



## LTP for Art 2021 detailing Knowledge, Skills and Progression



EYFS are not included in this LTP as they learn based on Development Matters and are assessed on the ELGs in June.

| NC Objective   | What are we learning in Willow Class?   |  |  |   |  |  |
|--|---|--|--|---|--|--|
|  | Exploring and developing ideas/IT   | Painting   | Collage/3D   | Printing  | Drawing  | Evaluating their work  |
| <p>Pupils should be taught to:<br/>Use a range of materials creatively to design and make products.<br/>Use drawing, painting and sculpture to develop and share their ideas, experiences an imagination.<br/>Develop a wide range of art and design techniques in using colour, patter, texture, line, shape, form and space.<br/>About the work of different artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>Identify what they might want to change about their work. Annotate ideas in their sketch book to remind them for next time.</p> <p>Use a simple ICT program to create a picture. Edit their picture.</p> | <p>Create different patterns using a range of equipment and colours (combs, spongers, kitchen roll holders, different sized brushes)<br/>Experiment with different techniques.</p> <p>Name different types of paints and their properties.</p> <p>Name the primary and secondary colours and use in their paintings.</p> | <p>Use man made material to construct a picture or sculpture.</p> <p>Use recycled materials to make a picture or sculpture.</p> <p>Use different types of adhesives and decide on which would be the best to use. Explain why.</p> | <p>Explore and recreate patterns with a range of materials, such as potatoes, sponges. Vary colours and include mono printing.</p> <p>Design their own printing block.</p> <p>Create a repeating pattern.</p> | <p>Explore tone using different grades of pencil, pastel and chalk.</p>  | <p>Explain how their peers work makes them feel.</p> <p>Look at work of famous artists and explain how it makes them feel.</p> <p>Make comparisons between their work and work of various artists.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>   | Edit<br>Describe  | Colour mixing<br>Water based paint   | Collage<br>Construction<br>Delicate  | Printing<br>Block<br>Repeating<br>Simple  | Light<br>Dark<br>Chalk<br>Sketch   | Design<br>Colourful<br>Bright  |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>   | Digital drawing<br>Artists  | Techniques<br>Acrylic paint<br>Water colour  | 3 dimensions<br>2 dimensions<br>Sculpture  | Bold  | Tone<br>Pastel<br>Wax  | Equipment<br>Creativity  |
| PROGRESSION AND SEQUENCING-From EYFS   |   |  |  |   |  |  |
| <p><b>The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.</b></p> <p><b>Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.</b></p>  | <p>Uses simple tools and techniques competently and appropriately.<br/>Selects appropriate resources and adapts work where necessary.</p>   | <p>Explores colours and how they change.</p> <p>Experiments what happens when they mix colours.</p>  | <p>Realises that tools can be used for a purpose.</p> <p>Experiments to create different textures.</p>   | <p>Manipulate materials to achieve a planned effect.</p>  | <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent circles.</p> | <p>Beginning to be interested in and describe the texture of things</p>  |



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| NC Objective   | What are we learning in Elm Class?  |   |   |  |   |   |
|--|---|---|---|--|---|---|
|  | Exploring and developing ideas/IT   | Painting  | Collage/3D  | Printing   | Drawing   | Evaluating their work   |
| <p>Pupils should be taught to: Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences an imagination. Develop a wide range of art and design techniques in using colour, patter, texture, line, shape, form and space. About the work of different artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>Look at artists from different cultures and time periods. Recreate a picture and explain why you have chosen that picture.</p> <p>Take photos of them in different moods and edit on the computer.</p> | <p>Use colour to express mood and feelings.</p> <p>Work on different scales-large brush and paper then small brush and paper. Describe the differences.</p> <p>Paint using an object as stimulus.</p> <p>Try and make some secondary colours.</p> | <p>Develop skills involving overlapping, such as paper mache.</p> <p>Make a simple mosaic.</p> <p>Manipulate clay for a variety of uses, such as thumb pots or simple models.</p> | <p>Identify prints in the environment and recreate or copy. Try the rubbing technique to make an environment based picture.</p> <p>Try printing on fabric to make a product appealing to others using the techniques pressing and rolling.</p> | <p>Develop skills in observational drawing by using lines, tones and shading. Using 4B, 4B, HB.</p> <p>Layer different media e.g. crayons, pastels, felt tips and charcoal.</p> | <p>Explain how artists' skills vary and how the finished product makes you feel.</p> <p>Annotate their sketch book, showing what they might do differently next time.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>   | Stencil<br>Primary colours<br>Secondary colours   | Scales<br>Thin<br>Thick<br>Brush strokes  | Mosaic<br>Models  | Environment<br>Press<br>Rolling<br>Smooth<br>Rough<br>Uneven   | Pencil<br>Felt tip  | Evaluate<br>Emotions<br>Inspire   |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>   | Culture<br>Era<br>Gallery   | Expressive<br>Fine<br>Spatter   | Overlapping<br>Installation<br>Plasticine   | Proportion<br>Mono   | Representation<br>Media (pencil, charcoal etc)  | Annotate<br>Illustrate<br>Technique   |

**The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.**

**Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.**



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| NC Objective  | What are we learning in Beech Cycle A?  |  |   |  |  |   |
|---|---|--|---|--|--|---|
|   | Exploring and developing ideas/IT   | Painting   | Collage/3D  | Printing   | Drawing  | Evaluating their work   |
| <p>Pupils should be taught:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, such as pencil, charcoal, paint and clay.<br/>About great artists, architects and designers in history.</p> | <p>Explain their process and ask their peers questions to understand different thoughts and ideas.</p> <p>Use their sketchbooks to collect and record visual information from different sources.</p> <p>Use IT programs to create a piece of work that includes their work and those of others.</p> | <p>Explores the effect of using other media, such as glue, water or sand to paint.</p> <p>Mix colours and learn which primary colours are mixed to make secondary colours.</p> <p>Explain where these colours sit in the colour wheel.</p> | <p>Create a 3d model using a 2d stimulus with little support.</p> <p>Experiments with creating mood, feeling and movement.</p> <p>Plan, design and make a clay based model independently.</p> | <p>Explore images and recreate texture using wallpaper, string and other equipment as needed.</p> <p>Experiment with fabric dyeing to produce an all over print.</p> | <p>Explores shading and tone using a range of media, including light and dark.</p> <p>Experiment with different grades of pencil. Including the 3 shades used last year.</p> <p>Draw facial expressions in their work.</p> | <p>Compare their work and work of others. Annotate their sketchbooks.</p> <p>Describe what they would do differently next time.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>  | Culture<br>Era<br>Gallery   | Expressive<br>Bold<br>Fine<br>Rough  | Plan<br>Design  | Proportion<br>Textile  | Experiment<br>Explore<br>Light<br>Dark<br>Shade  | Annotate<br>Illustrate<br>Technique<br>Comparisons  |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>  | Digital installation<br>Interior designer   | Blend<br>Flowing<br>Vibrant  | Stimulus<br>Earthworks  | Genre  | Perspective<br>Observational<br>drawing<br>Scale   | Creative practitioner<br>Form<br>Dramatic<br>Process<br>Contrasting<br>Opinion  |

**The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.**

**Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.**



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| NC Objective  | What are we learning in Oak Class Cycle A?  |  |   |  |  |   |
|---|---|--|---|--|--|---|
|   | Exploring and developing ideas/IT   | Painting   | Collage/3D  | Printing   | Drawing  | Evaluating their work   |
| <p>Pupils should be taught:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, such as pencil, charcoal, paint and clay.<br/>About great artists, architects and designers in history.</p> | <p>Explores the rolls and purposes of artists, craftspeople and designers, working in different times and cultures.</p> <p>Use the ideas famous and local artists or designers in their work and justify their choices.</p> <p>Experiment using digital images with animation and sound to communicate ideas.</p> | <p>Produce paintings with warm and cold colours as well as contrasting colours.</p> <p>Create imaginative work from a variety of sources.</p> <p>Create shades, tints using black and white.</p> | <p>Use recycled materials to create a sculpture based on a theme about the environment.</p> | <p>Use symmetry, pattern, repetition and random printing styles in work.</p> | <p>Is confident in using a range of materials, such as grades of pencils, charcoal, pens and oil pastilles.</p> <p>Use these to create line, tone, hue, shade, pattern, texture, colour and shape.</p> <p>Work in a sustained and independent way.</p> | <p>Evaluate the impact of their finished piece.</p> <p>Generate written explanation of why they like specific features of an artist's work.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>  | <p>Advertising<br/>Digital installation<br/>Interior designer</p>   | <p>Artistic style<br/>Flowing<br/>Vibrant</p>  | <p>Ceramic<br/>Origin</p>   | <p>Monoprint<br/>Preservation<br/>Genre</p>                                  | <p>Viewpoints<br/>Reflections<br/>Perspective<br/>Observational drawing</p>  | <p>Period<br/>Personal expression<br/>Creative practitioner<br/>Form<br/>Dramatic<br/>Process</p>   |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>  | <p>Aesthetics<br/>Typography<br/>Montage</p>  | <p>Composition<br/>Water soluble<br/>Tint</p>  | <p>Realistic<br/>Complex<br/>Malleable<br/>Stimulus</p>                                     | <p>Calligraphy<br/>Collograph</p>  | <p>Stippling<br/>Crosshatching<br/>Scumbling<br/>Sgraffito</p>   | <p>Creative journal<br/>Engaging</p>  |

**The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.  
Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.**



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| NC Objective  | What are we learning in Beech Class Cycle B?  |  |  |   |  |   |
|---|---|--|--|---|--|---|
|   | Exploring and developing ideas/IT   | Painting   | Collage/3D   | Printing  | Drawing  | Evaluating their work   |
| <p>Pupils should be taught:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, such as pencil, charcoal, paint and clay.<br/>About great artists, architects and designers in history.</p> | <p>Select ideas from other artists to use in their work.</p> <p>Ask questions and thoughtful observations about the starting points and processes of famous artists and crafts people.</p> <p>Combine graphics and texts together using an IT program and research.</p> | <p>Mix and match colours to produce a painting, thinking of tint, tone, shade and hue. Use these to create feeling.</p> <p>Begin to use a range of effects such as dots, splashes and scratches.</p> | <p>Recreate a story or poem in a collage.</p> <p>Recreate a 3d structure using a material of choice and explain reasons why. (Could be linked to a famous designer learnt about previously?)</p> <p>Create a ceramic mosaic, after researching the origin.</p> | <p>Research a well-known crafts person (e.g. William Morris).</p> <p>Uses print to represent the natural environment.</p> <p>Use at least four colours to produce an attractive design and try different materials to print on.</p> | <p>Draw a familiar object from a range of viewpoints.</p> <p>Explore relationships between tone, pattern and shape, line and texture.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Add reflections into drawings.</p> <p>Explain why they have chosen particular materials.</p> | <p>Compare ideas, methods and approaches in their work and the work of others and say which was more successful.</p> <p>Adapt their work according to these views and describe their changes or improvements.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>  | Culture<br>Era<br>Presentation  | Expressive<br>Bold<br>Fine   | Overlapping<br>Installation<br>Enamel  | Proportion<br>Textile   | Representation<br>Media (pencil, charcoal etc)   | Annotate<br>Illustrate<br>Contrasting<br>Opinion  |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>  | Montage<br>Digital media  | Tint   | Ceramic<br>Origin<br>Malleable   | Monoprint<br>Preservation   | Viewpoints<br>Reflections  | Period<br>Personal expression<br>Reflect<br>Subtle<br>Drastic   |

**The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.**

**Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.**



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| NC Objective  | What are we learning in Oak Class Cycle B?   |   |  |                                     |   |  |
|---|--|---|--|-------------------------------------|---|--|
|   | Exploring and developing ideas/IT  | Painting  | Collage/3D   | Printing                            | Drawing   | Evaluating their work  |
| <p>Pupils should be taught:<br/>To create sketch books to record their observations and use them to review and revisit ideas.<br/>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, such as pencil, charcoal, paint and clay.<br/>About great artists, architects and designers in history.</p> | <p>Choose a previous technique from looking through their sketch book and try again, improving on the finished product.</p> <p>Choose a wallpaper designer and evaluate skills used.</p> | <p>Explore the effect of light and shadow on natural and manmade objects.</p> <p>Explain why they have chosen specific painting techniques.</p> | <p>Develop skills using slabs and coils.</p> <p>Make a mould and use the plaster safely.</p> | <p>Design prints for wallpaper.</p> | <p>Create shades tints using black and white.</p> <p>Explore the effect of light and shadow on natural and manmade objects.</p> | <p>To critically evaluate their own work and use the evaluations to impact positively on generating a final outcome while working independently.</p> |
| <b>Tier 2 vocab (words more frequently used)</b>  | 3d printing<br>Visual art form<br>Digital media  | Portrait<br>Landscape<br>Tint   | Clay<br>Glaze<br>Manipulation<br>Ceramic<br>Origin   | Preservation                        | Viewpoints<br>Reflections   | Period<br>Personal expression<br>Reflect<br>Subtle   |
| <b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>  | Motif<br>Artist's intentions<br>Exploration<br>Montage   | Optical colour mixing<br>Enamel   | Frottage<br>Malleable  | Etching press<br>Monoprint          | Discipline<br>Intricate   | Contemporary<br>Prototype  |

**The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.**

**Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.**



## LTP for Art 2021 detailing Knowledge, Skills and Progression



Class teachers will highlight the following assessment criteria in their assessment spreadsheet document.

| Yr<br>Gp | Progression/ Assessment Criteria – Non Negotiables for Art                  |
|----------|---|
| <b>1</b> | I can record and explore ideas from observation.                            |
|          | I can evaluate my work (and other's) and identify what I might change.      |
|          | I can experiment with a variety of media: pencils, rubbers, crayons, chalk. |
|          | I can explain what 'tone' means in my drawings.                             |
|          | I can identify and mix primary colours.                                     |
|          | I can use a range of techniques and explain how I achieved them.            |
|          | I can design a printing block.  |
|          | I can use a range of manmade & recycled items to make a sculpture.          |

| Yr<br>Gp | Progression/ Assessment Criteria – Non Negotiables for Art                                |
|----------|---|
| <b>2</b> | I can record and explore ideas from observation.  |
|          | I can evaluate my work (and other's) and identify what I might change.                    |
|          | I can develop skills in observational drawing by using lines, tones and shading.          |
|          | I can layer different media e.g. crayons, pastels, felt tips and charcoal in my drawings. |
|          | I can identify prints in the environment and recreate or copy them.                       |
|          | I can use colour to express mood and feelings in my paintings.                            |
|          | I can paint using a stimulus.   |
|          | I can make a simple mosaic.   |

| Yr<br>Gp              | Progression/ Assessment Criteria – Non Negotiables for Art                                    |
|-----------------------|---|
| <b>3/<br/>4<br/>a</b> | I can use IT programs to create a piece of work that includes their work and those of others. |
|                       | I can evaluate my work and adapt it accordingly.  |
|                       | I can explore shading and tone using a range of media, including light and dark.              |
|                       | I can draw facial expressions in my work.   |
|                       | I can produce an effect by dyeing fabric.   |
|                       | I can explore the effect of using other media, such as glue, water or sand to paint.          |
|                       | I can mix colours and learn which primary colours are mixed to make secondary colours.        |
|                       | I can plan, design and make a clay based model independently.                                 |



## LTP for Art 2021 detailing Knowledge, Skills and Progression



| Yr<br>Gp              | Progression/ Assessment Criteria – Non Negotiables for Art   |
|-----------------------|--|
| <b>3/<br/>4<br/>b</b> | I can combine graphics and texts together using an IT program and research.  |
|                       | I can select ideas from other artists to use in their work.  |
|                       | I can add reflections into drawings.   |
|                       | I can use research to inspire drawings from memory and imagination.  |
|                       | I can design a wallpaper.  |
|                       | I can mix and match colours to produce a painting, thinking of tint, tone, shade and hue. Use these to create feeling. |
|                       | I can begin to use a range of effects such as dots, splashes and scratches.  |
|                       | I can recreate a 3d structure using a material of choice and explain reasons why.                                      |

| Yr<br>Gp                   | Progression/ Assessment Criteria – Non Negotiables for Art  |
|----------------------------|---|
| <b>5<br/>/<br/>6<br/>a</b> | I can explore the rolls and purposes of artists, craftspeople and designers, working in different times and cultures. |
|                            | I can write an explanation of why I like specific features of an artist's work.                                       |
|                            | I am confident in using a range of materials, such as grades of pencils, charcoal, pens and oil pastilles.            |
|                            | I can work in a sustained and independent way.  |
|                            | I can use these effects in my printing: symmetry, pattern, repetition and random printing styles.                     |
|                            | I can produce paintings with warm and cold colours as well as contrasting colours.                                    |
|                            | I can create imaginative work from a variety of sources.  |
|                            | I can use recycled materials to create a sculpture based on a theme about the environment.                            |

| Yr<br>Gp                   | Progression/ Assessment Criteria – Non Negotiables for Art  |
|----------------------------|---|
| <b>5<br/>/<br/>6<br/>b</b> | I can choose a previous technique from looking through my sketch book and try again, improving on the finished product.                       |
|                            | I can critically evaluate my own work and use the evaluations to impact positively on generating a final outcome while working independently. |
|                            | I can create shades tints using black and white.  |
|                            | I can explore the effect of light and shadow on natural and manmade objects.  |
|                            | I can choose a wallpaper designer and evaluate skills used.   |
|                            | I can create shades tints using black and white.  |
|                            | I can explore the effect of light and shadow on natural and manmade objects.  |
|                            | I can develop skills using slabs and coils.   |