



In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

Previous learning	Refer to EYFS documentation
Current learning	Unit 1 – Zoe Power and the colour wheel Unit 2 – Sketching (links to core text and illustrators Kerascoet) Unit 3 – Collage (Lori Pensini and Pete Cromer)
Future learning	Unit 1 – Collage (Jeannine Baker) Unit 2 – Pop Art (Andy Warhol) Unit 3 - Portraits
	NC Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Demonstrate control when holding pencils and crayons, applying varying pressure. Demonstrate control when holding a paintbrush, varying the thickness of brushstrokes. Experiment with painting on various surfaces, including paper and large-scale mediums such as chalk paints on outdoor surfaces. Represent their own ideas using a pencil, paintbrush and in collage form. Share their artwork with others and make changes through feedback and inspiration.
	NC Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Recall the primary and secondary colours. Organise colours on a colour wheel. Mix colours and observe the changing hues. Sketch 2D shapes. Sketch outlines. Fold, tear, cut and scrunch paper.
	NC Objective: To learn 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. Name artists which use different mediums (e.g., paint, sketching, collage). Discuss the artist's selection of medium and its suitability for conveying their ideas or style. To closely observe the colour choices made by an artist.
	NC Objective: To use a range of materials creatively to design and make products. To make collages by combining paper using different techniques. To paint bold images inspired by Zoe Power. To sketch pictures using pencils and crayons.

Key vocabulary	Artist: A person who creates art, such as paintings, drawings, or sculptures.
	Primary colours: The basic colours (red, yellow, and blue) that cannot be created by mixing other colours.
	Secondary colours: Colours (orange, green, and purple) created by mixing two primary colours.
	Colour wheel: A circular chart that shows the relationships between colours.
	Sketch: A rough or unfinished drawing, often used to quickly record observations or ideas.
	Collage: A technique where an artwork is made from an assemblage of different forms, thus creating a new whole.
	Combine: To join or mix materials or elements together in an artwork.
	Pressure: The amount of force applied when using a drawing or painting tool, which affects the lightness or darkness of a mark.

 Educate Together	Skills progression	
	YEAR 2	Art

In addition to expectations from previous years, by the end of Year 2, a student at Redfield Educate Together, will be able to:

Previous learning	Unit 1 – Zoe Power and the colour wheel Unit 2 – Sketching (links to core text and illustrators Kerascoet) Unit 3 – Collage (Lori Pensini and Pete Cromer)
Current learning	Unit 1 – Collage (Jeannine Baker) Unit 2 – Pop Art (Andy Warhol) Unit 3 - Portraits
Future learning	Unit 1 – Plasticine sculpting (Aardman) Unit 2 – Mosaics Unit 3 – Line drawing (an artist study e.g., Egon Schiele)
	NC Objective: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	Develop pencil techniques, including scribbling and hatching, to create texture and tone.
	Print to create a repeating pattern.
	Combine rubbings, different textures and materials to create collages.
	Represent their own ideas using printing, rubbings, combining materials and sketching.
	NC Objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Use the colour wheel to determine complimentary, warm and cool colours.
	Demonstrate an understanding of complimentary, warm and cool colours in their own artwork.
	Repeat a pattern using printing technique.
	Create my own repeating pattern involving shapes.
	NC Objective: To learn 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.
	Name artists which use different mediums (e.g, paint, sketching, collage).
	Explain why an artist has chosen their medium.
	Analyse and articulate opinions on an artist's use of colour and its effect on the artwork.

	NC Objective: To use a range of materials creatively to design and make products.
	To make collages by combining materials and using techniques such as rubbing.
	To print repeating images inspired by Andy Warhol.
	To sketch a self-portrait (demonstrating skills such as hatching).
Key vocabulary	<p>Complimentary colours: Pairs of colours (e.g., red and green, blue and orange) that are opposite each other on the colour wheel. When placed side by side, they create high contrast.</p> <p>Warm and cool colours: Warm colours (reds, oranges, yellows) are associated with heat and sunlight; cool colours (blues, greens, purples) are associated with water and calmness.</p> <p>Hatching: A drawing technique using parallel lines to create shading and texture.</p> <p>Texture: The perceived surface quality of a work of art (e.g., smooth, rough, soft).</p> <p>Rubbings: A technique where a textured surface is placed underneath paper, and a medium (like pencil or crayon) is rubbed over the paper to capture the texture.</p> <p>Repeating patterns: A design or motif that is duplicated regularly across a surface.</p>



Educate
Together

Skills progression

YEAR 3

Art

In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

Previous learning	Unit 1 – Collage Unit 2 – Pop Art Unit 3 – Portraits
Current learning	Unit 1 – Plasticine sculpting (Aardman) Unit 2 – Mosaics Unit 3 – Line drawing (an artist study e.g., Egon Schiele)
Future learning	Unit 1 – Sketching and exploring proportion (an impressionist artist study) Unit 2 – Wax resist Unit 3 – Photography
	NC Objective: To create sketch books to record their observations and use them to review and revisit ideas.
	Record observations of the environment (e.g., natural objects, still life) using different line types.
	Explore ideas before sculpting, demonstrating an ability to visualise forms from different angles.
	Make simple annotations about materials and initial thoughts.
	NC Objective: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
	Apply shading techniques to sketches to create depth and form.
	Draw different types of lines (inc. combining lines to create texture).
	Use charcoal.
	Sculpt using plasticine by assembling shapes (pinch, roll, flatten).
	Create intricate patterns and vibrant images using mosaic techniques.
	Apply colour theory to balance the colour palette within a piece of art, ensuring colours complement the design without overwhelming intricate details.
	Explore how adding white or black changes the value of a colour; practice mixing and applying different tones to create simple shading effects.
	NC Objective: To learn about great artists, architects and designers in history.
	Critique the work of great artists, architects, and designers, analysing their use of colour and pattern.

	Explain how the work of great artists has influenced their own pieces.
Key vocabulary	<p>Sculpt: To create a three-dimensional work of art by shaping or combining materials (e.g., clay, plasticine).</p> <p>Intricate pattern: A complex design with many small parts or details.</p> <p>Mosaic: A work of art made from small, coloured pieces of material (like glass, stone, or tile) arranged to form a picture or pattern.</p> <p>Continuous line: A drawing technique where the drawing tool remains in contact with the paper from the beginning to the end of the drawing.</p> <p>Discontinuous: A line that is broken or interrupted.</p> <p>Shading: The use of different tones of colour or varying darkness of lines to create a sense of depth, form, and volume.</p>

 Educate Together	Skills progression	
	YEAR 4	Art

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:

Previous learning	Unit 1 – Plasticine sculpting (Aardman) Unit 2 – Mosaics Unit 3 – Line drawing (an artist study e.g., Egon Schiele)
Current learning	Unit 1 – Sketching and exploring proportion (an impressionist artist study e.g., Van Gogh) Unit 2 – Wax resist Unit 3 – Photography
Future learning	Unit 1 – Acrylic paint (an abstract artist study e.g., Helen Frankenthaler) Unit 2 – Wire sculptures Unit 3 – Figure Drawing (e.g., cartoon sketching)
	NC Objective: To create sketch books to record their observations and use them to review and revisit ideas.
	Use sketchbooks to practice specific techniques (e.g., stippling, contouring) and experiment with light and shade.
	Record and analyse photographs taken, annotating compositional choices.
	Make multiple iterations of a design, reflecting on improvements made between each version.
	NC Objective: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
	Apply stippling and contouring techniques to depict light and shadow within a drawing, demonstrating an awareness of tone.
	Demonstrate an awareness of scale and proportion.
	Notice and record the shapes, details and tones of the subject you are sketching.
	Experiment with different types of wax and different tools.
	Carefully apply varying pressure and strokes when applying wax.
	Use wax resist techniques with watercolours, understanding how water and wax repel each other; experiment with different brushstrokes to create varied textures.
	Use a device to take photographs.
	Develop an awareness of composition when photographing, carefully selecting the focal point of the image.
	NC Objective: To learn about great artists, architects and designers in history.

	Critique the work of great artists, architects, and designers, analysing their use of colour, pattern and proportion.
	Reflect upon the work of great artists in my own pieces (be able to verbally explain this). E.g., early photographers like Julia Margret Cameron (discuss light and tone).
Key vocabulary	<p>Photograph: An image created by recording light onto a sensitive surface (film or digital sensor).</p> <p>Focus: The clarity or sharpness of an image, or the main point of interest in a composition.</p> <p>Hue: The specific name of a colour (e.g., red, green, blue).</p> <p>Blending: A technique of smoothly mixing colours or tones together so there are no sharp transitions.</p> <p>Stipple: A technique of drawing or painting using small dots to create areas of shading or tone.</p> <p>Contour: The outline of a shape or form.</p> <p>Repel: The effect when certain mediums, like wax and watercolour, resist mixing or adhering to one another.</p>

 Educate Together	Skills progression	
	YEAR 5	Art

In addition to expectations from previous years, by the end of Year 5, a student at Redfield Educate Together, will be able to:

Previous learning	Unit 1 – Sketching and exploring proportion (an impressionist artist study e.g, Van Gogh) Unit 2 – Wax resist Unit 3 – Photography
Current learning	Unit 1 – Acrylic paint (an abstract artist study e.g, Helen Frankenthaler) Unit 2 – Wire sculptures Unit 3 – Figure Drawing (e.g., cartoon sketching)
Future learning	Unit 1 – Water colour landscapes (e.g., Monet) Unit 2 – Self-Portraits Unit 3 – Clay sculptures (artist study e.g., David Shillinglaw)
	NC Objective: To create sketch books to record their observations and use them to review and revisit ideas.
	Create figure drawings showing an awareness of basic human proportion and anatomy through detailed studies.
	Use sketchbooks to plan compositions, considering foreground, background, balance, and contrast.
	Record observations using tonal sketching.
	Analyse and annotate the work of artists, focusing on their compositional choices.
	NC Objective: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
	Apply acrylic paint using washes; practice smooth blending techniques (wet-on-wet or wet-on-dry) to create gradients.
	Consider the composition of your artwork (background, foreground, balance, contrast).
	Bend, loop, twist, weave and coil wire to form various shapes.
	Create figure drawings demonstrating an understanding of basic human proportion and anatomy.
	Sketch lightly to create guidelines.

	Develop tonal sketching techniques, using continuous shading without visible outlines to create smooth transitions and form.
	NC Objective: To learn about great artists, architects and designers in history.
	Critique the work of great artists, architects, and designers, analysing their use of colour, pattern, proportion, and composition.
	Analyse and apply key techniques or concepts (e.g., specific compositional choices or use of political messaging) from artists studied into their own work, documenting the influence in their sketchbook.
	Analyse and discuss the various purposes of art, including entertainment (e.g., cartoons), political commentary, and cultural expression.
Key vocabulary	Foreground: The part of a composition that appears closest to the viewer.
	Background: The part of a composition that appears farthest from the viewer.
	Balance: The visual distribution of elements in an artwork, creating a sense of stability or equilibrium.
	Contrast: The difference between elements in an artwork (e.g., light and dark, warm and cool colours, smooth and rough textures) to create visual interest.
	Coil: A method of hand-building in pottery where clay is rolled into rope-like lengths and stacked to form a shape.
	Weave: A technique of interlacing materials (like wire or textiles) to create a structured form or pattern.

 Educate Together	Skills progression	
	YEAR 6	Art

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

Previous learning	Unit 1 – Acrylic paint (an abstract artist study e.g, Helen Frankenthaler) Unit 2 – Wire sculptures Unit 3 – Figure Drawing (e.g., cartoon sketching)
Current learning	Unit 1 – Water colour landscapes (e.g., Monet) Unit 2 – Self-Portraits Unit 3 – Clay sculptures (artist study e.g., David Shillinglaw)
	NC Objective: To create sketch books to record their observations and use them to review and revisit ideas.
	Use sketchbooks to plan landscapes, incorporating single-point perspective and horizon lines
	Explore different techniques for representing texture (e.g., rocks, textiles)
	Develop conceptual ideas for clay sculpture, including surface interest and functional elements
	Use sketchbooks to document the entire design process, from initial observation to final evaluation.
	NC Objective: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
	Shade and incorporate highlights.
	Apply basic single-point perspective techniques, utilizing a focal point and horizon line in their artwork.
	Use a variety of watercolour techniques, including wet-on-wet and wet-on-dry; explore how to create textures in painting (e.g., roughness of rocks); understand and apply highlights to enhance visual depth.
	Explore the value of colours and we can change this.

	Use leading lines in a landscape to draw the audience's eye.
	Apply knowledge of proportion and anatomy gained in Year 5 to create detailed self-portraits.
	Carve clay using tools (demonstrating an awareness of how to use them safely and keep them clean).
	Apply slab building techniques to construct 3D forms with clay.
	Use relief techniques to add detailed sculptural elements to clay surfaces.
	NC Objective: To learn about great artists, architects and designers in history.
	Critique the work of great artists, architects, and designers, analysing their use of colour, pattern, proportion, composition and any specific techniques identified.
	Analyse and apply key techniques or concepts (e.g., specific compositional choices or use of political messaging) from artists studied into their own work, documenting the influence in their sketchbook.
	Discuss how art can have different purposes (e.g, art can have political messages).
Key vocabulary	<p>Value: The lightness or darkness of a colour.</p> <p>Highlight: A bright area in a drawing or painting that represents where light hits a surface directly.</p> <p>Focal point: The main area of interest in an artwork that the viewer's eye is drawn to.</p> <p>Horizon: The line where the earth and sky appear to meet, often used as a reference point in perspective drawing.</p> <p>Carve: A sculpting technique of removing material from a solid block (e.g., clay, wood, stone) to create a form.</p> <p>Texture: The visual or tactile quality of a surface.</p> <p>Slab building and relief: Slab building is a clay construction technique using flat, rolled-out sheets of clay. Relief is a sculptural technique where forms project from a flat background.</p>

Statements in bold are National Curriculum objectives