

Oakham Primary School

Art and Design Policy and Curriculum



Approved by Governors on:

08/05/24

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read "N Skett".

Lead Personnel:

N Skett

Date to be reviewed:

08/05/26

Art and Design Curriculum

There are five main areas of the Art and Design curriculum:

- Making skills
- Generating ideas
- Formal elements
- Knowledge of artists
- Evaluating

Each year group will need to cover each of these five areas over the course of the school year and teachers will need to ensure that all the theoretical and practical skills are covered for their year group.

Our Art and Design curriculum at Oakham will be following the 'Kapow' scheme of learning, where each year group will be assigned 3 units (one per half term). Each unit consists of 5 - 6 lessons to be taught across the half term. Each lesson has a step-by-step plan to follow to teach the lesson, links to downloadable resources, lists of other resources required for the lesson, question prompts, key vocabulary and some have slides/videos where needed.

All of these are available on the website <https://www.kapowprimary.com> and everyone should have a log in to access the resources.

Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
- **Increasing depth:** Each time as skill is revisited it is covered with greater complexity.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Units across our curriculum are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Intent – what does the Art and Design curriculum intend to do?

At our school, we intend that children should master Art and Design to such an extent that they can go on to have careers within Art and Design and make use of art effectively in their everyday lives.

Our children will be taught Art and Design in a way that ensures progression of skills, and follows a sequence to build on previous learning.

Our children will gain experience and skills of a wide range of formal elements of art in a way that will enhance their learning opportunities, enabling them to use art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Implementation – how is the curriculum implemented?

We follow a broad and balanced Art and Design curriculum that builds on previous learning and provides both support and challenge for learners. We follow an Art and Design scheme that ensures and progression of skills and covers all aspects of the Art and Design curriculum.

All classes will have a scheduled Art and Design lesson each week to cover the five main areas of Art and Design.

Children's work and pictures of their work will be kept in sketch books for reference and assessment and teachers will be required to fill out an end of unit RAG reflection sheet to identify where the children are on their progress through the curriculum.

We want to ensure that Art and Design is embedded in our whole school curriculum and that opportunities for enhancing learning by using art are always taken.

Impact – what progress will children make?

Our children enjoy and value Art and Design and know why they are doing things, not just how. Children will understand and appreciate the value of Art and Design in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Art and Design is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Art and Design assessment policy to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge Observing how they perform in lessons.
- Talking to them about what they know.

The Art and Design curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Progress will be shown through outcomes and through the important record of the process leading to them.

National Curriculum Skills

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Yearly Overview

Art and Design Overview 24-25

	Autumn 1		Spring 1		Summer 1	
Year 1	Drawing Make your mark		Sculptures and 3D Paper Play (5 lessons)		Painting and Mixed Media Colour splash (5 lessons)	
Year 2	Drawing Tell a Story (5 lessons)		Painting and Mixed Media Life in colour (5 lessons)		Sculpture and 3D Clay houses (5 lessons)	
Year 3	Drawing Growing Artists (5 lessons)		Craft and Design Ancient Egyptian scrolls (5 lessons)		Sculpture and 3D Abstract shape and space (5 lessons)	
Year 4	Drawing Power Prints (Lesson 5)		Painting and Mixed Media Light and Dark (5 lessons)		Craft and Design Fabric of Nature (5 lessons)	
Year 5	Drawing I need space (5 lessons)		Painting and Mixed Media Portraits (5 lessons)		Sculpture and 3D Interactive Installation (5 lessons)	
Year 6	Drawing Make my voice heard (5 lessons)		Craft and Design Photo Opportunity (5 Lessons)		Sculpture and 3D Making Memories (5 lessons)	

Curriculum overview

The units contain five lessons. The lessons in each unit are designed to be taught in sequential order, with the exception of the lessons in the Skills and Formal elements units which can be taught in any order. These two units feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

The units within a single year group can be taught in any order. The lessons within a single year group can be taught in **any** order.

The lessons within the *Art and design skills* and *Formal elements of art units* do not need to be taught consecutively or at the same point in the year (unless numbered).

Unit Outcomes				
	Autumn 1	Spring 1	Summer 1	NC Links
Year 1	<p>Drawing: Make Your Mark</p> <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	<p>Sculptures and 3D: Paper Play</p> <ul style="list-style-type: none"> Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage. 	<p>Painting and Mixed Media: Colour splash</p> <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates. 	<p>Pupil should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and Imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
Year 2	<p>Drawing: Tell a story</p> <ul style="list-style-type: none"> Suggest ways to draw a word through marks. 	<p>Painting and Mixed Media: Life in Colour</p>	<p>Sculpture and 3D: Clay Houses</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling 	<p>Pupil should be taught:</p> <p>To use a range of materials creatively to</p>

	<ul style="list-style-type: none"> • Use relevant language to describe how an object feels. • Suggest ways to create different textures through drawn marks. • Freely experiment with different tools, receiving encouragement when needed. • Describe and then draw shapes that make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Recount a story and select key events to draw. • Create scenes from their own imagination, with some support 	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	<p>shapes successfully and making a range of marks in their clay.</p> <ul style="list-style-type: none"> • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<p>design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and Imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
Year 3	<p>Drawing: Growing Artists</p> <ul style="list-style-type: none"> • Know the difference between organic 	<p>Craft and Design: Ancient Egyptian scrolls</p> <ul style="list-style-type: none"> • Recognise and discuss the 	<p>Sculpture and 3D: Abstract shape and space</p>	<p>Pupils should be taught:</p> <p>To develop their techniques, including</p>

<p>and geometric shapes.</p> <ul style="list-style-type: none"> • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	<p>importance of Ancient Egyptian art.</p> <ul style="list-style-type: none"> • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. 	<p>their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>
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			<ul style="list-style-type: none"> • Work cooperatively in pairs to add detail to their artwork. 	
Year 4	<p>Drawing: Power Prints</p> <ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 	<p>Painting and Mixed Media: Light and Dark</p> <ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<p>Craft and Design :Fabric of Nature</p> <ul style="list-style-type: none"> • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs. 	<p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>

<p>Year 5</p>	<p>Drawing: I need space</p> <ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, 	<p>Painting and Mixed Media: Portraits</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 	<p>Sculpture and 3D: Interactive Installation</p> <ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. 	<p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>
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	discussing ways to improve work.		<ul style="list-style-type: none"> Justify choices made, explaining how they improve the viewer experience or make it interactive. 	
Year 6	<p>Drawing: Make my voice heard</p> <ul style="list-style-type: none"> Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what 	<p>Craft and Design: Photo Opportunity</p> <ul style="list-style-type: none"> Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas. Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Use editing software to change their 	<p>Sculpture and 3D: Making Memories</p> <ul style="list-style-type: none"> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating 	<p>Pupils should be taught:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>

	<p>art is, justifying their ideas.</p> <ul style="list-style-type: none"> • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work 	<p>image, reflecting an artist's style.</p> <ul style="list-style-type: none"> • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	<p>experimentation, originality and technical competence.</p> <ul style="list-style-type: none"> • Competently reflect on successes and personal development. 	
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Key Vocabulary progression

Key Vocabulary			
	Autumn	Spring	Summer
Year 1	<p style="text-align: center;">Drawing: Make Your Mark</p> <p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly,</p> <p>Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<p style="text-align: center;">Sculptures and 3D Paper Play</p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p>	<p style="text-align: center;">Painting and Mixed Media Colour splash</p> <p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>
Year 2	<p style="text-align: center;">Drawing: Tell a story</p> <p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>	<p style="text-align: center;">Painting and Mixed Media Life in Colour</p> <p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p>	<p style="text-align: center;">Sculpture and 3D: Clay Houses</p> <p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>
Year 3	<p style="text-align: center;">Drawing: Growing Artists</p> <p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p>	<p style="text-align: center;">Craft and Design: Ancient Egyptian scrolls</p> <p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p style="text-align: center;">Sculpture and 3D: Abstract shape and space</p> <p>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive Space</p>
Year 4	<p style="text-align: center;">Drawing: Power Prints</p> <p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition,</p>	<p style="text-align: center;">Painting and Mixed Media: Light and Dark</p> <p>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid,</p>	<p style="text-align: center;">Craft and Design: Fabric of Nature</p> <p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture,</p>

	Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry
Year 5	Drawing: I need space Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Painting and Mixed Media: Portraits Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Sculpture and 3D: Interactive Installation Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive
Year 6	Drawing: Make my voice heard Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	Craft and Design: Photo Opportunity Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion	Sculpture and 3D: Making Memories Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection

