



# Year 1 - working as an artist

**Autumn**  
1950s/60s  
The Magical Monarchy The first man on the moon

**Spring**  
1900-1940  
WW1 or WW2 / The Titanic

**Summer**  
1880-1900  
The Victorians

**Drawing: I can**

- draw using pencils and crayons
- draw lines of different shapes and thickness, using different grades of pencils
- communicate something about myself
- create mood

**Vocabulary:** Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, nature, man-made environment.

**Painting: I can**

- choose to use thick and thin brushes
- paint a picture of something I can see
- name the primary and secondary colours
- communicate something about myself
- create mood

**Vocabulary:** Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright.

**Printing: I can**

- print with a variety of items
- design my own printing block

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

**Textiles I can**

- weave with fabric and thread and add texture by using tools
- make a variety of shapes and structures, cut, roll and coil mouldable materials
- create cords and plaits for decoration
- experiment with constructing and joining recycled, natural and manmade materials

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

**Collage I can**

- cut and tear paper and card for my collages
- gather and sort materials I will need
- sort materials according to texture and colour

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

**Sculpture I can**

- experiment in a variety of malleable media such as clay, papier mache, salt dough, modroc.
- shape and model materials for a purpose, e.g. pot, tile from observation and imagination.
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- impress and apply simple decoration techniques: impressed, painted, applied.
- use tools and equipment safely and in the correct way.

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

**ICT I can**

- use a simple painting program to create a picture
- use tools in a painting package
- go back and change their picture

**Knowledge I can**

- describe what I can see and like in the work of another artist / craft maker/ designer
- ask sensible questions about a piece of art
- say what I like and dislike about a piece of work

**Sketch books**  
I can set out my ideas in my sketch book

**Artists to study**  
Vincent Van Gough, Paul Nash, Uehara Konen, Rennie Mackintosh

Painting – mood - Vincent Van Gough- Starry nights, Textiles- The Queen's wedding dress and coronation gown - Sir Norman Hartnell

Drawing – Mood – ww2 Paul Nash or Titanic- sea waves - Uehara Konen's Hatō zu 1, meaning "wave" in Japanese,

Collage: - Art Nouveau – Rennie Mackintosh



# Year 2 - working as an artist

	<b>Autumn</b> 1950s/60s The Magical Monarchy The first man on the moon	<b>Spring</b> 1900-1940 WW1 or WW2 / The Titanic	<b>Summer</b> 1880-1900 The Victorians
<b>Drawing: I can</b> <ul style="list-style-type: none"> <li>use different grades of pencils, charcoal and pastels in my drawings</li> <li>create different tones using light and dark?</li> <li>show patterns and texture in my drawings</li> <li>use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul> <b>Vocabulary:</b> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, man-made environment, comparison, Still life.			
<b>Painting: I can</b> <ul style="list-style-type: none"> <li>mix paint to create all the secondary colours</li> <li>mix and match colours, predict outcomes</li> <li>make tints by adding colour to white</li> <li>make tones by adding black</li> </ul> <b>Vocabulary:</b> Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.			
<b>Printing: I can</b> <ul style="list-style-type: none"> <li>create a print inspired by an artist / craft maker / designer</li> <li>create a repeating pattern</li> <li>make a simple printing block</li> </ul> <b>Vocabulary:</b> print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mon-print, Two-tone print.			
<b>Textiles I can</b> <ul style="list-style-type: none"> <li>join fabric</li> <li>create part of a class textile freeze</li> <li>create cords and plaits for decoration</li> <li>use simple 2-D shapes to create a 3-D form</li> </ul> <b>Vocabulary:</b> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.			
<b>Collage I can</b> <ul style="list-style-type: none"> <li>create individual and group collages</li> <li>use different kinds of materials on my collage and explain why I have chosen them</li> <li>use repeating patterns in my collage</li> </ul> <b>Vocabulary:</b> fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.			
<b>Sculpture I can</b> <ul style="list-style-type: none"> <li>shape, form, construct and model from observation and imagination.</li> <li>use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>demonstrate experience in surface patterns/textures and use them when appropriate.</li> <li>explore carving as a form of 3D art</li> </ul> <b>Vocabulary:</b> Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.			
<b>ICT I can</b> <ul style="list-style-type: none"> <li>create a picture independently</li> <li>use simple ICT mark-making tools e.g. brush and pen tools</li> <li>edit my own work</li> </ul>			
<b>Knowledge I can</b> <ul style="list-style-type: none"> <li>link colours to natural and man-made objects</li> <li>say how other artist / craft makers / designers have used colour, pattern and shape</li> <li>create a piece of work in response to another artist's work</li> <li>talk about likes and dislikes in relation to their own work and others</li> </ul>			
<b>Sketch books I can</b> <ul style="list-style-type: none"> <li>begin to demonstrate my ideas through photographs and in my sketch books</li> <li>set out my ideas, using a variety of ideas and media in my sketch books</li> </ul>			
<b>Artists to study</b>	Vincent Van Gough, Textiles- The Queen's wedding dress and coronation gown - Sir Norman Hartnell	<b>Paul Nash, Uehara Konen</b>	Rennie Mackintosh



# Year 3 - working as an artist

Autumn

Spring

Summer

**Drawing: I can**

- show facial expressions in my drawings
- use my sketches to produce a final piece of work
- write an explanation of my sketch in notes in my sketch book
- use different grades of pencil shades, to show tones and textures

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

**Painting: I can**

- predict with accuracy the colour that I mix
- know where the primary and secondary colours sit on a colour wheel
- produce a background using a wash
- use a range of brushes to create different effects

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

**Printing: I can**

- design a printing block and use it to create a print
- make a 2 colour print
- identify pattern in the environment

**Vocabulary:** Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

**Textiles I can**

- sew fabric together
- use more than one type of stitch
- use sewing to add detail to a piece of work
- add texture to a piece of work
- experiment with paste resistance
- use papier mache to create a simple 3D object

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Collage I can**

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Sculpture I can**

- work with life size materials
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

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

**ICT I can**

- use the printed images I take with a digital camera and combine them with other media to produce artwork
- use ICT programs to create a piece of work that includes my own work and that of others (using the web)

**Knowledge I can**

- compare the work of different artists
- explore work from other cultures
- explore artwork linked to their topic
- beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work

**Sketch books I can**

- use my sketch books to express feelings about a subject and to describe my likes and dislikes
- make notes in my sketchbooks about techniques used by an artist
- suggest improvements to my work by keeping notes in my sketch books

**Artists to study**

Turner, Lowry

Portraits Holbein – printing- Warhol

Bayeux Tapestry (textiles) Clay, pottery



# Year 4 - working as an artist

Autumn

Spring

Summer

**Drawing: I can**

- show facial expressions in my drawings
- use my sketches to produce a final piece of work
- write an explanation of my sketch in notes in my sketch book
- use different grades of pencil shades, to show tones and textures

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

**Painting: I can**

- predict with accuracy the colour that I mix
- know where the primary and secondary colours sit on a colour wheel
- produce a background using a wash
- use a range of brushes to create different effects

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

**Printing: I can**

- design a printing block and use it to create a print
- make a 2 colour print
- identify pattern in the environment

**Vocabulary:** Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

**Textiles I can**

- sew fabric together
- use more than one type of stitch
- use sewing to add detail to a piece of work
- add texture to a piece of work
- experiment with paste resistance
- use papier mache to create a simple 3D object

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Collage I can**

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Sculpture I can**

- work with life size materials
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

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

**ICT I can**

- use the printed images I take with a digital camera and combine them with other media to produce artwork
- use ICT programs to create a piece of work that includes my own work and that of others (using the web)

**Knowledge I can**

- compare the work of different artists
- explore work from other cultures
- explore artwork linked to their topic
- beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work

**Sketch books I can**

- use my sketch books to express feelings about a subject and to describe my likes and dislikes
- make notes in my sketchbooks about techniques used by an artist
- suggest improvements to my work by keeping notes in my sketch books

**Artists to study**

Turner, Lowry

Portraits Holbein – printing- Warhol

Bayeux Tapestry (textiles) Clay, pottery



# Year 5 - working as an artist

Autumn

Spring

Summer

**Drawing: I can**

- show facial expressions in my drawings
- use my sketches to produce a final piece of work
- write an explanation of my sketch in notes in my sketch book
- use different grades of pencil shades, to show tones and textures

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

**Painting: I can**

- predict with accuracy the colour that I mix
- know where the primary and secondary colours sit on a colour wheel
- produce a background using a wash
- use a range of brushes to create different effects

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

**Printing: I can**

- design a printing block and use it to create a print
- make a 2 colour print
- identify pattern in the environment

**Vocabulary:** Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

**Textiles I can**

- sew fabric together
- use more than one type of stitch
- use sewing to add detail to a piece of work
- add texture to a piece of work
- experiment with paste resistance
- use papier mache to create a simple 3D object

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Collage I can**

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Sculpture I can**

- work with life size materials
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

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

**ICT I can**

- use the printed images I take with a digital camera and combine them with other media to produce artwork
- use ICT programs to create a piece of work that includes my own work and that of others (using the web)

**Knowledge I can**

- compare the work of different artists
- explore work from other cultures
- explore artwork linked to their topic
- beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work

**Sketch books I can**

- use my sketch books to express feelings about a subject and to describe my likes and dislikes
- make notes in my sketchbooks about techniques used by an artist
- suggest improvements to my work by keeping notes in my sketch books

**Artists to study**

Turner, Lowry

Portraits Holbein – printing- Warhol

Bayeux Tapestry (textiles) Clay, pottery



# Year 6 - working as an artist

Autumn

Spring

Summer

**Drawing: I can**

- show facial expressions in my drawings
- use my sketches to produce a final piece of work
- write an explanation of my sketch in notes in my sketch book
- use different grades of pencil shades, to show tones and textures

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

**Painting: I can**

- predict with accuracy the colour that I mix
- know where the primary and secondary colours sit on a colour wheel
- produce a background using a wash
- use a range of brushes to create different effects

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

**Printing: I can**

- design a printing block and use it to create a print
- make a 2 colour print
- identify pattern in the environment

**Vocabulary:** Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.

**Textiles I can**

- sew fabric together
- use more than one type of stitch
- use sewing to add detail to a piece of work
- add texture to a piece of work
- experiment with paste resistance
- use papier mache to create a simple 3D object

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Collage I can**

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

**Vocabulary:** Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.

**Sculpture I can**

- work with life size materials
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Use a sketchbook to plan, collect and develop ideas.
- To record media explorations and experimentations as well as try out ideas.
- Produce more intricate surface patterns/textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Continue to explore carving as a form of 3D art.

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

**ICT I can**

- use the printed images I take with a digital camera and combine them with other media to produce artwork
- use ICT programs to create a piece of work that includes my own work and that of others (using the web)

**Knowledge I can**

- compare the work of different artists
- explore work from other cultures
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**Sketch books I can**

- use my sketch books to express feelings about a subject and to describe my likes and dislikes
- make notes in my sketchbooks about techniques used by an artist
- suggest improvements to my work by keeping notes in my sketch books

**Artists to study**

Turner, Lowry

Portraits Holbein – printing- Warhol

Bayeux Tapestry (textiles) Clay, pottery