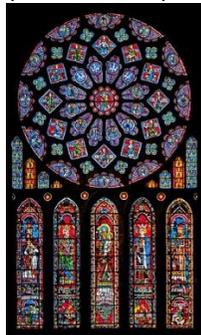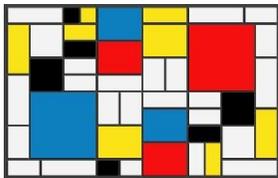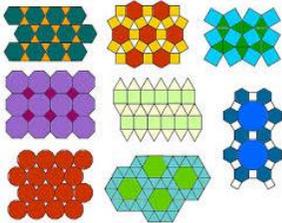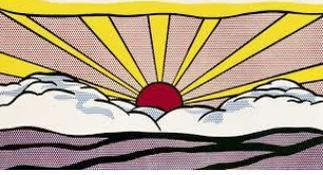| Central themes	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media/ digital etc.
Class 1	Self portraits *Drawing skills are a fundamental part of EYFS so will be built upon throughout the year*	Yayoi Kusama	Wassily Kadinsky	Faberge	Aboriginal art	Matisse (collage)
		Andy Goldsworthy	Henri Rousseau	Stained glass windows (architecture)	Faviana Rodriguez	Giuseppe Arcimboldo
		Paper craft	Piet Mondrian (Abstract)	Paper weaving	Tie dye materials (textiles)	Nature Art
Class 2	Quentin Blake	Barbara Hepworth (Clay)	Tinga Tinga and African Art	William Morris (local connection)	Banksy (stencilling)	Keith Haring (pop art)
	Pablo Picasso (cubist portraits)	Joan Miro (Mixed media)	Vincent van Gogh (textural painting)	Jewellery designers	Investigating Patterns	Prehistoric painting
	Salvador Dali (surrealism)	Ancient Egyptian canopic jars (clay)	Pointilism	Famous Buildings	Indian Art	Roy Lichtenstein (pop art)
Class 3	Manga illustration	Anthony Gormley	Frida Kahlo (inc. surrealism)	Vivienne Westwood (fashion design)	Karen Lederer (print making)	Andy Warhol (digital/ pop art)
	LS Lowry (perspective within landscapes)	Greek Vases (clay)	Georgia O'Keeffe	Antoni Gaudi (architecture)	Exploring Printmaking	Digital photography
	Still life (form and value, look at the work of Cezanne)	Anish Kapoor	Hokusai	Friedensreich Hundertwasser	Islamic Art	Mixed media collages

23/24 Coverage – Feast Day art included collage (all classes) and sculpture (class 3), drawing, painting and sculpture activities at Forest School (all classes)

24/25 Coverage – Feast Day art included print making (all classes), drawing, painting and sculpture activities at Forest School (all classes)

25/26 Coverage -

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media etc.
Class 1	Self portraits *Drawing skills are a fundamental part of EYFS so will be built upon throughout the year*	Yayoi Kusama Andy Goldsworthy Paper craft 	Wassily Kadinsky Henri Rousseau Piet Mondrian 	Faberge Stained glass windows (architecture) Paper weaving 	Aboriginal art Faviana Rodriguez Tie dye materials (textiles) 	Matisse (collage) Giuseppe Arcimboldo Nature Art

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media/ digital etc.
Class 2	Quentin Blake (illustration)	Barbara Hepworth (Clay)	Tinga Tinga	William Morris (local connection)	Banksy (stencilling)	Keith Haring (pop art)
	Pablo Picasso (cubist portraits)	Joan Miro (Mixed media)	Vincent van Gogh (textural painting)	Jewellery designers	Investigating Patterns	Prehistoric painting
	Salvador Dali (surrealism)	Aardman (link with animation)	Pointilism	Famous Buildings	Indian Art	Roy Lichtenstein (pop art)

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media etc.
Class 3	Manga illustration	Antony Gormley	Frida Kahlo (inc. surrealism)	Vivienne Westwood (fashion design)	Karen Lederer (print making)	Andy Warhol (digital/ pop art)
	LS Lowry (perspective within landscapes)	Greek Vases (clay)	Georgia O'Keeffe	Antoni Gaudi (architecture)	Exploring Printmaking	Digital photography
	Still life (form and value)	Anish Kapoor	Hokusai	Friedensreich Hundertwasser	Islamic Art	Mixed media collages

EYFS Progression Steps		
Nursery 1	**Nursery 2**	**Reception**
Early Years Development Journal Steps	Developmental Steps linked to Art: • Explores different materials freely • Shows interest in colour, texture and form • Begins to give meaning to marks • Experiments with tools (brushes, rollers, fingers) • Manipulates malleable materials (e.g. dough, clay) • Combines materials with support • Creates simple representations (may say what it is) What this looks like in provision: • Sensory exploration of media • Early representational drawing • Process-focused art experiences	Developmental Steps linked to Art: • Creates simple representations of people or objects • Uses a range of tools competently (brush, scissors, glue spreader) • Selects materials for a purpose • Begins to add detail to drawings • Explores colour mixing intentionally • Engages in junk modelling with increasing control • Describes their creation What this looks like in provision: • More intentional design • Representational drawing developing • Increased control and planning	Developmental Steps linked to Art: • Creates detailed representations • Plans and thinks about what they are making • Uses tools with control and precision • Mixes colours for a purpose • Combines materials independently • Evaluates and adapts their work • Talks about the process and outcome What this looks like in provision: • Clear intentional design • Greater fine motor precision • Increasing independence and evaluation

The Early Years Development Journal Steps label appears in the left column spanning the row.

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media etc.
Class 1	Self portraits e.g. • Take inspiration from famous self portraits • Use pencils to sketch • Experiment with paint, pastels and other materials • Create a 3D self portrait **Drawing skills are a fundamental part of EYFS so will be built upon throughout the year**	Yayoi Kusama* • Artist study • Techniques for creating a polka dot pattern • Use collage to recreate 'The Obliteration Room' • Create 3D clay pumpkin using clay • Paint 3D creation with polka dots	Wassily Kadinsky* • Identify and discuss different colours, express preferences • Identify primary colours • Mix primary colours to create secondary colours • Create light and dark shades of colour • Create Kadinsky-inspired circles	Faberge • Evaluation and research • Experiment with different patterns to draw an egg design • Use different materials to decorate egg	Aboriginal art* • Create pictures using aboriginal style of cross-hatching • Use aboriginal symbols to retell the story 'How the Kangaroo got her pouch' • Recreate the 'x-ray' or naturalistic style of indigenous art • Create and decorate a boomerang • Create and decorate a rainstick	Matisse (collage) • Artist study and evaluation • Practise cutting techniques to create different shapes • Experiment with a variety of collage materials • Using shape and colour to create a collage inspired by 'The Snail'
		Andy Goldsworthy* • Sort items by material and colour • Use a variety of items to create paths and walls • Select materials to make spirals and circles • Manipulate materials when creating sculptures (moulding and joining) • Explore reflection in art using mirrors and water	Henri Rousseau* • Artist study and evaluation • Use sketching skills and techniques to draw plants and flowers • Mix colours to paint plants and flowers • Understand the genre of 'portrait-landscape' • Create animal masks and own paintings inspired by Rousseau	Stained glass windows (architecture) • Evaluation and research • Visit to the local church • Using knowledge of shapes and cutting techniques to create own work • Explore the concept of symmetry • Create 'stained glass biscuits'	Faviana Rodriguez • Making simple prints • Layering colours • Experimenting with textures • Repeating motifs • Hand-eye coordination	Giuseppe Arcimboldo* • Artist study and evaluation • Explore and recreate 'Four Seasons' painting • Explore the four elements paintings • Select, arrange and use flowers and fruit to create a portrait • Create own self-portrait using symbolism
		Paper craft Cutting, folding, joining, shaping 3D forms, planning structures, spatial awareness	Piet Mondrian • Identify and discuss different colours, express preferences • Identify primary colours • Mix primary colours to create secondary colours • Create Mondrian-inspired abstract paintings	Paper weaving	Tie dye materials (textiles) Colour mixing, pattern creation, planning designs, fabric manipulation, exploring resist techniques	Nature Art* • Rock painting • Stick sculptures • Leaf art animals • Creating mandalas Natural weaving and collage

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media/ digital etc.
Class 2	Quentin Blake (illustration) **KS1** • Experiment with different types of lines to show movement and emotion. • Use pen and ink to create loose, expressive drawings. • Observe and draw people in action or with exaggerated poses. • Add simple colour washes to enhance drawn characters. • Develop confidence in making "free" and lively marks. **KS2** • Explore how line quality can suggest personality and energy. • Study and imitate Quentin Blake's illustrative techniques. • Use continuous line drawing to capture figures in motion. • Combine pen, ink, and watercolour effectively. • Create an illustrated scene that tells a story through drawing style	Barbara Hepworth (Clay) **KS1** • Explore and describe different materials used for sculpture (e.g. clay, soap, wood). • Create simple abstract forms inspired by nature. • Experiment with carving, smoothing, and joining techniques. • Use tools safely to shape and refine a material. • Discuss how sculptures can be viewed from different angles. **KS2** • Investigate Hepworth's use of shape, space, and form. • Plan and model abstract sculptures using sketches and maquettes. • Develop carving and refining techniques with clay or soft materials. • Explore negative space (holes and openings) in 3D forms. • Evaluate and refine work based on balance, texture, and proportion.	Tinga Tinga **KS1** • Mix and use bright, bold colours confidently. • Paint simple animal shapes with clear outlines. • Create repeating patterns and decorative backgrounds. • Use dots, lines, and shapes to add detail and texture. • Explore storytelling through colourful animal imagery. **KS2** • Study the patterns and symbolism in Tinga Tinga artwork. • Mix colours carefully to create vibrant contrasts. • Develop detailed designs using symmetry and repetition. • Layer paint to achieve bold, flat areas of colour. • Plan and paint an imaginative animal composition inspired by Tinga Tinga style.	William Morris* (local connection) **KS1** • Explore repeating patterns using printing or drawing. • Create simple nature-inspired designs using leaves and flowers. • Experiment with symmetry and shape arrangement. • Use block printing or collage to make decorative patterns. • Talk about how design can be both beautiful and useful. **KS2** • Study William Morris's use of pattern, symmetry, and natural motifs. • Design and refine repeating patterns using sketchbooks. • Explore printmaking techniques (block, press, or relief printing). • Mix harmonious colours inspired by natural forms. • Evaluate designs for balance, rhythm, and craftsmanship.	Banksy (stencilling) **KS1** • Explore simple stencil shapes using cut paper or templates. • Use sponges or brushes to apply paint through stencils. • Create bold, clear images using limited colours. • Experiment with layering shapes and backgrounds. • Talk about how images can share ideas or messages. **KS2** • Study Banksy's use of stencils, contrast, and symbolism. • Design and cut accurate stencils safely using card or acetate. • Experiment with layering, composition, and spray or sponge effects. • Use colour and shape to enhance impact and meaning. • Reflect on how street art communicates messages in public spaces.	Keith Haring (pop art) **KS1** • Draw simple figures and shapes using bold, continuous lines. • Explore bright, contrasting colours to fill shapes. • Use symbols and signs to express ideas or stories. • Create energetic compositions with repeated figures. • Talk about movement and rhythm in visual patterns. **KS2** • Study Haring's use of line, colour, and repetition in Pop Art. • Experiment with composition and layering of multiple figures. • Develop clear outlines and consistent line thickness. • Explore creating a personal symbol or motif for a theme. • Reflect on how art can communicate messages or ideas
	Pablo Picasso (cubist portraits) **KS1**	Joan Miro (Mixed media) **KS1**	Vincent van Gogh* (textural painting) **KS1** • Explore thick paint and textured brush marks.	Jewellery designers* **KS1** • Explore and describe different	Investigating Patterns* **KS1**	Prehistoric painting* **KS1** • Explore natural textures using

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
- Explore drawing faces and noticing key features. - Rearrange facial features to make an abstract portrait. - Use bold lines and simple shapes to express emotion. - Experiment with drawing faces from different viewpoints. - Use colour to show feeling rather than realism. **KS2** - Study how Picasso changed drawing styles (realistic → abstract). - Use geometric shapes to construct cubist-style portraits. - Explore proportion and deliberate distortion. - Layer and overlap drawings to show multiple perspectives. - Express emotion through line, form, and simplified detail.	- Use bright colours and simple shapes to make playful 3D forms. - Combine found objects and modelling materials imaginatively. - Roll, pinch, and join materials to make simple sculptures. - Create abstract shapes inspired by dreams or nature. - Add patterns or marks to 3D surfaces for decoration. **KS2** - Explore how Miró used symbols and imagination in his art. - Design abstract sculptures combining organic and geometric forms. - Use wire, clay, or mixed media to construct balanced 3D pieces. - Experiment with colour and texture to enhance form. - Reflect on how meaning can be shown through shape and surface.	- Use short, expressive strokes to show movement. - Mix secondary colours using primary paints. - Paint from observation (e.g. flowers, trees, skies). - Talk about how brush marks can show feelings or energy. **KS2** - Study Van Gogh's use of texture and directional brushwork. - Use impasto techniques to create raised, expressive surfaces. - Mix tints, tones, and shades to show light and shadow. - Capture movement and emotion through colour and texture. - Create a painting inspired by observation using expressive mark-making.	materials for jewellery making. - Thread, twist, or mould materials to create simple wearable art. - Design patterns using colour, shape, and repetition. - Talk about how jewellery can express personality or culture. - Work carefully to assemble small decorative pieces. **KS2** - Research how jewellery design combines art and function. - Develop original designs inspired by nature, history, or culture. - Use wire, beads, clay, or recycled materials to construct pieces. - Experiment with embellishment, texture, and pattern. - Present and evaluate designs considering aesthetics and practicality.	- Explore repeating patterns using lines, shapes, and colours. - Create patterns by printing with everyday objects. - Experiment with symmetry and mirroring in designs. - Use pattern to decorate surfaces or backgrounds. - Talk about patterns found in nature and everyday life. **KS2** - Investigate complex patterns from different cultures and sources. - Use sketchbooks to develop and refine repeated designs. - Explore rotation, reflection, and tessellation in pattern-making. - Use printmaking (block, press, or mono-print) to repeat designs. - Evaluate how colour and layout affect pattern design.	paper, sand, and charcoal. - Use simple shapes to represent animals or human figures. - Layer different materials to create textured effects. - Mix media (chalk, paint, paper) to experiment with surfaces. - Talk about storytelling in early human art. **KS2** - Investigate cave art and prehistoric symbols for inspiration. - Experiment with collage techniques to build complex compositions. - Explore texture, layering, and natural materials for effect. - Combine drawing, painting, and tactile materials in one piece. - Reflect on how materials and methods affect mood and meaning.
Salvador Dali (surrealism) **KS1** - Use observation and imagination to combine unusual objects. - Draw dream-like scenes inspired by the idea of "surreal."	Aardman (plasticine) **KS1** - Use plasticine to shape and model simple characters. - Explore how to join and reshape materials safely.	Pointilism **KS1** - Explore painting with dots using cotton buds or brushes. - Notice how colours change when placed next to each other.	Famous Buildings* **KS1** - Look closely at shapes, patterns, and features in buildings. - Draw and build simple structures	Indian Art* **KS1** - Look at traditional Indian patterns and motifs. - Use simple printing blocks or stamps to create repeating designs.	Roy Lichtenstein (pop art) **KS1** - Explore bright, flat colours and bold outlines. - Create simple comic-style images using dots and lines.

KS2 • Explore scale — make small things big and big things small. • Use pencil shading to make objects look 3D. • Talk about feelings or stories inspired by drawings. • Develop imaginative compositions using surreal combinations. • Practise tonal shading and blending for dreamlike effects. • Draw realistic objects from observation, then distort or transform them. • Explore perspective to create depth in surreal scenes. • Use sketchbooks to plan and refine surreal compositions.	• Create expressive faces and simple poses. • Work collaboratively to build small scenes or sets. • Discuss how characters might move or come to life. **KS2** • Develop detailed character sculptures with attention to proportion. • Experiment with plasticine layering, texture, and fine detail. • Use armatures or supports for stability in 3D models. • Create expressive features to show personality or mood. • Plan and model characters suitable for stop-motion animation.	• Create simple pictures using only dots and small marks. • Develop patience and control when applying paint. • Observe how artists use small dots to form larger images. **KS2** • Understand optical colour mixing through pointillist techniques. • Use controlled dotting to blend colours visually. • Explore complementary colours and how they interact. • Build up texture and tone using layers of dots. • Plan and create a landscape or portrait using the Pointillist method.	using card, blocks, or clay. • Experiment with joining techniques to create stable models. • Use imagination to design a "dream" building or house. • Talk about what makes a building special or interesting. **KS2** • Study architectural styles and the work of famous architects. • Plan and sketch building designs showing scale and proportion. • Construct 3D models using varied materials and joining methods. • Explore how design affects function, stability, and beauty. • Reflect on how architecture shapes the world around us.	• Explore bright, contrasting colours typical of Indian art. • Combine shapes and lines to make decorative borders. • Talk about the meanings of patterns and symbols. • Study Indian textile and block-printing traditions. • Design and carve printing blocks using safe tools. • Print repeating patterns with careful alignment (registration). • Experiment with layering colours for rich decorative effects. • Reflect on how pattern and symbolism express culture and identity.	• Experiment with speech bubbles or symbols in drawings. • Use patterns to decorate areas of artwork. • Talk about exaggeration and expression in images. **KS2** • Study Lichtenstein's use of Ben-Day dots and bold colours. • Use controlled dotting or stippling techniques to create shading. • Experiment with scale, repetition, and comic-style composition. • Combine text and image for narrative effect. • Reflect on how style and technique affect mood and impact.

Central theme	Drawing	Sculpture/3D Art	Painting	Craft, designers and architects	Printmaking and pattern	Collage/ mixed media etc.
Class 3	Manga illustration* • Developing expressive facial features and emotions through character design. • Using dynamic line work to convey movement and action. • Exploring proportion and anatomy in stylized characters. • Experimenting with shading techniques for depth and texture. • Combining backgrounds and characters to create cohesive scenes.	Antony Gormley • Exploring human proportions in 3D form. • Experimenting with wire, clay, or other modelling materials. • Understanding scale and space in sculpture. • Developing observation skills through life drawing. • Creating texture and surface detail in 3D work.	Frida Kahlo* (inc. surrealism) • Exploring self-portraiture and personal symbolism. • Experimenting with surreal and imaginative imagery. • Using colour expressively to convey emotion. • Developing detail in facial features and body elements. • Combining realistic and fantastical elements in compositions.	Vivienne Westwood*(fashion design) • Experimenting with texture and fabric manipulation. • Developing pattern and print designs. • Exploring colour combinations and contrasts. • Using sewing and basic construction techniques. • Expressing personal style and creativity through design.	Karen Lederer (print making) • Exploring relief and mono-print techniques. • Experimenting with layering colours and textures. • Developing careful mark-making for prints. • Understanding repetition and pattern in print design. • Translating observational drawings into prints.	Andy Warhol* (digital/ pop art) • Exploring bold colour and repetition. • Experimenting with digital layering techniques. • Simplifying images into graphic shapes. • Creating contrast and visual impact. • Translating real-life objects into pop art style.
	LS Lowry* (perspective within landscapes) • Understanding and applying basic linear and aerial perspective. • Simplifying forms to capture industrial and urban landscapes. • Using repetition and scale to show crowd scenes and movement. • Exploring muted color palettes to create mood and atmosphere. • Observing and sketching real-life buildings and streetscapes.	Greek Vases* (clay) • Shaping and joining clay to form vessels. • Practising surface smoothing and finishing techniques. • Designing and applying painted or incised patterns. • Understanding symmetry and proportion in pottery. • Exploring historical motifs and storytelling through decoration.	Georgia O'Keeffe • Observing and simplifying natural forms. • Using colour gradients to create depth and mood. • Experimenting with close-up perspectives. • Exploring scale to emphasise parts of a subject. • Developing smooth blending and layering techniques in paint.	Antoni Gaudi (architecture) • Exploring organic shapes and unusual forms. • Using pattern and mosaic techniques in designs. • Understanding structure, balance, and proportion. • Experimenting with 3D modelling or mock-ups. • Observing and drawing architectural details from nature.	Exploring Printmaking • Experimenting with various print methods (stamping, lino, monoprint). • Developing precision and control in printing processes. • Exploring texture and surface effects in prints. • Combining multiple layers and colours creatively. • Evaluating prints and refining techniques for improvement.	Digital photography • Using composition and framing effectively. • Experimenting with lighting and perspective. • Adjusting focus and depth of field. • Exploring digital editing and enhancement tools. • Observing and capturing texture, colour, and pattern.
	Still life* (form and value) • Observing shapes, angles, and proportions in objects. • Building form and depth through shading and tonal variation.	Anish Kapoor • Experimenting with abstract and conceptual forms. • Investigating reflective and surface materials. • Exploring scale, space, and viewer interaction.	Hokusai • Using line and contour to define shapes. • Exploring pattern and repetition in nature and waves.	Friedensreich Hundertwasser • Creating irregular, organic patterns and shapes. • Using bright, bold colour schemes effectively.	Islamic Art* • Creating intricate geometric and repeating patterns. • Exploring symmetry and tessellation in designs.	Mixed media collages • Combining different materials and textures creatively. • Exploring layering and composition techniques.

	- Experimenting with composition and arrangement of objects. - Understanding the use of perspective in still life setups. - Exploring texture and surface detail through line and mark-making.	- Developing techniques for manipulating different media. - Considering light, shadow, and visual impact in 3D.	- Applying perspective to create depth in landscapes. - Experimenting with bold colour contrasts and washes. - Developing precision in fine detail work and brush control.	- Combining 2D and 3D design elements. - Exploring repetition and asymmetry in compositions. - Designing imaginative, whimsical spaces or objects.	- Using line, shape, and colour to build complex motifs. - Translating 2D patterns into prints effectively. - Observing and replicating historical Islamic decorative styles.	- Using cutting, tearing, and assembling methods. - Incorporating found objects into artwork. - Developing personal expression through mixed media.

Unit / Artist	Key Vocabulary (Y1)
Self-Portraits	face, eyes, nose, mouth, ears, hair, shape, line, colour, expression, features, observe, sketch, look closely
Yayoi Kusama	dot, pattern, repeat, colour, shape, circle, bright, design, decorate, texture
Andy Goldsworthy / Nature Art	natural, leaves, sticks, stones, arrangement, texture, temporary, pattern, shape, observe, outdoor
Paper Craft (Sculpture)	cut, fold, join, shape, stick, 3D, fold, construct, model, build
Piet Mondrian	square, rectangle, line, straight, primary colours, red, blue, yellow, black, white, grid, abstract
Henri Rousseau	jungle, animal, tree, leaves, plant, colour, layer, blend, background, detail, imaginative
Wassily Kandinsky	circle, line, shape, swirl, colour, pattern, abstract, bright, emotion, movement
Fabergé (decorative art)	pattern, decorate, gem, jewel, ornate, shiny, detail, design, symmetry, colour
Stained Glass Windows	glass, colour, light, shape, cut, lead, pattern, design, piece, join, window
Paper Weaving	weave, over, under, pattern, strip, colour, line, repeat, texture, thread
Tie Dye	fabric, colour, twist, fold, wrap, pattern, resist, bright, dye, design
Faviana Rodriguez (Printmaking)	print, stamp, repeat, texture, pattern, press, colour, design, layering, mark
Aboriginal Art	dot, pattern, circle, symbol, tell a story, earth colours, line, texture, repeat, design
Matisse (Collage)	cut, layer, shape, colour, stick, design, composition, abstract, collage, arrange
Giuseppe Arcimboldo	face, fruit, vegetable, combine, imaginative, objects, shape, portrait, creative, detail
Nature Art (Collage)	leaves, petals, sticks, arrange, layer, natural, texture, colour, pattern, collect

Unit / Artist	Key Vocabulary (Y2/3)
Quentin Blake	line, draw, mark, shape, movement, action, character, pose, story, colour, pen, brush, wash
Salvador Dalí	dream, imagine, weird, change, mix, big, small, unusual, line, shape, colour, object
Pablo Picasso	face, feature, shape, colour, line, mix, change, abstract, eyes, mouth, view, design
Barbara Hepworth	sculpture, shape, smooth, carve, clay, model, 3D, join, hole, space
Joan Miró	shape, form, build, join, colour, pattern, twist, turn, fun, object
Aardman Plasticine Animation	plasticine, model, shape, join, character, figure, pose, scene, detail, make, play
Tinga Tinga Art	pattern, repeat, shape, animal, colour, bright, lines, dots, mix, decorate
Vincent van Gogh	colour, mix, line, brush, mark, texture, flowers, trees, sky, movement
Pointillism	dot, paint, pattern, colour, mix, small, layer, repeat, shape, design
William Morris	pattern, repeat, shape, colour, leaf, flower, print, block, design, decorate

Jewellery Designers	design, shape, bead, wire, clay, join, thread, twist, make, decorate
Famous Buildings	building, shape, design, model, make, join, tall, big, small, plan, look
Banksy	stencil, cut, shape, paint, layer, repeat, colour, picture, sign, idea
Investigating Patterns	pattern, repeat, shape, colour, lines, design, decorate, order, look, match
Indian Art	pattern, print, block, shape, colour, line, repeat, stamp, decorate, design
Keith Haring	line, shape, figure, colour, repeat, movement, action, draw, bright, pattern
Roy Lichtenstein	dot, colour, shape, lines, comic, bright, paint, pattern, repeat, picture
Prehistoric Painting	cave, paint, draw, mark, shape, animal, human, layer, mix, texture, stick

Unit/ Artist	Key Vocabulary (Y4/5/6)
Manga Illustration	Character, Expression, Emotion, Proportion, Pose, Line, Shading, Background, Scene, Stylised
LS Lowry (Perspective & Landscapes)	Perspective, Horizon, Foreground, Background, Vanishing point, Scale, Crowd, Industrial, Simplify, Mood
Cézanne (Still Life)	Still life, Observation, Shape, Form, Tone, Composition, Texture, Proportion, Depth, Arrangement
Antony Gormley (Sculpture)	Sculpture, Proportion, Model, Wire, Clay, Texture, Scale, Form, Human figure, 3D
Greek Vases (Clay)	Clay, Vessel, Join, Coil, Slip, Pattern, Incise, Symmetry, Motif, Decorate
Anish Kapoor (Sculpture)	Abstract, Form, Surface, Reflective, Scale, Space, Conceptual, Texture, Light, Shadow
Frida Kahlo (Surrealism)	Self-portrait, Symbol, Surrealism, Imagination, Emotion, Colour, Detail, Realism, Fantasy, Composition
Georgia O'Keeffe	Close-up, Flower, Abstraction, Observation, Colour, Gradient, Scale, Mood, Blending, Shape
Hokusai (Painting)	Line, Contour, Pattern, Repetition, Wave, Landscape, Perspective, Detail, Brush, Colour contrast
Vivienne Westwood (Fashion)	Fabric, Texture, Pattern, Print, Colour, Design, Sew, Style, Construct, Creativity
Antoni Gaudí (Architecture)	Organic, Mosaic, Pattern, Structure, Balance, Proportion, Form, 3D, Detail, Nature-inspired
Friedensreich Hundertwasser	Irregular, Pattern, Shape, Colour, Repetition, Asymmetry, 2D, 3D, Whimsical, Design
Karen Lederer (Printmaking)	Print, Relief, Mono-print, Layer, Texture, Mark-making, Repetition, Observation, Design, Colour
Exploring Printmaking Techniques	Stamp, Lino, Monoprint, Layer, Texture, Pattern, Repeat, Colour, Impression, Experiment
Islamic Art (Pattern & Printmaking)	Geometric, Symmetry, Tessellation, Motif, Pattern, Repetition, Line, Shape, Decoration, Design
Andy Warhol (Digital Pop Art)	Pop art, Colour, Repeat, Digital, Layer, Graphic, Contrast, Simplify, Object, Style
Digital Photography	Composition, Frame, Perspective, Focus, Lighting, Texture, Colour, Edit, Capture, Depth
Mixed Media Collages	Collage, Mixed media, Layer, Texture, Cut, Tear, Assemble, Material, Found object, Composition