

Strategies to support inclusivity within art.



How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.

How can I support learners who struggle to retain vocabulary?

- 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.

How can I support learners who struggle to access lessons because of 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.

How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.

How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces 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 as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

Top tips-

- Share information visually as well as through discussion.
- Allow sufficient talk time to encourage thinking and idea sharing.
- Key vocabulary should be clearly displayed and used repetitively throughout lessons.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.
- Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.
- Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
- Support learners to develop their fine motor skills through regular opportunities.

Art curriculum map 2025-2026

***We currently have 1 mixed Reception/Year 1 class at Tavistock Primary. We deliver the EYFS and Year 2 curriculum topics simultaneously through practical, playful approach to learning, based on the needs and interests of our children. We teach children individually, in small groups and as a whole class. Through a combination of teacher led activities and continuous provision opportunities, we encourage children to develop their learning independently through exploration and challenge.

Pre nursery (0-3)		Nursery (3-4 years)		Reception	
Babies, toddlers and young children will be learning to:	Examples of how to support this:	3 and 4-year-olds will be learning to:	Examples of how to support this:	Drawing Vocabulary:	To explore a range of mark making. To learn to hold drawing tools correctly.
Vocabulary: paint, pot, brush, paper, mix		Vocabulary: stroke, mix, red, yellow, blue, green, orange, indigo, violet, black, white, grey		<ul style="list-style-type: none"> Marks Tool 	
Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Offer opportunities to explore scale. Suggestions:</p> <ul style="list-style-type: none"> long strips of wallpaper child size boxes different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p>	<p>Painting Vocabulary:</p> <ul style="list-style-type: none"> Dabbing Splattering splashing 	To explore a range of mark making. To learn to hold painting tools correctly. To explore colour matching, sorting and mixing.
<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> invite them to submerge their fingers in cornflour play with a stick in the mud place hands and feet in paint use tablets or computers introduce colour names 	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Encourage children to draw from their imagination and observation.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's for example in details, colour, movement or line.</p>	<p>Collage Vocabulary:</p> <ul style="list-style-type: none"> texture cut tear join 	To explore a range of textures within materials. To explore cutting, tearing and gluing. To learn simple techniques for joining materials.
<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas</p>	<p>Stimulate young children's interest in modelling.</p> <p>Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.</p> <p>Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p>			<p>Sculpture/3D Vocabulary:</p> <ul style="list-style-type: none"> 2D/3D balance <p>Printing Vocabulary:</p> <ul style="list-style-type: none"> Mono decorate <p>Textiles Vocabulary:</p> <ul style="list-style-type: none"> Weave Sew stitch <p>Artists</p>	<p>To investigate the qualities of 3D materials. To investigate how to apply materials to one another. To understand the concept of balancing within construction.</p> <p>To explore the concept of mono printing. To explore ways that materials can be decorated.</p> <p>To use simple weaving to create patterns. To learn the skill of sewing using safe needles.</p> <p>Paul Klee, Kandinsky, Van Gogh, Saloua Raouda Coucair, Matisse, local weavers. Hakusai (the great wave), Jessica Warboys</p>

Nursery (3-4)		Reception		Year 1	
3 and 4-year-olds will be learning to:	Examples of how to support this:	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • <u>Marks</u> • <u>Tool</u> 	To explore a range of mark making. To learn to hold drawing tools correctly.	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Thick • Thin • Pattern • Line • Shape • Mark 	To use drawings to record observations and to encourage analysis of things seen. To develop the skill of communicating ideas and observations. Experience making marks building on knowledge of different tools, selecting tools to match the task and explore variety
Vocabulary: stroke, mix, red, yellow, blue, green, orange, indigo, violet, black, white, grey					
Explore different materials freely, to develop their ideas about how to use them and what to make.	Offer opportunities to explore scale. Suggestions: <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel 	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Dabbing • Splattering • splashing 	To explore a range of mark making. To learn to hold painting tools correctly. To explore colour matching, sorting and mixing.	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Primary • secondary • Light • Dark • Tone • Warm • Cold • Shade 	Know the range of shades through more controlled colour mixing. To control the lightness and darkness of colours using black and white. Extend exploration of the application of paint with particular reference to texture. To mix primary colours to make secondary.
Develop their own ideas and then decide which materials to use to express them.	Listen and understand what children want to create before offering suggestions.				
Join different materials and explore different textures.	Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • <u>texture</u> • <u>cut</u> • <u>tear</u> • <u>join</u> 	To explore a range of textures within materials. To explore cutting, tearing and gluing. To learn simple techniques for joining materials.	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Texture • Pattern • Glue • Stick • Attach 	Sort and arrange materials. To sort, match and classify, selecting and discriminating according to colour, texture and pattern. To build on previous experimental experience
Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • <u>2D/3D</u> • <u>balance</u> 	To investigate the qualities of 3D materials. To investigate how to appple materials to one another. To understand the concept of balancing within construction.	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Model • Carve • Knead • Roll • Join 	Use a combination of shapes. Include lines and textures. To make a clay slab using kneading and rolling techniques. To join chosen shapes to create relief on a tile. To carve into the tile surface to create textured impressions.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Encourage children to draw from their imagination and observation.	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • <u>Mono</u> • <u>decorate</u> 	To explore the concept of mono printing. To explore ways that materials can be decorated.	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Print • Rubbing • Smudge • Surface • Repeat • Overlap 	To understand the process of raised surface providing printed image. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges).
Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.				
Explore colour and colour mixing. Show different emotions in their	Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s for example in details, colour, movement or line.	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • <u>Weave</u> • <u>Sew</u> • <u>stitch</u> 	To use simple weaving to create patterns. To learn the skill of sewing using safe needles.	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> • Decorate • Join • Design • Weave • Stitch 	To explore ways in which material can be decorated. To choose appropriate methods of designing and joining. To explore a variety of fabric designs. To realise that designs are for a purpose. To explore ways in which designs are created. Use weaving to create a pattern. Join materials using glue and/or a stitch.
		<u>Artists</u>	Paul Klee, Kandinsky, Van Gogh, Saloua Raouda Coucair, Matisse, local weavers.Hakusai (the great wave), Jessica Warboys	<u>Artists</u>	Andy Goldsworthy, William Morris, Eric Carle, Georgia O Keefe

Reception		Year 1/Year 2		Year 3/4	
Drawing <u>Vocabulary:</u> <ul style="list-style-type: none"> <u>Marks</u> <u>Tool</u> 	To explore a range of mark making. To learn to hold drawing tools correctly.	Drawing <u>Vocabulary:</u> <ul style="list-style-type: none"> Proportion Feature Light Shade Detail 	To encourage the recognition of light and its effects on objects. To observe shape, form, proportions and features of the human body, to understand layout and be able to fill the paper.	Drawing <u>Vocabulary:</u> <ul style="list-style-type: none"> Tone Texture Hard (H pencils) Soft (B pencils) Detail 	To know different ways in which surface detail may be added to a drawing. (Y3) To develop use of viewfinders to isolate elements of design. Use different hardness of pencils to show line, tone and texture. (Y3) Use shading to show light and shadow. (Y3) To look at drawing for design purposes. To link with and support design technology. (Y4) To understand the importance of close observation. (Y4) Annotate sketches to explain and elaborate ideas. (Y4) Sketch lightly (no need to use a rubber) and explore ideas within drawings. (Y4)
Painting <u>Vocabulary:</u> <ul style="list-style-type: none"> Dabbing Splattering splashing 	To explore a range of mark making. To learn to hold painting tools correctly. To explore colour matching, sorting and mixing.	Painting <u>Vocabulary:</u> <ul style="list-style-type: none"> Primary Secondary Shade Blend Mix Combine 	Develop an understanding of the work of an artist. To produce a finished painting which illustrates the skills. To respond imaginatively to a given stimulus, such as a story, music or an object Create colour wheels.	Painting <u>Vocabulary:</u> <ul style="list-style-type: none"> Abstract Delicate Atmosphere Mood Emotion Horizon Scenery 	To develop colour mixing skills, for example oranges, greens, purples and browns. To reproduce colours in natural and made objects. (Y3) Experiment with colour in paint to express moods, emotions and atmosphere. (Y3) Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.(Y4) To explore different tools and surfaces and begin to gain confidence in selecting appropriate tools for tasks. (Y4) To work on a painted surface with other media (Y4)
Collage <u>Vocabulary:</u> <ul style="list-style-type: none"> <u>texture</u> <u>cut</u> <u>tear</u> <u>join</u> 	To explore a range of textures within materials. To explore cutting, tearing and gluing. To learn simple techniques for joining materials.	Collage <u>Vocabulary:</u> <ul style="list-style-type: none"> Mixed media Layer Texture 	Mix materials to create texture. To refine and enrich collage work by incorporating paint, drawing, and print.	Collage <u>Vocabulary:</u> <ul style="list-style-type: none"> Material Shape Symmetry Balance Arrange 	Select and arrange materials for a striking effect. Ensure work is precise. (Y3) To develop an awareness of shape, symmetry and balance. Sort and arrange materials. (Y3) Use coiling, overlapping, tessellation, mosaic and montage. (Y4) To search for appropriately textured materials for a given task or subject. (Y4)
Sculpture/3D <u>Vocabulary:</u> <ul style="list-style-type: none"> <u>2D/3D</u> <u>balance</u> 	To investigate the qualities of 3D materials. To investigate how to apply materials to one another. To understand the concept of balancing within construction.	Sculpture/3D <u>Vocabulary:</u> <ul style="list-style-type: none"> Sculpture Construct Fold Bend Statue 	Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding, and carving. To introduce a modelling material new to pupils and to explore associated techniques. To apply knowledge to create a finished product.	Sculpture/3D <u>Vocabulary:</u> <ul style="list-style-type: none"> Mouldable Finishes Coiling Two dimensional Three dimensional Armature Perspective 	Use clay and other mouldable materials.(Y3) Add materials to provide interesting detail. (Y3) Appreciate that dried clay and papier mache can be enhanced with various finishes and fixing techniques. (Y3) To understand the techniques of coiling clay. (Y3) Use tools to carve and add shapes, texture and pattern. (Y4) To extend previously learned skills in working with recycled and modelling materials. (Y4) To learn a new 3D technique. (Y4) To understand the negative and positive focus. (Y4)
Printing <u>Vocabulary:</u> <ul style="list-style-type: none"> <u>Mono</u> <u>decorate</u> 	To explore the concept of mono printing. To explore ways that materials can be decorated.	Printing <u>Vocabulary:</u> <ul style="list-style-type: none"> Roll Rub Stamp Indented Surface 	Press, roll, rub and stamp to make prints. To understand the process of printing from an indented surface	Printing <u>Vocabulary:</u> <ul style="list-style-type: none"> Repeating Stencilling Imprint Impression Pattern 	Make precise repeating patterns.(Y3) Replicate patterns observed in natural or built environments. (Y3) To understand the process of stencilling and awareness of examples. (Y3) To extend the possibilities of multi-coloured printing in one process.(Y4) Make printing blocks (e.g. from coiled string).(Y4)
Textiles <u>Vocabulary:</u> <ul style="list-style-type: none"> <u>Weave</u> <u>Sew</u> <u>stitch</u> 	To use simple weaving to create patterns. To learn the skill of sewing using safe needles.	Textiles <u>Vocabulary:</u> <ul style="list-style-type: none"> Dyeing Resist Weaving Staining Colour change 	To understand the principles of dye-ing fabric. To experience colour changes and resist. To learn how to develop the basic skills of weaving and to begin to develop these independently.	Textiles <u>Vocabulary:</u> <ul style="list-style-type: none"> Woven Decorative Natural Synthetic Motif 	To know and incorporate a variety of materials into a woven design. To explore decorative print/paint effects and techniques. (Y3) To know different decorative print/paint effects and techniques.(Y4) Colour fabric.(Y4)
Artists	Paul Klee, Kandinsky, Van Gogh, Saloua Raouda Coucair, Matisse, local weavers.Hakusai (the great wave), Jessica Warboys	Artists	Adam Bunce, Pablo Picasso	Artists	Alma Thomas, Andy Warhol(Y3) Anna Dillon, Fredrick John Widgery, Georgia O Keefe, Martin Proctor, Robert Jennison, Chuck Close, Henry Moore. (Y4)

Year 1/ Year 2		Year 3/4		Year 5	
<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Proportion Feature Light Shade Detail 	<p>To encourage the recognition of light and its effects on objects.</p> <p>To observe shape, form, proportions and features of the human body, to understand layout and be able to fill the paper.</p>	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Tone Texture Hard (H pencils) Soft (B pencils) Detail 	<p>To know different ways in which surface detail may be added to a drawing. (Y3)</p> <p>To develop use of viewfinders to isolate elements of design. Use different hardness of pencils to show line, tone and texture. (Y3)</p> <p>Use shading to show light and shadow. (Y3)</p> <p>To look at drawing for design purposes. To link with and support design technology. (Y4)</p> <p>To understand the importance of close observation. (Y4)</p> <p>Annotate sketches to explain and elaborate ideas. (Y4)</p> <p>Sketch lightly (no need to use a rubber) and explore ideas within drawings. (Y4)</p>	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Still life Perspective Focal point Distance Horizon 	<p>Know different ways of creating appropriate tone and texture and use them to enrich drawings.</p> <p>To observe the human figure in a variety of situations.</p> <p>To develop an understanding of perspective - focal point, distance, horizon.</p>
<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Primary Secondary Shade Blend Mix Combine 	<p>Develop an understanding of the work of an artist.</p> <p>To produce a finished painting which illustrates the skills.</p> <p>To respond imaginatively to a given stimulus, such as a story, music or an object</p> <p>Create colour wheels.</p>	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Abstract Delicate Atmosphere Mood Emotion Horizon Scenery 	<p>To develop colour mixing skills, for example oranges, greens, purples and browns. To reproduce colours in natural and made objects. (Y3)</p> <p>Experiment with colour in paint to express moods, emotions and atmosphere. (Y3)</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.(Y4)</p> <p>To explore different tools and surfaces and begin to gain confidence in selecting appropriate tools for tasks. (Y4)</p> <p>To work on a painted surface with other media (Y4)</p>	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Wash Scale Secondary Tertiary 	<p>Use watercolour paint to create washes for backgrounds, then add detail.</p> <p>To know about the use of colour in the art and artefacts of other cultures and historical periods.</p> <p>Be able to use close observation of a small area of a painting and to focus attention on paint techniques, texture and colour.</p> <p>To reproduce a small section on a larger scale.</p> <p>Reinforcement of secondary and tertiary colour mixing.</p>
<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Mixed media Layer Texture 	<p>Mix materials to create texture.</p> <p>To refine and enrich collage work by incorporating paint, drawing, and print.</p>	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Material Shape Symmetry Balance Arrange 	<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise. (Y3)</p> <p>To develop an awareness of shape, symmetry and balance.</p> <p>Sort and arrange materials. (Y3)</p> <p>Use coiling, overlapping, tessellation, mosaic and montage. (Y4)</p> <p>To search for appropriately textured materials for a given task or subject. (Y4)</p>	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Tactile Textures Replicate Manipulate 	<p>To refine and enrich collage work by incorporating paint, drawing, and print.</p> <p>Mix textures (rough, smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p>
<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Sculpture Construct Fold Bend Statue 	<p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding, and carving.</p> <p>To introduce a modelling material new to pupils and to explore associated techniques.</p> <p>To apply knowledge to create a finished product.</p>	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Mouldable Finishes Coiling Two dimensional Three dimensional Armature Perspective 	<p>Use clay and other mouldable materials.(Y3)</p> <p>Add materials to provide interesting detail. (Y3)</p> <p>Appreciate that dried clay and papier mache can be enhanced with various finishes and fixing techniques. (Y3)</p> <p>To understand the techniques of coiling clay. (Y3)</p> <p>Use tools to carve and add shapes, texture and pattern. (Y4)</p> <p>To extend previously learned skills in working with recycled and modelling materials. (Y4)</p> <p>To learn a new 3D technique. (Y4)</p> <p>To understand the negative and positive focus. (Y4)</p>	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Slab Structure Balance Scale Hollow Solid 	<p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Combine visual and tactile qualities.</p> <p>To learn a new technique for shaping and joining clay to make a slab pot/ vase/ box.</p> <p>To appreciate the diversity in architectural form and design. To understand structural considerations and function.</p>
<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Roll Rub Stamp Indented Surface 	<p>Press, roll, rub and stamp to make prints.</p> <p>To understand the process of printing from an indented surface</p>	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Repeating Stencilling Imprint Impression Pattern 	<p>Make precise repeating patterns.(Y3)</p> <p>Replicate patterns observed in natural or built environments. (Y3)</p> <p>To understand the process of stencilling and awareness of examples. (Y3)</p> <p>To extend the possibilities of multi-coloured printing in one process.(Y4)</p> <p>Make printing blocks (e.g. from coiled string).(Y4)</p>	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Monotype Inking up Pressure Water based Oil based 	<p>Build up layers of colour.</p> <p>Awareness of examples.</p> <p>To recall and reinforce previous experience and learn more advanced techniques.</p>
<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Dyeing Resist Weaving Staining 	<p>To understand the principles of dye-ing fabric. To experience colour changes and resist.</p> <p>To learn how to develop the basic skills of weaving and to begin to develop these independently.</p>	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Woven Decorative Natural Synthetic Motif 	<p>To know and incorporate a variety of materials into a woven design. To explore decorative print/paint effects and techniques. (Y3)</p> <p>To know different decorative print/paint effects and techniques.(Y4)</p> <p>Colour fabric.(Y4)</p>	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Thread Yarn Cross stitch Back stitch Fray 	<p>For children to know how fabrics are made by the weaving of one thread over and under another.</p> <p>For children to understand about the different quality, texture and suitability of different threads, yarns and fabrics.</p> <p>Use basic cross stitch and back stitch.</p>
<u>Artists</u>	<p>Adam Bunce, Pablo Picasso</p>	<u>Artists</u>	<p>Alma Thomas, Andy Warhol(Y3) Anna Dillon, Fredrick John Widgery, Georgia O Keefe, Martin Proctor, Robert Jennison, Chuck Close, Henry Moore. (Y4)</p>	<u>Artists</u>	<p>Van Gogh, Cezanne, Monet, Georgia O Keefe, Renoir, Constable, Antoni Gaudi, Andy Goldsworthy</p>

Year 5		Year 6		Year 7	
<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Still life Perspective Focal point Distance Horizon 	Know different ways of creating appropriate tone and texture and use them to enrich drawings. To observe the human figure in a variety of situations. To develop an understanding of perspective - focal point, distance, horizon.	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Movement Perspective Reflection Shadow Poised 	Know different ways of creating appropriate tone and texture and use them to enrich drawings. To observe the human figure in a variety of situations. To develop an understanding of perspective - focal point, distance, horizon. Use a choice of techniques to depict movement, perspective, shadows and reflection.	<u>Drawing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Cross hatching Realistic Impressions Perspective 	Develop more complex skills, such as cross hatching, use of a rub to create light and start to show more skill in showing 3 dimension and light. Develop techniques that start to develop perspective and a greater sense of movement or proportion. Use this in a realistic way. Use a great range of styles to create different moods and feels when drawing. Create a range of impressions and feels. Develop more complex line and develop mark making to represent a variety of moods and situations.
<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Wash Scale Secondary Tertiary 	Use watercolour paint to create washes for backgrounds, then add detail. To know about the use of colour in the art and artefacts of other cultures and historical periods. Be able to use close observation of a small area of a painting and to focus attention on paint techniques, texture and colour. To reproduce a small section on a larger scale. Reinforcement of secondary and tertiary colour mixing.	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Inanimate Composition Arrangement Complementary Tonal 	Experiment with creating mood with colour. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. To show evidence of independence in selecting techniques and materials for use in a painting.	<u>Painting</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Composition Perspective Complementary Controlled Hue 	Plan carefully, taking into account layout, composition and perspective. Understand primary, secondary and complementary colours and use these appropriately. Begin to select colours according to needs. Develop use of watercolours, acrylic and oil pastels to create well controlled pieces. Develop a more complex understanding of colours and their relation to each other, using complementary colours. Understand tone and hue and their relevance. Develop texture through use of media. Use work from a range of resources, to develop own personal style.
<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Tactile Textures Replicate Manipulate 	To refine and enrich collage work by incorporating paint, drawing, and print. Mix textures (rough, smooth, plain and patterned). Combine visual and tactile qualities.	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Manipulation Embellish Accentuate Enhance 	Combine visual and tactile qualities. To extend use of collage materials revisiting texture pattern and shape	<u>Collage</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Tactile Subject matter Visual interest 	Combine textures, patterns, surfaces and create their own mix of surfaces to give visual interest. Work with a range of tactile surfaces and select these appropriately to the subject matter. Use a range of ceramic mosaic patterns, material, media and techniques to create texture.
<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Slab Structure Balance Scale Hollow Solid	Use frameworks (such as wire or moulds) to provide stability and form. Combine visual and tactile qualities. To learn a new technique for shaping and joining clay to make a slab pot/ vase/ box. To appreciate the diversity in architectural form and design. To understand structural considerations and function.	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Proportions Motion Abstract Manipulate 	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. To develop ideas through drafting diagrams. To understand how to manipulate materials. To use knowledge gained to make appropriate choices in realising finished sculptural form.	<u>Sculpture/3D</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Realism Tactile Supporting 	Show form, scale and proportion through sculpture and gain a sense of realism. Use a range of sculpting tools, to create texture, form, 3 dimensional effects and texture. Combine visual and tactile qualities to create interesting surfaces and textures. Develop the structure of sculptures using wire, moulds and supporting materials.
<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Monotype Inking up Pressure Water based Oil based 	Build up layers of colour. Awareness of examples. To recall and reinforce previous experience and learn more advanced techniques.	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Aesthetic Monoprint Assortment Motif Symmetrical 	To know and use the printed marks made by an assortment of natural and made objects. To introduce the process of making a simple mono-print.	<u>Printing</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Multi-media Templates 	Use templates and layers to create more complex prints. Understand how to layer up colour. Develop more complex patterns and understand how to repeat patterns in a basic way. Use a range of techniques linked to printing, including multi-media and sewing techniques.im
<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Thread Yarn Cross stitch Back stitch Fray 	For children to know how fabrics are made by the weaving of one thread over and under another. For children to understand about the different quality, texture and suitability of different threads, yarns and fabrics. Use basic cross stitch and back stitch.	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> modify Practicality Quilting Padding Gathering 	To generate a design form a specific design brief and produce an end product, adapting and modifying as necessary. Quilt, pad and gather fabric	<u>Textiles</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Deconstruct Reimagine Applique Embellish Pleat 	Deconstruct and recycle a variety of manmade plastics such as bubble wrap and clothing to create imaginative textile structures. Use dyeing, painting, bleaching, staining and printing on fabric to create repeat patterns or pictures. Use stitching techniques to embellish, join, pleat and scrunch materials. Explore applique, quilting and patchwork techniques with traditional and non-traditional materials.
<u>Artists</u>	Van Gogh, Cezanne, Monet, Georgia O Keefe, Renoir, Constable, Antoni Gaudi, Andy Goldsworthy	<u>Artists</u>	Alexander Calder, Gustav Klimt, Banksy	<u>Artists</u>	Explore a range of artists from different styles, cultures and backgrounds to begin to develop their own artistic style. Suggestions include Alma Thomas, Friedensreich Hundertwasser, Roy Lichenstein and Chris Ofili

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Assessment questions

Nursery	• Tell me about what you are making • What might you do next? • Tell me about what you have made	
Reception	• Tell me about what you are making • What might you do next? • Tell me about what you have made	
Year 1/Year 2	Year 1 • Tell me about what you are making • What might you do next? • Tell me about what you have made	Year 2 Tell me about that you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of?
Year 3/Year 4	Year 3 • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?	Year 4 Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?
Year 5	• Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?	
Year 6	• Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?	