



**Haresfield CE Primary School**  
**Progression of Knowledge and Skills in Art**  
**Year B- KS<sub>1</sub>**

Year	Knowledge				Skills
<p><b>Year 1</b> <b>Year 2</b> <b>Term 1</b> <b>Year B</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to use a range of materials creatively to design and make products</li> <li>✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Drawing – Observational Drawing                      <u>Contributing towards:</u> Drawing – Fossils (LKS2)</p>				<p><u>Generating Ideas</u></p> <p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>Look at the work of famous artists to generate inspiration and conversation about art and artists.</p>
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>	<p><u>Using Sketchbooks</u></p> <p>Use sketchbooks to explore ideas of shade and tone</p>
	<p>To explore tone and shading using pencils</p>	<p>Artists create tone by changing the pressure and type of pencil used.</p>	<p><b>Gradient</b> – a gradual change from light to dark tone</p>	<p>Demonstrate using HB and sketching pencils to create light, medium and dark tones. Model creating a shading ladder and discuss how pressure changes the darkness of marks. Children experiment with gradients, tonal squares and repeated patterned shading using different drawing media. Encourage children to compare smooth shading with textured marks and discuss which techniques create the strongest tonal contrast.</p>	<p><u>Making Skills</u></p> <p>Develop control when using a wide range of tools to draw, paint and create sculpture</p> <p>Make choices about which materials to use to create an effect</p> <p>Develop observational skills</p>
	<p>To create observational drawings of buildings using shape and tone</p>	<p>Observational drawings are created by looking carefully at real objects and noticing shape, line and tone.</p>	<p><b>Perspective</b> – how objects appear smaller further away</p>	<p>Explore photographs of houses in Haresfield and discuss shape, roof lines, windows, doors and repeated patterns in buildings. Demonstrate sketching simple building outlines before adding tonal shading and detail. Children complete observational drawings of local buildings, focusing on shape, line, darker and lighter areas and careful observation. Encourage children to discuss how artists record buildings differently depending on viewpoint and detail.</p>	<p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Use a range of materials and tools with care and precision.</p>
	<p>To create a final detailed drawing showing tone, pattern and texture</p>	<p>Artists refine drawings by adding tonal shading, repeated pattern and textured mark-making.</p>	<p><b>Tonal shading</b> – using lighter and darker marks to create depth and form</p>	<p>Revisit observational drawings from the previous lesson and discuss how artists improve work through adding detail, pattern and tonal variation. Explore textures and repeated patterns found in brickwork, roof tiles, windows, chimneys and natural materials around buildings. Demonstrate refining a building drawing by strengthening outlines, adding tonal shading and including repeated marks to represent textures such as bricks, roof tiles and wooden fences. Children create a final detailed drawing of a local house or imagined story-book house using pencils, coloured pencils and fine liners. Encourage children to carefully observe shape, proportion and repeated pattern while building darker and lighter areas gradually. Evaluate how texture, line and tone improve realism and detail within artwork.</p>	<p><u>Evaluating and Analysing</u></p> <p>Describe and compare features of their own and others’ artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
	<p><u>Focus:</u> 3D Sculpture and Construction                      <u>Contributing towards:</u> Environmental Sculpture (LKS2)                      <u>Artist focus:</u> Friedensreich Hundertwasser</p>				
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Activities</u></p>	
	<p>To explore joining and constructing recycled materials</p>	<p>Sculptures can be made by joining and combining recycled materials.</p>	<p><b>Structure</b> – something built from joined parts</p>	<p>Revisit Hundertwasser’s architecture and discuss how shapes and structures can be transformed into 3D forms. Demonstrate joining recycled materials using tape, tabs and glue. Model bending, stacking and balancing boxes, tubes and card to create stable structures. Children experiment with constructing imaginative house forms inspired by Hundertwasser, considering shape, height and balance. Encourage children to test different joining methods and discuss which are strongest and most effective.</p>	
	<p>To create and decorate a final architectural sculpture</p>	<p>Artists use colour, shape and surface detail to enhance sculptures.</p>	<p><b>Construct</b> – to build or assemble materials into a form</p>	<p>Demonstrate refining junk model buildings by adding windows, towers, roofs and decorative details. Model painting surfaces using bright colours and repeated patterns inspired by Hundertwasser’s architecture. Children complete imaginative house sculptures for a story setting such as <i>The Three Little Pigs</i>, adding colour, pattern and layered detail. Encourage children to evaluate stability, craftsmanship and how successfully their sculpture reflects Hundertwasser’s imaginative style.</p>	

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Year 1	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to use a range of materials creatively to design and make products</li> <li>✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Drawing – Shape, Line and the Great Fire of London      <u>Contributing towards:</u> Drawing – Form and Shape (LKS2)</p>				<p><u>Generating Ideas</u> Talk about their ideas and explore different ways to record them using a range of media. Look at the work of famous artists to generate inspiration and conversation about art and artists.</p> <p><u>Using Sketchbooks</u> Use sketchbooks to explore ideas of shade and tone</p> <p><u>Making Skills</u> Develop control when using a wide range of tools to draw, paint and create sculpture Make choices about which materials to use to create an effect Develop observational skills</p>
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>	
	To explore shape and line in observational drawing	Artists use line and shape to represent buildings and objects.	<b>Outline</b> – the outer edge of a shape or object	Explore illustrations and paintings of London in 1666 and discuss building shapes, rooftops, chimneys and repeated lines. Demonstrate sketching simple houses using basic shapes before adding windows, roof tiles and details using controlled lines. Children practise drawing buildings from images of London during the Great Fire, experimenting with different pencil lines and repeated shapes. Encourage children to compare thick and thin lines and discuss which details make drawings more realistic.	
	To create a final drawing showing shape, line and detail	Artists use overlapping shapes, repeated line and tonal shading to create detailed scenes.	<b>Layering</b> – building detail gradually within an artwork	Revisit drawings and paintings of London during the Great Fire of London and discuss the crowded wooden houses, narrow streets, tall chimneys and flames spreading between buildings. Explore how artists use overlapping shapes, repeated lines and small details to make scenes appear realistic and busy. Demonstrate planning a simple street composition beginning with a horizon line and large building shapes before adding smaller details such as windows, roof tiles, doors and chimneys. Model using repeated pencil marks to create wooden textures, roof patterns and smoke effects. Demonstrate adding light tonal shading around windows, roofs and shadows to create depth. Children create final Great Fire of London drawings using pencils and coloured pencils, carefully layering detail to show buildings, flames, smoke and crowded streets. Encourage children to vary line thickness, overlap buildings and include repeated patterns to make their scenes more realistic and atmospheric. Finish with a class evaluation discussing how line, detail and tone helped communicate movement and destruction within the scene.	
Year 2	<p><u>Focus:</u> Painting – Washes and Snowy Landscapes      <u>Contributing towards:</u> Painting – Limited Palette and Washes (LKS2)</p>				<p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Use a range of materials and tools with care and precision.</p> <p><u>Evaluating and Analysing</u> Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>		
To explore painting techniques using different brush sizes	Different brushes create different marks and effects.	<b>Wash</b> – diluted paint spread thinly across paper	Explore photographs and paintings of snowy landscapes and discuss colours, textures and atmosphere within winter scenes. Demonstrate using large brushes for broad background washes and smaller brushes for details such as trees and snowflakes. Model how to mix watery paint carefully and apply smooth washes across the page without overworking the paper. Children experiment with different brush sizes and brushstrokes to create snowy skies, icy textures and winter colours using blues, whites, greys and purples. Encourage children to compare the effects created by thick versus watery paint and discuss how artists use washes to create soft backgrounds and atmosphere.		
To create layered winter backgrounds using washes	Layered paint creates depth and atmosphere in paintings.	<b>Layering</b> – building artwork gradually using repeated layers	Revisit winter landscape images and discuss foreground, middle ground and background areas within snowy scenes. Demonstrate sketching a simple winter composition lightly in pencil before gradually building layers of colour using washes. Model painting pale sky washes first, then adding darker trees, snowy hills and textured foreground details once dry. Show children how overlapping colours and repeated brushstrokes create depth and movement. Children create layered winter landscape backgrounds using controlled washes and gradually adding details such as snowy trees, rooftops, fences and falling snow. Encourage children to think carefully about spacing, colour harmony and how darker details stand out against pale snowy backgrounds.		
Year B	To create a final textured winter painting	Artists combine brush control, colour and texture to create atmosphere.	<b>Horizon line</b> – where the sky appears to meet the land	Demonstrate refining winter paintings by adding texture, detail and contrast using smaller brushes and controlled paint application. Model creating snowy texture using stippling, dabbing and short brushstrokes to represent falling snow, frosted trees and icy ground. Demonstrate strengthening the horizon line and adding shadows to create depth and perspective. Children complete final winter landscape paintings by refining detail, layering additional paint and adding textured marks to create atmosphere and movement within the scene. Encourage children to evaluate how colour, brush control and layering helped communicate cold weather, depth and seasonal atmosphere within their artwork.	

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<p><b>Year 1</b> <b>Year 2</b> <b>Term 3</b> <b>Year B</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to use a range of materials creatively to design and make products</li> <li>✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Printing – Shape and Space Patterns      <u>Contributing towards:</u> Paul Klee Inspired Abstract Painting (LKS2)      <u>Artist focus:</u> Wassily Kandinsky</p>				<p><u>Generating Ideas</u> Talk about their ideas and explore different ways to record them using a range of media. Look at the work of famous artists to generate inspiration and conversation about art and artists.</p>
	<p><u>Objective</u></p> <p>To explore Kandinsky’s use of colour, shape and repeated pattern</p>	<p><u>Sticky Knowledge</u></p> <p>Artists use repeated shapes and colours to create movement and rhythm within artwork.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Geometric</b> – shapes with clear mathematical edges such as circles, squares and triangles</p>	<p><u>Activities</u></p> <p>Explore paintings by Wassily Kandinsky and discuss the circles, lines, geometric shapes and bright colours within his artwork. Link discussion to planets, stars, rockets and space imagery from <i>Man on the Moon</i> and learning about Neil Armstrong and explorers. Demonstrate sketching circles, lines and abstract geometric shapes using coloured pencils and felt tips. Children experiment in sketchbooks with repeated space-inspired shapes such as planets, stars, rocket trails and moons using Kandinsky’s abstract style. Encourage children to compare large and small shapes and discuss how repetition creates movement and rhythm within artwork.</p>	<p><u>Using Sketchbooks</u> Use sketchbooks to explore ideas of shade and tone</p>
	<p>To explore printing using a range of hard and soft materials</p>	<p>Printed shapes can be repeated and overlapped to create rhythm and movement.</p>	<p><b>Relief print</b> – a print created from a raised surface</p>	<p>Demonstrate printing using corks, sponges, bottle tops and simple geometric printing tools. Model how changing the amount of paint affects the clarity and texture of prints. Revisit Kandinsky’s repeated circles and shapes and discuss how these resemble planets, stars and moon craters. Children experiment with printing repeated circular and geometric shapes using black, blue and purple painted backgrounds inspired by space. Encourage children to overlap prints, rotate shapes and compare bold and faint printed marks. Discuss how repeated prints create movement and atmosphere.</p>	<p><u>Making Skills</u> Develop control when using a wide range of tools to draw, paint and create sculpture Make choices about which materials to use to create an effect</p>
	<p>To create a final Kandinsky-inspired space print</p>	<p>Repeated printed shapes can create atmosphere, rhythm and movement within artwork.</p>	<p><b>Orbit</b> – the curved path an object takes around a planet or star</p>	<p>Explore photographs of space, planets, stars and the moon. Discuss how artists can use colour, shape and repetition to create imaginative space scenes. Demonstrate planning a space-themed composition using repeated printed circles, lines and geometric shapes to represent planets, stars, rockets and orbits. Model layering printed shapes over coloured backgrounds and varying paint amounts to create brighter and fainter effects. Children create final Kandinsky-inspired space prints using printing blocks, corks, sponges and repeated geometric patterns. Encourage children to overlap shapes, vary size and include contrasting colours inspired by space imagery. Finish with a class evaluation discussing how repetition, colour and printed pattern helped create movement and atmosphere within the final artwork.</p>	<p>Develop observational skills</p> <p>Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Use a range of materials and tools with care and precision.</p>
	<p><u>Focus:</u> Block Printing      <u>Contributing towards:</u> Printing – Nature Patterns (LKS2)</p>				<p><u>Evaluating and Analysing</u></p>
	<p><u>Objective</u></p> <p>To create a simple relief printing block inspired by space patterns</p>	<p><u>Sticky Knowledge</u></p> <p>Relief printing blocks have raised surfaces that transfer paint onto paper.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Relief printing</b> – printing using a raised surface</p>	<p><u>Activities</u></p> <p>Explore examples of relief printing and discuss how artists simplify shapes into bold printable designs. Revisit Kandinsky-inspired space sketches and identify simple shapes suitable for printing such as stars, planets, rockets and circular patterns. Demonstrate creating a relief printing block using string and card or corrugated card. Model arranging string carefully to create repeated geometric space designs. Children create their own printing blocks inspired by space imagery and repeated patterns explored earlier in the term. Encourage children to think carefully about spacing, shape size and which lines will print most clearly.</p>	<p>Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
	<p>To create a final relief print using repeated space patterns</p>	<p>Relief printing can create repeated patterns and layered visual effects.</p>	<p><b>Alignment</b> – arranging prints carefully so repeated patterns fit together</p>	<p>Demonstrate applying paint evenly to printing blocks using rollers or sponges before pressing carefully onto paper. Model repeating prints in rows, rotations and overlapping arrangements to create movement and rhythm. Children create final relief printed space compositions using repeated patterns inspired by planets, stars and rocket trails. Encourage children to experiment with contrasting colours, layered printing and careful alignment to strengthen visual impact.</p>	

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Encourage children to compare different shading techniques and discuss which marks create the strongest contrast.</td> </tr> <tr> <td>To investigate texture and pattern through observational moon drawings</td> <td>Artists layer materials to create depth, texture and contrast within collage artwork.</td> <td><b>Crater</b> – a bowl-shaped hole found on the moon or planets</td> <td>Explore close-up images of moon craters and discuss the rough textures, shadows and circular patterns visible on the moon’s surface. Demonstrate sketching crater shapes before adding tonal shading and repeated marks such as dots, short lines and curved textures to create depth. Children create observational moon drawings using pencils, charcoal and white pencil on dark paper where appropriate. Encourage children to think carefully about where shadows would appear and how texture can make drawings appear more realistic.</td> </tr> <tr> <td>To create a final moon landscape drawing using tone and texture</td> <td>Artists use tone and texture together to create atmosphere and depth.</td> <td><b>Contrast</b> – noticeable difference between colours, textures or shapes</td> <td>Demonstrate planning a moon landscape composition including foreground craters, rocky textures, stars and a dark space background. Model layering tonal shading gradually and adding highlights and darker shadows to strengthen contrast. Children create final moon landscape drawings inspired by current learning about space explorers and the moon. Encourage children to combine observational textures, repeated marks and tonal shading to create depth and atmosphere. Finish with a class evaluation discussing how tone, texture and contrast helped communicate the appearance of the moon’s surface.</td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Activities	To explore tone using light and dark marks	Artists create tone by using lighter and darker marks.	<b>Tone</b> – how light or dark an area of artwork appears	Explore photographs of the moon, planets and craters and discuss the light and dark areas visible on the surface. Demonstrate using HB pencils, sketching pencils and pencil crayons to create light, medium and dark tones. Model changing pencil pressure and layering marks gradually to create smooth tonal changes. Children experiment with tonal scales, shaded circles and repeated mark-making to represent rocky moon textures. Encourage children to compare different shading techniques and discuss which marks create the strongest contrast.	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	<p><u>Focus:</u> Collage Paper – Alien Collages and Layered Texture      <u>Contributing towards:</u> Collage – Layering and Texture (LKS2)</p>	<table border="1"> <thead> <tr> <th>Objective</th> <th>Sticky Knowledge</th> <th>Key Vocabulary and Definitions</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>To explore textured papers and collage techniques</td> <td>Artists use different papers and materials to create texture and shape.</td> <td><b>Collage</b> – artwork created by layering and sticking materials onto a surface</td> <td>Explore illustrations of aliens and imaginative creatures from storybooks and discuss shape, colour, texture and pattern. Demonstrate folding, tearing, crumpling and overlapping papers to create interesting textured effects. Show children how different papers such as tissue paper, foil, corrugated paper and card create different visual textures. Children design imaginative aliens in sketchbooks before experimenting with arranging textured papers and materials inspired by space themes. Encourage children to compare textures and discuss which materials best represent different alien features.</td> </tr> <tr> <td>To create a final alien collage using layered materials</td> <td>Layered collage materials create depth and visual interest within artwork.</td> <td><b>Overlapping</b> – placing one shape or material partly over another</td> <td>Demonstrate planning a simple alien composition using foreground and background areas. Model arranging and overlapping textured papers carefully before sticking permanently. Children create final alien collages using torn, folded and layered papers combined with repeated shapes, foil textures and contrasting colours inspired by space and moon landscapes.</td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Activities	To explore textured papers and collage techniques	Artists use different papers and materials to create texture and shape.	<b>Collage</b> – artwork created by layering and sticking materials onto a surface	Explore illustrations of aliens and imaginative creatures from storybooks and discuss shape, colour, texture and pattern. Demonstrate folding, tearing, crumpling and overlapping papers to create interesting textured effects. Show children how different papers such as tissue paper, foil, corrugated paper and card create different visual textures. Children design imaginative aliens in sketchbooks before experimenting with arranging textured papers and materials inspired by space themes. Encourage children to compare textures and discuss which materials best represent different alien features.	To create a final alien collage using layered materials	Layered collage materials create depth and visual interest within artwork.	<b>Overlapping</b> – placing one shape or material partly over another	Demonstrate planning a simple alien composition using foreground and background areas. Model arranging and overlapping textured papers carefully before sticking permanently. Children create final alien collages using torn, folded and layered papers combined with repeated shapes, foil textures and contrasting colours inspired by space and moon landscapes.				
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<b>Year 1</b> <b>Year 2</b>  <b>Term 5</b>  <b>Year B</b>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to use a range of materials creatively to design and make products</li> <li>✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> Digital Media – Photography and Image Effects      <u>Contributing towards:</u> Digital Photography and Image Manipulation (LKS2)</p>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
	To record visual information using digital cameras	Digital photographs can capture shape, colour, texture and detail.	<b>Photograph</b> – an image captured using a camera	Explore photographs of landscapes, pathways, bridges, countryside views and local environments linked to journeys and viewpoints. Discuss interesting shapes, textures, patterns and viewpoints visible within the images. Demonstrate how to hold a tablet or camera carefully, frame an image and focus on important details before taking a photograph. Children experiment with taking photographs of natural textures, pathways, fences, buildings, trees and outdoor structures around school or from provided images. Encourage children to compare close-up and distant photographs and discuss which viewpoints create the most interesting compositions.
	To explore digital editing and simple image effects	Digital images can be changed using editing tools.	<b>Crop</b> – removing unwanted parts of an image	Demonstrate how to crop images, adjust size and add simple effects. Explore how cropping changes what the viewer notices within a photograph. Children experiment with editing their photographs by focusing on repeating patterns, interesting textures, pathways and landscape details inspired by local surroundings. Encourage children to compare original and edited images and discuss how digital tools can improve composition and visual impact.
	To create a final digital composition inspired by journeys and landscapes	Digital artists combine images, colour and layout to create visual compositions.	<b>Layout</b> – the arrangement of visual elements on a page or screen	Demonstrate arranging edited photographs into a simple digital composition inspired by journeys through landscapes and local viewpoints by inserting their photos onto a publishing page or similar app on the tablets where they can move photos around and edit the size etc. Model selecting images carefully and balancing large and small shapes within the layout. Children create final digital artworks using cropped photographs, simple colour effects and layered images linked to pathways, countryside views and outdoor environments. Print to go in their books.
	<p><u>Focus:</u> Painting – Colour Mixing and Landscape Painting      <u>Contributing towards:</u> Painting – Watercolour (UKS2)      <u>Artist focus:</u> David Hockney</p>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
	To explore David Hockney’s landscapes and colour mixing	Artists mix colours to create landscapes and expressive scenes.	<b>Foreground</b> – the part of a picture closest to the viewer	Explore landscape paintings by David Hockney and discuss the bright colours, winding roads, fields and simplified shapes within his artwork. Compare his landscapes to local countryside views and pathways. Demonstrate mixing primary colours to create greens, purples, oranges and browns before painting simple landscape sections using different brush sizes. Children experiment with colour mixing and painted brushstrokes inspired by fields, hills, roads and countryside scenes. Encourage children to discuss how Hockney uses colour to make landscapes appear bright and expressive.
	To create a final Hockney-inspired landscape painting	Artists use colour, shape and line to create movement within landscapes.	<b>Perspective</b> – how objects appear smaller further away	Demonstrate planning a simple landscape composition including foreground, background and winding lines inspired by roads, fields or pathways. Model layering paint gradually and using curved lines and contrasting colours to create movement. Children create final landscape paintings inspired by David Hockney using mixed colours, expressive brushstrokes and simplified shapes linked to local landscapes and journeys through the countryside. Encourage children to evaluate colour choices, brush control and how effectively their paintings communicate movement and depth.

Generating Ideas  
Talk about their ideas and explore different ways to record them using a range of media. Look at the work of famous artists to generate inspiration and conversation about art and artists.

Using Sketchbooks  
Use sketchbooks to explore ideas of shade and tone

Making Skills  
Develop control when using a wide range of tools to draw, paint and create sculpture  
Make choices about which materials to use to create an effect  
Develop observational skills

Begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  
Use a range of materials and tools with care and precision.

Evaluating and Analysing  
Describe and compare features of their own and others’ artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Year	Knowledge			Skills
<p><b>Year 1</b> <b>Year 2</b>  <b>Term 6</b> <b>Year B</b></p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ to use a range of materials creatively to design and make products</li> <li>✓ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>✓ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>✓ Evaluate the work of a range of artists, craft makers and designers and making links to their own work</li> </ul> <p><u>Focus:</u> 3D Sculpture – Rainforest Animal Sculpture      <u>Contributing towards:</u> 3D Sculpture – Clay Modelling (LKS2)      <u>Artist focus:</u> Brian Mock</p>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
	To explore sculpture using malleable materials and recycled forms	Sculptors shape and model materials to create three-dimensional forms.	<b>Modelling</b> – shaping and forming materials by hand	Explore sculptures by Brian Mock and discuss how artists can transform recycled materials into imaginative animal sculptures. Link discussion to rainforest animals studied in geography and science such as parrots, frogs, monkeys, snakes and jaguars. Demonstrate bending, rolling, scrunching and joining foil, card and recycled materials to create simple animal forms. Children experiment with shaping rainforest animal features such as tails, wings, claws and beaks using a range of malleable and recycled materials. Encourage children to compare which materials are strongest, easiest to shape and best suited to different animal features.
	To construct and refine a rainforest animal sculpture	Artists use repeated marks and careful observation to record texture and shape.	<b>Line quality</b> – the appearance of a line depending on how it is drawn	Demonstrate constructing a simple sculpture framework using rolled paper, foil or card before attaching additional materials. Model how to strengthen joins using tape, glue and layered materials. Children create rainforest animal sculptures inspired by animals studied in geography lessons, gradually refining shapes and adding detail such as feathers, scales, fur and wings. Encourage children to evaluate balance, stability and how successfully their sculpture communicates animal form and movement.
	To complete and evaluate a rainforest sculpture using colour and texture	Sculptors add relief texture and layered detail to enhance form and surface quality.	<b>Relief texture</b> – raised surface detail added to artwork or sculpture	Demonstrate painting and decorating sculptures using layered colour, repeated pattern and textured materials inspired by rainforest animals. Model adding painted details carefully to highlight feathers, scales, eyes and markings. Children complete rainforest sculptures using bright colours and decorative textures inspired by tropical animals and rainforest environments. Encourage children to evaluate craftsmanship, texture and how effectively their sculpture represents their chosen rainforest creature.
	<p><u>Focus:</u> Drawing – Observational Rainforest Animals      <u>Contributing towards:</u> Drawing – Fossils (LKS2)</p>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Activities</u>
	To develop observational drawing skills using rainforest animals	Observational drawing helps artists record shape, texture and detail accurately.	<b>Observation</b> – carefully looking at an object before drawing it	Explore photographs and illustrations of rainforest animals and discuss interesting shapes, textures and patterns such as feathers, fur, scales and markings. Demonstrate sketching simple animal outlines before gradually adding detail using pencils and fine liners. Model how to observe carefully and break complex animal shapes into smaller sections. Children practise observational drawings of rainforest animals, focusing on shape, proportion and repeated texture patterns. Encourage children to compare smooth and textured marks and discuss which techniques best represent animal surfaces.
	To create a final rainforest animal drawing showing texture and detail	Artists use repeated marks and careful line work to create realistic texture.	<b>Contour</b> – the outline or edge of a shape within a drawing	Demonstrate refining observational drawings by strengthening outlines, adding tonal shading and including repeated marks to represent feathers, scales and fur. Model how to layer detail gradually and vary line thickness for emphasis. Children create final rainforest animal drawings inspired by animals studied throughout the term, combining careful observation, repeated texture and tonal detail. Encourage children to evaluate how effectively they used line, texture and observation to create realistic animal artwork.

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