



The Riverview Academy Curriculum Progression : Art

EXCELLENCE AND AMBITION FOR ALL

Respect

Excellence

Resilience

Teamwork

Kindness

Responsibility

Whole School: Riverview Curriculum Intent

At The Riverview Academy, our values are at the heart of everything we do. We are a kind, inclusive community that embraces individuality and creates opportunities for all, irrespective of gender, race, disability or background. Through excellent education in a safe and nurturing environment, we empower every child to become the very best version of themselves. Guided by kindness, excellence, respect, resilience and teamwork, our children grow into confident, creative learners who make a positive difference to our school, our community, and the wider world.

Art: Riverview Curriculum Intent

At The Riverview Academy, our art curriculum is designed to inspire creativity, curiosity and self-expression, enabling all pupils to explore and understand the world through visual and tactile experiences. Art is a valued part of our curriculum, providing pupils with opportunities to experiment, create, reflect and develop confidence in their own ideas.

From the Early Years, children explore materials, tools and techniques through purposeful play, developing early skills in mark making, colour, texture and form while expressing their ideas and feelings creatively. These foundations are built upon in Key Stage 1, where pupils experiment with a wider range of materials and techniques, develop their imagination, and begin to talk about their own work and the work of others using simple artistic language.

As pupils move into Key Stage 2, they refine their skills and techniques with increasing control and independence. Sketchbooks are used to record observations, develop ideas and revisit learning over time. Pupils study a range of artists, craft makers and designers from different cultures and periods, learning how art reflects and shapes history and society, and using this understanding to inform their own creative outcomes.

Across all stages, pupils are taught to use the language of art to evaluate and reflect on creative work, explore key visual elements such as colour, line, shape, texture and form, and develop technical proficiency in drawing, painting, sculpture and mixed media. By the time pupils leave The Riverview Academy, they will have the skills, knowledge and confidence to think creatively, express themselves and engage critically with art and design.

Our Five Pedagogical Pillars

At Riverview, our approach to teaching and learning is grounded in five key pedagogical pillars, all underpinned by a well-planned curriculum that is sequential and progressive. These pillars work together to ensure that every child is supported to access the curriculum, make progress, and thrive. Where needed, bespoke adaptations and provision are made to ensure every child can succeed. This framework ensures we are consistent, inclusive, and ambitious in our approach to teaching and learning across the school. The 5 pillars are:

Effective Questioning:

We use strategies such as Think-Pair-Share and ABC (Agree, Build, Challenge) to promote deep thinking, discussion, and engagement.

Modelling:

Lessons are built around the I do, we do, you do approach to provide clear scaffolding and build independence.

Retrieval Practice:

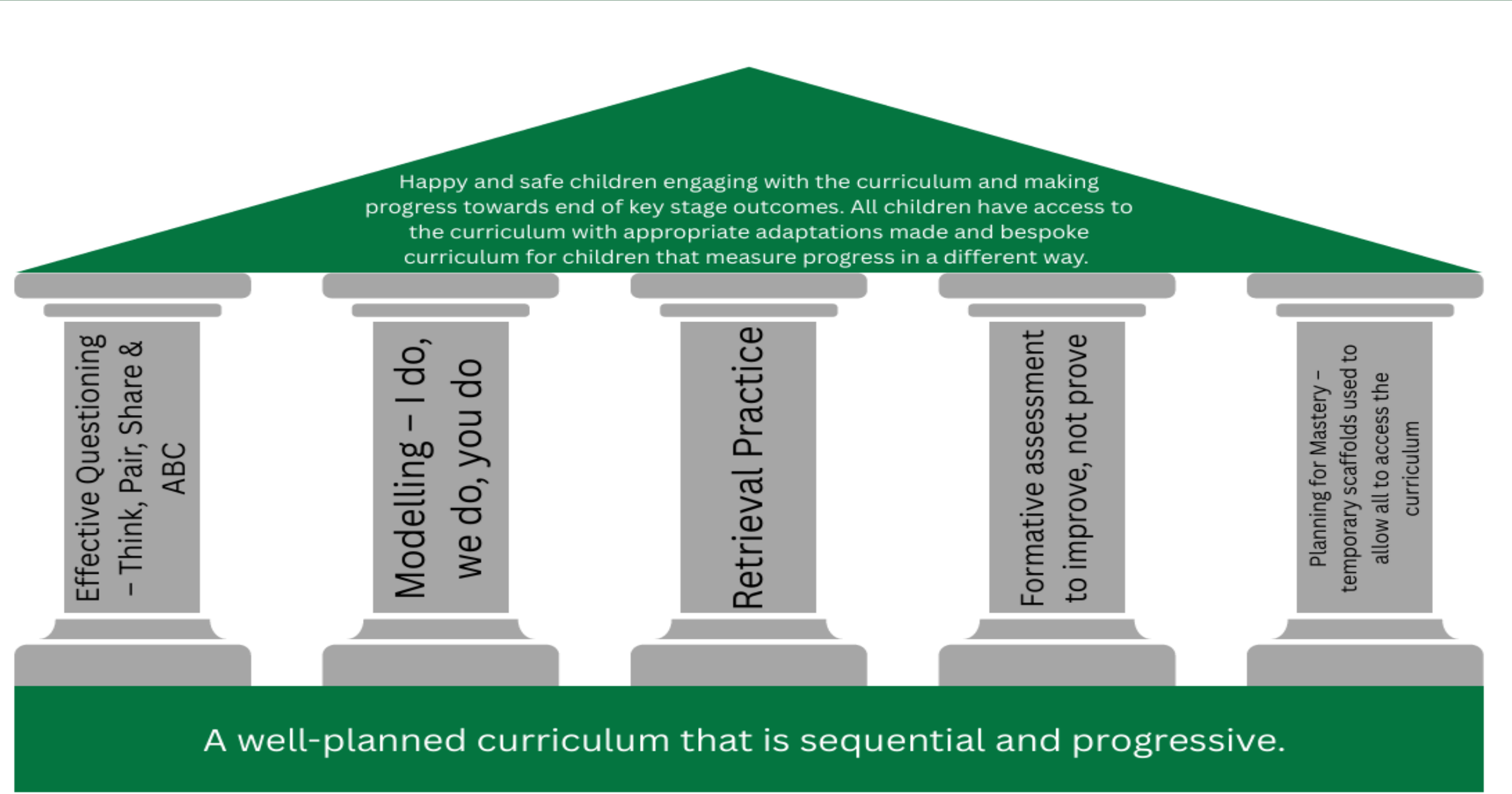
Children regularly recall prior learning to strengthen memory, make connections, and deepen understanding.

Formative Assessment:

Assessment is used to improve, not prove learning. Teachers adapt teaching responsively based on what children know and need next.

Planning for Mastery:

We use temporary scaffolds and supports to enable all learners to access the curriculum and achieve success.



Happy and safe children engaging with the curriculum and making progress towards end of key stage outcomes. All children have access to the curriculum with appropriate adaptations made and bespoke curriculum for children that measure progress in a different way.

Effective Questioning
– Think, Pair, Share &
ABC

Modelling – I do,
we do, you do

Retrieval Practice

Formative assessment
to improve, not prove

Planning for Mastery –
temporary scaffolds used to
allow all to access the
curriculum

A well-planned curriculum that is sequential and progressive.

Substantive and Disciplinary Concepts

Substantive Concepts:



**Visual
Elements**



**Materials
and Media**



**Artistic
Meaning
and Purpose**



**Art in
Context**



**Artists,
Designers,
and Makers**



**Artistic
Disciplines**

Disciplinary Concepts:



Observation



Experimentation



**Developing
Ideas**



Evaluating



**Making
Connections**



**Expressing
Meaning**

Substantive and Disciplinary Knowledge

Substantive Knowledge – Knowing Art

Substantive knowledge refers to the **content of art** – the materials, visual elements, artists, styles and cultural contexts that pupils learn about. It includes:

- **Visual Elements** – line, shape, colour, texture, pattern, tone, form and space
- **Materials and Media** – drawing, painting, sculpture, collage, printmaking and mixed media, and how different materials behave
- **Artistic Disciplines** – understanding the distinct characteristics of drawing, painting, sculpture and design
- **Artists, Designers and Makers** – knowledge of significant artists, craft makers, architects and designers from different cultures and periods
- **Artistic Purpose and Meaning** – understanding that art is created with intention and can communicate ideas, emotions, identity and messages
- **Art in Context** – recognising how art reflects and influences time, place, culture and society

This is the *'know what'* of art – the building blocks that allow pupils to understand artworks, make informed creative choices and place art within wider cultural and historical contexts. Substantive knowledge is carefully sequenced so that pupils revisit and deepen understanding of key concepts as they progress through the school.

Disciplinary Knowledge – Thinking Like an Artist

Disciplinary knowledge teaches pupils **how artists work**, think and make decisions. It focuses on understanding art as a creative and investigative process rather than a single finished outcome.

Through disciplinary knowledge, pupils learn to:

- **Observe** – look closely at objects, images and artworks to inform their own work
- **Experiment** – explore materials, tools and techniques through purposeful trial and error
- **Develop Ideas** – plan, refine, adapt and improve work over time, often using sketchbooks
- **Evaluate** – reflect on their own work and the work of others using appropriate artistic vocabulary
- **Make Connections** – compare artists, styles, techniques and outcomes, identifying similarities and differences
- **Express Meaning** – communicate ideas, feelings and intentions through creative choices

This is the *'know how'* of art – the habits of mind that enable pupils to think creatively, take risks, reflect critically and develop confidence as artists.



In EYFS, pupils explore line, colour, shape, texture and form through mark making, painting and modelling. In KS1, they begin to use visual elements more intentionally, describing how these are used in their own work and the work of artists. In KS2, pupils apply visual elements deliberately to create mood, movement, meaning and visual impact across a range of styles and media.



In EYFS, pupils explore art linked to familiar people, places, stories and experiences, developing early awareness that art reflects the world around them. In KS1, pupils recognise that art reflects the time, place and culture in which it was created, making simple links between artworks and historical events or ways of life. In KS2, pupils explore how art both reflects and shapes society, history and cultural identity, making connections between artistic movements, historical periods and global traditions.



In EYFS, pupils explore a wide range of materials and tools through sensory and creative play. In KS1, they develop understanding of how different materials and tools behave and begin to select them for specific purposes. In KS2, pupils choose, combine and adapt materials intentionally, understanding how media choices affect outcomes and artistic effect.



In EYFS, pupils explore artwork created in their lifetime and from before, developing awareness that people create art in different ways. In KS1, they study a range of artists and designers, exploring portraits, architecture and artworks from different times and places. In KS2, pupils examine how artists, designers and makers are influenced by historical, cultural and social contexts.



In EYFS, pupils use art to communicate ideas, feelings and imagination. In KS1, they begin to understand that art can tell stories, represent events and express emotions or ideas. In KS2, pupils explore how artists use symbolism, style and visual choices to communicate meaning, messages and viewpoints.



In EYFS, pupils draw, paint and model to express ideas and experiences. In KS1, they learn that drawing, painting, sculpture, printing and mixed media are distinct artistic disciplines with different processes. In KS2, pupils refine techniques across disciplines, working with increasing control, accuracy and independence.



In EYFS, pupils observe the world around them, noticing colour, shape, texture and form through looking, touching and exploring. In KS1, pupils begin to look more closely, drawing from observation and talking about what they can see in objects, images and artworks. In KS2, pupils observe with increasing accuracy and purpose, using careful looking to inform drawing, design decisions and artistic outcomes.



In EYFS, pupils talk about their work, sharing what they have made and how it makes them feel. In KS1, pupils evaluate their own work and the work of others, beginning to use simple artistic language. In KS2, pupils evaluate more critically, using appropriate subject vocabulary to reflect on processes, outcomes and how work could be improved.



In EYFS, pupils experiment freely with materials, tools and techniques through play and exploration. In KS1, pupils experiment more purposefully, trying different tools and materials to see what happens and how effects can be changed. In KS2, pupils experiment intentionally, testing ideas, techniques and combinations of media to refine outcomes.



In EYFS, pupils begin to notice similarities and differences in colours, materials and creative experiences. In KS1, pupils make simple comparisons between their work and the work of artists or classmates, noticing similarities and differences. In KS2, pupils make more thoughtful connections between artists, styles, techniques and outcomes, explaining similarities and differences with increasing confidence.



In EYFS, pupils develop ideas through exploration, play and imaginative responses, often changing their work as they go. In KS1, pupils begin to plan and improve their work, making simple decisions about materials, tools and outcomes. In KS2, pupils develop ideas over time, using sketchbooks to plan, refine, adapt and revisit work with increasing purpose.



In EYFS, pupils use art to express ideas, feelings and imagination through creative choices. In KS1, pupils begin to make choices about colour, materials and imagery to communicate ideas or stories. In KS2, pupils express meaning intentionally, using visual elements, materials and techniques to communicate messages, viewpoints and personal responses.

What is the Art Curriculum?

	Autumn Term	Spring Term	Summer Term
EYFS	Expressive Arts and Design		
Year 1	Pablo Picasso Self Portraits Drawing	Vincent Van Gogh Landscapes Painting	Michelle Reader Clay Animals Sculpture
Year 2	Peter Thorpe Spacescapes Drawing, Mixed Media Change to term 6	Henri Rousseau Rainforest Landscapes Painting, Mixed Media change to term 1	Barbara Gillhooly Town and City Scapes Sculpture Term 5
Year 3	Imogen Taylor Nobel Clay Vases Sculpture	Frida Kahlo Self-Portraits Painting, Mixed Media	Andy Warhol Volcano Prints Painting
Year 4	Esther Mahlangu African Patterns Printing	Georgia O'Keeffe Plants, Landscapes Painting, Mixed media	Claude Monet Landscapes Paintings
Year 5	Victoria Topping Mythical Portrait Painting	Alexander Calder, Wassily Kandinsky Material Mobiles Sculpture	David Hockney Town and Cityscapes Digital Media
Year 6	William Morris Wallpaper Design Printing	Sam Falconer Anthropocene Portraits Illustration, Mixed Media	Vivienne Westwood Textile RVA Brooch Textiles

How our units of work are mapped out:

Our units are designed to progressively develop skills, techniques and understanding, while also deepening pupils' creative and evaluative thinking. Knowledge, skills and visual elements are revisited and interwoven so children can return to techniques, materials and artistic concepts throughout their progression at our school, allowing comparisons between different artists, styles and artistic traditions to take place.

The substantive concepts outlined below occur frequently throughout the Art curriculum. Pupils develop their understanding through carefully planned, repeated encounters across a range of media, techniques, artists and artistic traditions. These substantive concepts carry specific meanings depending on context, rather than existing as fixed definitions. Colour, for example, may be used to create mood, symbolism or realism, and its purpose and impact vary across styles, cultures and periods. Simply knowing the definition of a visual element or artistic term does not enable pupils to fully understand how artists use it to communicate meaning.



**Visual
Elements**



**Materials
and Media**



**Artistic
Meaning
and Purpose**



**Art in
Context**



**Artists,
Designers,
and Makers**



**Artistic
Disciplines**

R

1

2

3

4

5

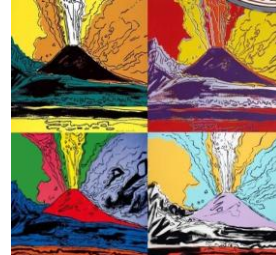
6

Expressive Arts and Design.

Talk about their own ideas, experiences and feelings through a range of creative activities and materials;

Explore similarities and differences in colours, textures, sounds and movements, drawing on their experiences and what has been explored in class;

Express ideas and imagination through art, music, movement, role play and storytelling.



Cultural Capital and Enrichment

Where did the term cultural capital come from?

In the 1970s, Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu believed that cultural capital played an important, and subtle role. For Bourdieu, the more capital you have the more powerful you are.

Bourdieu saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. The Riverview Academy is committed to ensuring all our pupils are equipped with the knowledge and cultural capital they need to succeed in life. Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We want all our pupils to leave Riverview, by the end of KS2, with aspirational goals for their future, without any limitations. We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu. We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Generating Ideas	• Show interest in the world around them • Explore and create from first hand observation, experience and imagination.	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. • Develop ideas.	• Record and explore ideas from a range of experiences. • Develop answers regarding the starting points for their work and the processes they have used. • Develop ideas through considerations and prior learning.	• Begins to gather and review information, references and resources related to their ideas and intentions. • Begins to use sketchbook to record observations, plan and shape ideas.	• Selects and uses relevant resources and references to develop their ideas. • Uses sketchbooks for collecting ideas and developing a plan for a completed piece of artwork. • Purposefully uses sketchbooks and drawings to improve skills, understanding, inform ideas and plan for an outcome. • Sketch books will show several versions of an idea and begin to add annotations analysing and evaluating each design.	• Engages in open ended research and exploration in the process of initiating and developing their own personal ideas. • Confidently uses sketchbooks for a variety of purposes: recording observations, developing ideas, testing materials, planning and recording information.	• Independently develop a range of ideas which show curiosity, imagination and originality. • Uses sketchbooks to systematically investigate, research and test ideas and plans. • Sketchbooks show how work will be produced and how materials will be used.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Making	- Explore a range of materials, including natural. - Try a range of materials for pleasure.	- Try out a range of materials and processes. - Use a range of materials creatively to design and make.	- Deliberately chose materials to use particular techniques for a given purpose. - Show understanding of the work of others. - Develops and exercises some care and control over the range of materials they use. - Use a range of materials creatively to design and make.	- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. - Select, and uses appropriately, a variety of techniques in order to create.	- Investigate the nature and qualities of different materials and processes systematically. - Apply the learnt technical skills to improve the quality of a piece.	- Confidently investigate and exploit the potential for new and unfamiliar materials. - Use acquired technical expertise to make work which effectively reflects their ideas and intentions.	- Independently act to refine their technical skills in order to improve their mastery of materials and techniques. - Independently selects and effectively uses relevant processes in order to create successful and finished work.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Knowledge and Understanding	• Explore art and design techniques. • Show excitement and interest in different art. • Use simple tools to complete a chosen piece of work.	• Explore a range of art and design techniques, exploring using colour, pattern, texture, line, shape, form and space. • Show interest in the work of others. • Knows how to use some of the tools and techniques they have chosen to work with.	• Develop a wide range of art and design techniques, exploring using colour, pattern, texture, line, shape, form and space. • Knows about and describes the work of some artists, craftspeople and designers. • Knows and is able to explain how to use some of the tools and techniques they have chosen to work with.	• Knows about and describes the work of some artists, craftspeople, architects and designers. • Knows and is able to explain how to use some of the tools and techniques they have chosen to work with.	• Knows about and describes some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied • Knows about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	• Knows how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. • Knows how to describe the processes they are using and how they hope to achieve high quality outcomes	• Knows how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. • Knows about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Evaluating	• Say what they think and feel about something verbally. • Think about simple changes in their work and execute independently or with the help of others.	• Explain what they and others have done and say what they think and feel about it. • Identify what they might change in their current work. • Describe the differences and similarities between different practices and disciplines, and making links to their own work. • Attempt to think critically about their art and design work.	• Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Explain the differences and similarities between different practices and disciplines, and making links to their own work. • Think critically about their art and design work. • Annotate work in sketchbooks.	• Takes the time to reflect upon what they like and dislike about their work in order to improve it.	• Regularly reflects upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.	• Regularly analyses and reflects in their progress taking account of what they hoped to achieve.	• Provides a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Drawing	• Draw for pleasure. • Experiment with a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media. • Begin to explore the use of line, shape, space and colour through mark-making. • Choose from a range of media to create.	• Draw for pleasure, building concentration and observational skills. • Begin to experiment with the use of line, shape, form, space; and colour. • Explore and select suitable colours to produce a self-portrait.	• Draw for pleasure and for a sustained period of time, developing concentration and observational skills. • Experiment with the formal elements; line, shape, form, space; colour and pattern with a greater skill and control to create a desired effect. • Explore and select suitable media to produce a space-themed abstract piece.	• Draw for pleasure and for a sustained period of time, developing concentration and observational skills. • Carefully select graded pencils. • Experiment with the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to create a desired effect. • Explore and select suitable media to produce a self-portrait.	• Draw for pleasure and for a sustained period of time, developing concentration and observational skills. • Carefully select graded pencils. • Experiment with the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to create a desired effect.	• Draw for pleasure and for a sustained period of time, with continued concentration, secure observational skills, appropriate proportions and scales. • Carefully select graded pencils. • Investigate and apply the formal elements; line, shape and form, tone, colour and pattern with a skill and control to successfully create a desired effect. • Explore and select suitable media to produce a Greek mythology inspired portrait.	• Draw for pleasure and for a sustained period of time, with continued concentration, accuracy, secure observational skills appropriate proportions and scales. • Carefully select graded pencils. • Investigate and apply the formal elements; line, shape and form, tone, colour and pattern with a skill and control to successfully create a desired effect. • Explore and select suitable media to produce an Anthropocene side profile self-portrait.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Painting	• Paint for pleasure. • Experiment with a variety of tools and techniques, including paint brushes, small tools and paint types. • Begin to explore the use of line, shape and colour through mark-making. • Choose from a range of media to create.	• Paint for pleasure, building concentration. • Use a variety of tools and techniques including the use of different brush types and paint. • Begin to experiment with the use of line, shape, form, space; and colour. • Recognise primary colours and attempt to mix to create secondary colours. • Explore and select suitable colours to produce a landscape.	• Paint for pleasure and for a sustained period of time, developing concentration and brush control. • Carefully use a variety of tools and techniques including the use of different brush types and paint. • Experiment with the formal elements; line, shape, form, space; colour and pattern with a greater skill and control to create a desired effect. • Use primary colours to create secondary colours making different tints, tones and shades. • Explore and select suitable colours, layering materials to produce a rainforest landscape	• Paint for pleasure and for a sustained period of time, developing concentration and brush control. • Carefully use a variety of tools and techniques including the use of different brush types and paint. • Experiment with the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to create a desired effect. • Use primary and secondary colours to create tertiary colours, making different tints, tones and shades. • Select suitable colours to produce a volcanic landscape painting.	• Paint for pleasure and for a sustained period of time, developing concentration and brush control. • Carefully and precisely use a variety of tools and techniques including the use of different brush types, strokes and paint. • Experiment with the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to create a desired effect. • Use primary, secondary and tertiary colours, confidently making different tints, tones and shades. • Experiment and select suitable colours to produce a landscape.	• Paint for pleasure and for a sustained period of time, with continued concentration, secure brush control and proportions. • Carefully and successfully use a variety of tools and techniques including the use of different brush types, strokes and paint. • Investigate and apply the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to successfully create a desired effect. • Use primary, secondary and tertiary colours, confidently making different tints, tones and shades.	• Paint for pleasure and for a sustained period of time, with continued concentration, secure brush control and proportions. • Carefully and successfully use a variety of tools and techniques including the use of different brush types, strokes and paint. • Investigate and apply the formal elements; line, shape and form, tone, colour and pattern with a greater skill and control to successfully create a desired effect. • Use primary, secondary and tertiary colours, confidently making different tints, tones and shades.



Sculpture

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Explore sculpture with malleable media such as play-dough. - Experiment, construct and join a range of materials. - Begin to learn about safety and the basic care of materials and tools.	- Explore sculpture with malleable media, including clay. - Use a variety of sculpting tools and techniques to construct and joining a range of material, including the use of clay. - Begin to experiment with the use of line, shape, form; colour, pattern and texture. - Shown an understanding of safety and basic care of materials and tools. - Explore relevant sculpting techniques including; rolling, squeezing, pinching, pulling, smoothing and carving to produce an identifiable clay animal.	- Explore sculpture with a range of materials, including those recycled. - Use a variety of sculpting tools and techniques to construct and join a range of material. - Experiment with the formal elements; line, shape. form; colour, pattern and texture, with a greater skill and control to create a desired effect. - Understand safety and successful care of materials and tools. - Experiment with, construct and join material, including those recycled with increasing confidence. - Explore relevant sculpting materials to produce an urban landscape.	- Explore sculpture with malleable media, including clay. - With growing confidence, use a variety of sculpting tools and techniques to construct and join a range of material, including the use of clay. - Experiment with the formal elements; shape and form, colour, pattern and texture, with skill and control to create a desired effect. - Safely and successfully show care of materials and tools. - Experiment with, construct and join materials using scoring, slip and smoothing techniques. - Use relevant sculpting techniques including; coiling, rolling, squeezing, pinching, pulling, smoothing and carving to produce a clay vase.		- Explore sculpture with a range of materials, including wire, paper and recycled. - Confidently use a variety of sculpting tools and techniques to construct and join a range of material safely. - Investigate and apply the formal elements; line, shape and form, colour, pattern and texture, with skill and control to successfully create a desired effect. - Experiment with, construct and join materials, including wire, paper and those recycled with confidence. - Safely use relevant sculpting techniques including; bending, cutting, twisting, joining, and snipping to produce a kinetic sculpture form.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Printing	• Print for pleasure. • Experiment with a variety of tools and techniques, including rubbings, found and natural objects. • Begin to explore the use of line, shape, space; and pattern through printing.				• Explore printing with a range of materials, including monoprint. • Carefully use a variety of tools and techniques including etching and carving. • Experiment with the formal elements; line, shape and form, colour and pattern with a greater skill and control to create a desired effect. • Use relevant printing techniques including monoprint to etch and carve to produce an African pattern.		• Explore printing with a range of materials, including lino. • Carefully and safely use a variety of tools and techniques including carving and cutting. • Investigate and apply the formal elements; line, shape and form, colour and pattern with a skill and control to successfully create a desired effect. • Use relevant printing techniques including relief printing to carve and press to produce a repeated pattern of floral, natural imagery.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Mixed Media	• Create images from imagination, experience or observation. • Use a variety of tools including found and natural. • Explore textured collages and patterns using a wide variety of media.	• Create images from imagination, experience or observation. • Use a variety of tools, including pencils, rubbers, pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.	• Create images from imagination, experience or observation. • Carefully select and layer different media, including graded pencils, rubbers, pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.	• Create images from imagination, experience or observation. • Carefully select and layer different media, including graded pencils, rubbers, pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.	• Create images from imagination, experience or observation. • Carefully select and layer different media, including graded pencils, rubbers, pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.	• Create images from imagination, experience or observation. • Carefully select and successfully layer different media, including graded pencils, rubbers, oil/soft pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.	• Create images from imagination, experience or observation. • Carefully select and successfully layer different media, including graded pencils, rubbers, oil/soft pastels, chalk, charcoal and other dry media. • Create textured collages and patterns, with layering, for a specific purpose using a wide variety of media, including natural, recycled, fabric, tissue, magazines, crepe paper, photocopied material etc.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Digital Media						• Explore the use of digital media, including photography. • Carefully use digital media and technique to select and record. • Plan and safely use cameras and their functions; perspective and position, cutting and assembling to modify and create a desired effect. • Investigate and apply the formal elements; line, shape and form, colour and pattern, with skill and control to successfully create a desired effect.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Textiles							• Explore the use of textiles, handling, manipulating and investigating a range of materials to create an appliqué piece. • Carefully use textile tools and technique including selecting threads and needles, to construct and join a range of materials safely. • Investigate and apply the formal elements; line, shape and form, colour, pattern and texture, with skill and control to successfully create a desired effect. • Experiment with, construct and join materials, including fabrics.



Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Line	Straight Curve Long Short Bold Faint Sharp Thin Thick	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing)	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing) Density	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing) Density Cross-hatching Shadow	Straight Curve Long Short Bold Faint Sharp Thin Thick Blunt Pressure Smudged Weight Sketch(ing) Density Cross-hatching Shadow
 Tone			Light Dark Shadow Reflected Solid Bright Shade Tint	Light Dark Shadow Reflected Solid Bright Shade Tint Tone Contrast	Light Dark Shadow Reflected Solid Bright Shade Tint Tone Contrast Depth Opaque Transparent Wash Mood	Light Dark Shadow Reflected Solid Bright Shade Tint Tone Contrast Depth Opaque Transparent Wash Mood	Light Dark Shadow Reflected Solid Bright Shade Tint Tone Contrast Depth Opaque Transparent Wash Mood



Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Colour	Mix Mixed Bright	Mix Mixed Bright Light Dark	Mix Mixed Bright Light Dark Primary Secondary	Mix Mixed Bright Light Dark Primary Secondary Complementary Tertiary	Mix Mixed Bright Light Dark Primary Secondary Complementary Tertiary	Mix Mixed Bright Light Dark Primary Secondary Complementary Tertiary	Mix Mixed Bright Light Dark Primary Secondary Complementary Tertiary
 Pattern	Stripes Zig-zag Dot/dotted	Stripes Zig-zag Dot/dotted Repeat	Stripes Zig-zag Dot/dotted Repeat Simple	Stripes Zig-zag Dot/dotted Repeat Simple Continuous	Stripes Zig-zag Dot/dotted Repeat Simple Continuous	Stripes Zig-zag Dot/dotted Repeat Simple Continuous	Stripes Zig-zag Dot/dotted Repeat Simple Continuous
 Composition		Background Foreground Design	Background Foreground Design Layout	Background Foreground Design Layout	Background Foreground Design Layout Perspective	Background Foreground Design Layout Perspective	Background Foreground Design Layout Perspective



Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Texture	Rough Smooth Hard Soft Dry Wet Shiny Bumpy	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky Reflective	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky Reflective Matt	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky Reflective Matt	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky Reflective Matt Porous/non-porous	Rough Smooth Hard Soft Dry Wet Shiny Bumpy Silky Reflective Matt Porous/non-porous
 Shape, Form, Space	Size Pointed Sharp Straight	Size Pointed Sharp Straight Square Circle	Size Pointed Sharp Straight Square Circle Spherical 2D 3D	Size Pointed Sharp Straight Square Circle Spherical 2D 3D Mass Solid	Size Pointed Sharp Straight Square Circle Spherical 2D 3D Mass Solid	Size Pointed Sharp Straight Square Circle Spherical 2D 3D Mass Solid	Size Pointed Sharp Straight Square Circle Spherical 2D 3D Mass Solid

