



Art and Design Curriculum Progression

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
		<p>Key Stage 1 National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	<p>Key Stage 2 National Curriculum</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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; 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. 	
Exploring and Developing Ideas		<p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p>	<p>KS2 Art and Design National Curriculum</p> <p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve</p>	
		<p>I am starting to respond positively to ideas and starting points and produce creative work, some support may be needed.</p> <p>I can respond positively to ideas and starting points and produce creative work.</p> <p>I can explore ideas and collect information; I can state differences and similarities and I am starting to make a link to my own work.</p> <p>I can explore ideas and collect information;</p>	<p>I am starting to be able to use sketchbooks to record ideas; explore ideas from first-hand observations.</p> <p>I can use sketchbooks to record ideas; explore ideas from first-hand observations;</p> <p>I can make observations about starting points.</p> <p>I can question and make observations about starting points, and respond positively to suggestions;</p>	<p>I am starting to be able to review and revisit ideas in my sketchbook.</p> <p>I can review and revisit ideas in their sketchbooks;</p> <p>I am starting to offer feedback using technical vocabulary.</p> <p>I can offer purposeful feedback using technical vocabulary;</p>

		<p>describe differences and similarities and make links to their own work;</p> <p>I can with support try different materials and methods to improve I can try different materials and methods to improve;</p> <p>I can with support use Key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design and improve. I can use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>I am starting to be able to adapt and refine ideas. I can adapt and refine ideas;</p> <p>I am starting to be able to use some key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>I can think about my art and design work. I can think critically about their art and design work;</p> <p>I am starting to be able to use digital technology as sources for developing ideas. I can use digital technology as sources for developing ideas;</p> <p>I am starting to use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
Drawing		<p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p>	<p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	
		<p>I can use mark making to show how people feel. I am starting to be able to use a basic range of drawing apparatus with control showing awareness of space and shape through observation and basic image. I can use a basic range of drawing apparatus with control showing awareness of space and shape through observation of a basic image.</p> <p>I can make different lines using different pencil thickness. I can draw lines of varying thickness;</p> <p>I can make different marks with a pencil: dots, dashes, scribbles. I can use a range of lines to demonstrate pattern and texture;</p> <p>I can use different materials to draw for example coloured pencil (I can keep in the</p>	<p>I am starting to be able to experiment with lines and different pressures when creating these lines. I can experiment with showing line, tone and texture(scribble, shade, hatch& cross, dot, dash, circle, spiral) with different hardness of pencils;</p> <p>I can shade using pencils do different grades and tones. I can use shading to show light and shadow effects;</p> <p>I am starting to be able to use different materials to draw, e.g. pastels, pencil crayons (I can do block colour), chalk, felt tips. I can use different materials to draw, e.g. pastels(build up layers of colour), chalk, felt tips and a variety of pen types;</p>	<p>I am starting to be able to use a variety of techniques to add effects e.g. shadows, reflection, hatching and cross-hatching. I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>I am starting to be able to depict movement and perspective in drawings. I can depict movement and perspective in drawings;</p> <p>I can use a variety of tools and select the most appropriate e.g. hard and soft pencil lines to record detail and distance, foreground and create shadow as well as using a tip of a pastel/charcoal to create detail. I can use a variety of tools and select the most appropriate; e.g.coloured pencil to</p>

		<p>lines), wax crayons, charcoal and pastels. I can create faint and soft lines with these materials. I can use different materials to draw, for example pastels, chalk, felt tips; I can blend and smudge with charcoal and pastel.</p> <p>I am starting to be able to draw a simple landscape. I can draw a simple landscape.</p> <p>I can with support use key vocabulary to demonstrate knowledge and understanding in this strand: Portrait, self-portrait, dots, dashes, scribbles, detail, landscape, cityscape, building, pastels, drawing, line, bold, size, space. I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>I am starting to be able to show an awareness of space when drawing. I can show an awareness of space and movement when drawing;</p> <p>I can observe images and recreate a still life composition. I can draw a landscape using vanishing point and perspective</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding of this strand: portrait, light, dark, line, pattern, form, shape, outline. I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>create depth of colour and tone and blending and overlaying colours with pastel/charcoal to create soft backgrounds, using fingers to smudge.</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
Painting		<p>KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p>	<p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	
		<p>I can name the primary colours and I am starting to understand and name the secondary colours. I can name the primary and secondary colours;</p> <p>I can paint an image and different shapes using the correct amount of paint and the correct brush size. I can experiment with different brushes (including brushstrokes) and other painting tools to dab, smooth, wash, sponge, stipple, stroke as well as making different marks for instance lines and dots.</p> <p>I can mix a range of colours to use in a picture. I can mix primary colours to make secondary colours;</p>	<p>I can select the brush size, type depending on the task and mix and match colours for purpose: skin tones, backgrounds as well as being able to explore tone-lighter and darker.</p> <p>I can use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures, thicknesses and effects with paint;</p> <p>I can start to be able to use some key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background,</p>	<p>I can create layers of paint to add detail to background colours and show movement in painting through the use of brushstrokes. I can create different effects to create texture (adding PVA glue or sawdust) or using brushes in different ways with thickened paint.</p> <p>I am starting to be able to create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; I can create a colour palette, demonstrating mixing techniques;</p>

		<p>I am beginning to be able to add white and black to alter tints and shades.</p> <p>I can add white and black to alter tints and shades;</p> <p>I am starting to be able to share ideas, experiences and imagination through painting.</p> <p>I can share ideas, experience and imagination through painting.</p> <p>I can make a simple repeating pattern in print.</p> <p>I can make a print through pressing, rubbing, stamping or rolling.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours, brushstroke.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
Sculpture		<p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p>	<p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	
		<p>I am starting to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</p> <p>I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>I am starting to use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>I can use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>I can use a variety of shapes, including lines.</p>	<p>I am starting to be able to cut, make and combine shapes to create recognisable forms.</p> <p>I can cut, make and combine shapes to create recognisable forms;</p> <p>I can make a 3D sculpture using clay and other malleable materials.</p> <p>I can use clay and other malleable materials and practise joining techniques and using a range of tools.</p> <p>I am starting to be able to add materials to a sculpture.</p>	<p>I am beginning to be able to plan and design a sculpture;</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>I can plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern;</p> <p>I am starting to be able to develop cutting and joining skills. E.g. using wire, coils, slabs and slips.</p> <p>I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p>

		<p>I can use a variety of shapes, including lines and texture;</p> <p>I am beginning to be able to share ideas, experiences and imagination through sculpture. I can share ideas, experiences and imagination through sculpture.</p> <p>I am starting to use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>I can make a model using natural and man made materials to show a simple idea. I can make a simple clay object using pinch pots and coil methods</p>	<p>I can add materials to the sculpture to create detail;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. I can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>I can use some materials other than clay to create a 3D sculpture. I can use materials other than clay to create a 3D sculpture;</p> <p>I am starting to be able to use some key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. I can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
Collage		<p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p>	
		<p>I am starting to be able to use a combination of materials that have been cut, torn and glued. I can use a combination of materials that have been cut, torn and glued;</p> <p>I am beginning to be able to sort and arrange materials. I can sort and arrange materials;</p> <p>I can add texture by mixing materials;</p>	<p>I am starting to be able to select colours and materials to create effect. I can select colours and materials to create effect, giving reasons for their choices;</p> <p>I am starting to be able to observe parts of my work that need refining. I can refine work as they go to ensure precision;</p>	<p>I am starting to be able to add collage to a painted or printed background. I can add collage to a painted or printed background;</p> <p>I am starting to be able to create and arrange accurate patterns. I can create and arrange accurate patterns;</p>

		<p>I can purposefully add texture by mixing materials and explain why.</p> <p>I am beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place and arrange.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>I can learn a variety of techniques and I am starting to be able to practise these e.g. overlapping, tessellation, mosaic and montage.</p> <p>I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>I can use selected mixed media; plan and design a collage.</p> <p>I can use a range of mixed media; plan and design a collage;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
Textiles		<p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p>	<p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p>	
		<p>I can show a pattern by weaving.</p> <p>I can show a purposeful pattern by weaving and explain my pattern.</p> <p>I am beginning to understand how you can alter a textiles colour and pattern by dyeing.</p> <p>I can use a dyeing technique to alter a textile's colour and pattern;</p> <p>I am starting to be able to decorate textiles with glue or stitching to add colour and detail.</p> <p>I can decorate textiles with glue or stitching, to add colour and detail;</p> <p>I am starting to be able to use some key vocabulary to demonstrate knowledge and understanding in this stand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>I can select appropriate materials.</p> <p>I can select appropriate materials, giving reasons;</p> <p>I am starting to be able to use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>I am starting to develop my skills in stitching, cutting and joining.</p> <p>I can develop skills in stitching, cutting and joining;</p> <p>I am starting to use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>I can experiment with selected media by overlapping and layering in order to create texture, effect and colour.</p> <p>I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>I am starting to be able to add decoration to create effect</p> <p>I can add decoration to create effect;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p>

		<p>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	
Printing		<p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p>	<p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p>	
		<p>I am starting to be able to copy an original print. I can copy an original print; I can use a variety of materials in a way e.g. sponges, fruit, blocks. I can use a variety of materials in a purposeful way, e.g. sponges, fruit, blocks and explain my choices. I am starting to be able to demonstrate a range of techniques, e.g. rolling, pressing, stamping and running. I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; I can use some vocabulary to demonstrate knowledge and understanding in this strand: Colour, shape, printing, printmaking, woodcut, relief printing, objects. I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>I am starting to be able to use more than one colour to layer in a print. I can use more than one colour to layer in a print; I am starting to be able to replicate patterns from observations and starting to make printing blocks. I can replicate patterns from observations; make printing blocks; I can make repeated patterns. I can make repeated patterns with precision; I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>I am starting to be able to design and create printing clocks/tiles. I can design and create printing blocks/tiles; I am starting to be able to develop techniques in mono, block and relief printing. I can develop techniques in mono, block and relief printing; I am starting to be able to create and arrange accurate patterns. I can create and arrange accurate patterns; I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; I can use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>
Work of other Artists.		<p>KS1 Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history</p>	

	<p>I am starting to be able to describe the work of famous, notable artists and designers and am starting to be able to describe similarities and differences between them.</p> <p>I can describe the work of famous, notable artists and designers and are able to describe similarities and differences between them.</p> <p>I am starting to be able to express an opinion on the work of a famous, notable artists.</p> <p>I can express an opinion on the work of famous, notable artists and explain my opinion.</p> <p>I am beginning to be able to use inspiration from famous notable artists to create their own work.</p> <p>I can use inspiration from famous, notable artists to create their own work and compare;</p> <p>I am starting to be able to use some key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>	<p>I am starting to be able to use inspiration from famous artists to replicate a piece of work.</p> <p>I can use inspiration from famous artists to replicate a piece of work;</p> <p>I am starting to be able to reflect upon my work inspired by a famous notable artist and the development of my art skills.</p> <p>I can reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>I am starting to be able to express an opinion on the work of a famous, notable artist and refer to techniques and effect.</p> <p>I can express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>	<p>I can give observations about notable artists, architects and designers work.</p> <p>I can give detailed observations about notable artists', architects and designers' work;</p> <p>I can offer some facts about notable artists', architects' and designers' lives;</p> <p>I can offer facts about notable artists', architects and designers' lives;</p> <p>I am starting to be able to use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p>
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Vocabulary	Line Paint Draw Form Art Colour Join Look Print	Shape Natural Famous Mix Tool Image Create Design Copy Repeat Pattern	Pinch Mould 3d Space Materials Represent Observe Technique Background Shade	Form Change Manipulate Effect Effective Texture Resize Orientation Recreate Compare Still Life Composition Tone	Architect Architecture Control Improve Vanish point Perspective Movement	Format Saturation Contrast Filter Mood Designer Crop Evaluate	Representation Inference Message Meaning Produce Influence Graffiti
Aspirational	Artist	Artist	Artist	Sculptor	Artist Sculptor	Artist Sculptor	Graphic Artist Architect
Global Citizenship							
Health and Wellbeing		Cleanliness – keeping work areas tidy and clean	Cleanliness – keeping work areas tidy and clean	Cleanliness – keeping work areas tidy and clean Safely using materials – modroc, papier mache	Cleanliness – keeping work areas tidy and clean Safely using modelling tools	Cleanliness – keeping work areas tidy and clean Safely using modelling tools	Cleanliness – keeping work areas tidy and clean Safely using modelling tools