans' and designers' work. Offer facts about notable artists', artisans' and designers' lives. Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall			

			body-strength, balance, coordination and agility.			
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Inclusive Provision for Art	
SEND	Adaptations to meet the range of Special Educational Needs and Disabilities
Literacy Difficulties	Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media. Provide a word and/or picture bank for the learner to refer to during guided and independent activities. Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
Retaining Vocabulary Difficulties	Discuss and display any key vocabulary together with its meaning. Practise saying them together. Provide visual word banks that are accessible to the learners. Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.
Difficulties with Fine Motor Skills	Engaging in art and design activity is great for helping build fine motor skills for all children. Use adhesives to hold down learners' work in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale. Encourage learners to experiment with different media e.g. chunkier graphite sticks. Offer a range of painting application media – some learners may prefer a sponge to a brush.
EDI	Adaptions to promote equality and reflect diversity
Race, Age, Disability, Religion or Belief	The development of artistic ideas and products are all shown to be influenced by different traditions. Artists explored are from diverse ethnic backgrounds representing contemporary as well as traditional influences. Use of materials that reflect a range of cultural backgrounds, without stereotyping. Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.