	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	2	
Thread	 Early Learning Goal: To safely use and explore a variety of materials, tools and techniques, experimenti ng with colour, design, texture, form and function. 	 To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work and range of artists, craft makers and designers, describing the differences and similarities between practices and disciples, and making links to their own work. 		 To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawi painting and sculpture with a range of materials (pencil, charcoal, paint clay) About great artists, architects and designers in history. 				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Developing ideas	 Look and talk about what they have produced, describing simple techniques and media used. 	 Start to record simple media explorations in a sketch book 	 Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect 	 Use a sketchbook to record media explorations and experimentati ons as well as try out ideas, plan colours and collect source material for future works. 	 Use a sketchbook to record media explorations and experimentatio ns as well as try out ideas, plan colours and collect source material for future works. Express likes 	 Use a sketchbook to record media explorations and experimentati ons as well as try out ideas, plan colours and collect source material for future works. 	 Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the 	

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			textures and patterns to inform other work.	 Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book. 	 and dislikes through annotations. Use a sketch book to adapt and improve original ideas. 	 Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain well. 	sculpture. Adapt work as and when necessary and explain well.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin 	 Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt 	 Continue to investigate tone by drawing light/ dark lines, light/ dark 	 Develop intricate patterns/ marks with a variety of media. Demonstrate 	 Draw for a sustained period of time at an appropriate level. Experiment 	 Work in a sustained and independent way to create a detailed 	 Draw for a sustained period of time over a number of sessions working on
Drawing	to control a	tips, charcoal,	patterns,	experience in	with different	drawing.	one piece.

range of	pen, chalk.	light/ dark	different	grades of	 Use different 	 Use different
media.	 Begin to 	shapes using	grades of	pencil and	techniques	techniques
 Draw on 	control the	a pencil.	pencil and	other	for different	for different
different	types of	 Draw lines/ 	other	implements	purposes e.g	purposes e.g
surfaces and	marks made	marks from	implements	to achieve	shading,	shading,
coloured	with the	observations	to draw	variations in	hatching.	hatching,
paper.	range of	 Demonstrat 	different	tone and	 Start to 	understandin
Produce lines	media.	e control	forms and	make marks	develop their	g which
of different	 Develop a 	over the	shapes.	on a range of	own style	works well
thickness and	range of tone	types of	 Begin to 	media.	using tonal	and why.
tone using a	using a pencil	marks made	indicate	 Have 	contrast and	 Have
pencil.	and use a	with a range	facial	opportunities	mixed media.	opportunities
 Start to 	variety of	of media	expressions	to develop	 Have 	to develop
produce	techniques	such as	in drawings.	further	opportunities	further
patterns and	such as:	crayons,	 Begin to 	drawings	to develop	simple
textures from	hatching,	pastels, felt	show	featuring the	simple	perspective in
observations,	scribbling,	tips,	consideratio	third	perspective	their work
imagination	stippling and	charcoal,	n in the	dimension	in their work	using a single
and	blending to	pen, chalk.	choice of	and	using a single	focal point
illustrations.	create light/	 Understand 	pencil they	perspective.	focal point	and horizon.
	dark lines.	tone	use.	Begin to show	and horizon.	 Develop an
		through the		awareness of	 Begin to 	awareness of
	<mark>Artists: Van Gogh,</mark>	use of	Artists: Picasso,	representing	develop an	composition,
	<mark>Seurat.</mark>	different	Hopper,	texture	awareness of	scale and
		grades of	<mark>Surrealism</mark>	through the	composition,	proportion in
		pencils (HB,		choice of	scale and	their work.
		2B, 4B)		marks and	proportion in	<mark>Artists:</mark>
				lines made.	their	Have opportunity
		<mark>Artists: Durer, Da</mark>		 Begin to use 	paintings.	<mark>to explore modern</mark>
		Vinci, Cezanne.		media and	 Develop 	and traditional
				techniques	close	artists using ICT
				(line, colour	observation	and other
				and tone) to	skills using a	<mark>resources.</mark>

					show representatio n of movement in figures and forms. Attempt to show reflections in a drawing. Artists: Perspective drawings, shadows, Goya, Sargent, Holbein.	variety of view finders. Artists: Moore Sketchbooks, Rossetti, Klee, Calder, Cassatt.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	 Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs. Recognise and name the primary colours being used. Mix and match 	 Experiment with paint media using a range of tools e.g brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black and 	 Control the types of marks made in a range of painting techniques e.g layering, mixing media and adding texture. Understand how to make tints using white and tones by 	 Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, 	 Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. 	 Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural 	 Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. Purposely control the types of marks made and

colours to a	white.	adding black	thickened	develop a	effects.	experiment
different	 Begin to show 	to make	paint creating	painting from a	 Mix and match 	with different
artefacts and	control over	darker and	textural	drawing.	colours to	effects and
objects.	the types of	lighter	effects.	 Begin to choose 	create	textures
 Explore 	marks made.	shades.	 Create 	appropriate	atmosphere	including
working with	 Experiment 	 Understand 	different	media to work	and light	blocking in
paint on	with layering	the colour	effects and	with.	effects.	colour, washes,
different	and mixing	wheel and	textures	 Use light and 	 Mix colour, 	thickened paint
surfaces and in	media.	colour	according to	dark within	shades and	creating
different ways	 Name the 	spectrums.	what they	painting and	tones with	textural
e.g coloured,	primary colours	 Be able to mix 	need for the	show	confidence	effects.
sized and	and start to mix	all the	task.	understanding	building on	 Mix colour,
shaped paper.	a range of	secondary	 Use light and 	of	previous	shades and
	secondary	colours using	dark within	complimentary	knowledge.	tones with
	colours, moving	primary	painting and	colours.	 Start to 	confidence
	towards	colours	begin to	 Work in the 	develop their	building on
	predicting	confidently.	explore	style of a	own style	previous
	resulting	 Use a suitable 	complimentar	selected artist	using tonal	knowledge.
	colours.	brush to	y colours. Mix	(not copying).	contrast and	 Understanding
		produce	colour, shades		mixed media.	which works
	<mark>Artists: Klimt,</mark>	marks	and tones	Artists: Hopper,	 Carry out 	well in their
	<mark>Marc, Klee,</mark>	appropriate	with	Rembrandt	preliminary	work and why.
	<mark>Hockney.</mark>	work e.g small	increasing		studies trying	 Create
		brush for	confidence.		out different	imaginative
		small marks.	 Understand 		media and	work from a
		 Mix and 	how to create		materials and	variety of
		match colours	a background		mixing	sources e.g
		to artefacts	using a wash.		appropriate	observational
		and objects.	 Mix colours 		colours.	drawing,
		 Experiment 	and know			themes, poetry
		with tools e.g	which primary		<mark>Artists: Lowry,</mark>	and music.
		scraping	colours make		Matisse, Magritte.	
		through.	secondary			Artists:

			Create	colours			opportunity to
			textured paint				<mark>explore modern</mark>
			by adding	<mark>Artists/</mark>			and traditional
			sand.	movements:			<mark>arts.</mark>
				Rothko, Rivera,			
			<mark>Artists: Pollock,</mark>	Indian, Minitures,			
			<mark>Riley, Monet,</mark>	O'Keefe, Abstract,			
			<mark>Aboriginal.</mark>	<mark>Expressionism.</mark>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 Make 	 Make 	 Continue to 	 Create 	 Increase 	 Start to 	 Demonstrate
	rubbings to	rubbings to	explore	printing	awareness of	overlay	experience in
	collect	collect	printing	blocks using	mono and	prints with	a range of
	textures and	textures and	simple	a relief or	relief printing.	other media	printmaking
	patterns e.g	patterns.	pictures	impressed	Demonstrate	e.g pens,	techniques.
	brick, coin.	 Print with a 	with a range	method	experience in	colour pens	 Describe
	 Print with a 	range of hard	of hard and	 Create 	fabric	and paints.	techniques
Printing	range of hard	and soft	soft	repeating	printing.	 Use print as a 	and
_	and soft	materials e.g	materials e.g	patterns.	Expand	starting point	processes.
	materials e.g	corks,	cork, pen,	Print with	experience in	to	 Adapt their
	corks,	sponges.	barrels,	two colour	3 colour	embroidery.	work
	sponges.	 Make simple 	sponge.	overlays.	printing.	■ Show	according to
	 Make simple 	marks on	 Demonstrat 	Combine	Create	experience in	their views
	marks on	rollers.	e experience	prints taken	repeating	a range of	and describe
	rollers.	 Roll printing 	at impressed	from	patterns.	mono print	how they
	 Recognise 	ink over found	printing:	different	Combine	technique.	, might
	patterns in	objects to	drawing into	objects to	prints taken	Create	develop it
	the	create	ink, printing	produce an	from different	printing	further.
	environment.	patterns e.g	from	end piece.	objects to	blocks by	 Develop their
	 Enjoy using 	plastic mesh,	objects.		produce an	simplifying	own style
	stencils to	stencils.	 Use 	Artists: Morris,	end piece.	an initial	using tonal
	create a	 Explore 	equipment	Labelling.		sketch book	contrast and
	picture.	printing in	and media		Artists:	idea.	mixed media.
		relief e.g	correctly		Rothenstein,		

		<u> </u>				
	string and card. Begin to identify forms of printing: books, posters, fabrics. Build repeating patterns and recognise patterns in the environment. Create simple printing blocks with press print. Artists: Warhol, Hokusai.	 and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints e.g mono printing. Experiment with overprinting motifs and colour. Artists: Hiroshige, Escher. 		Kunisada.	Artists: Advertising, Bawden.	Artists: Explore modern and traditional arts.
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Create fabrics by weaving materials i.e. grass through twigs. Enjoy playing with and using a variety of textiles and fabric. 	 Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and 	 Match and sort fabrics and threads for colour, texture, length, size and shape. Use natural materials to consider 	 Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. 	 Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. 	 Use fabrics to create 3D structures. Use different grades of threads and needs. Experiment with Batik technique. 	 Use fabrics to create 3D structures. Use different grades of threads and needs. Confidently use a range of media to

	 Decorate a 	textures.	pattern and	 Match the tool 	 Develop skills in 	 Experiment 	overlap and
	piece of fabric.	 Begin to 	texture e.g	to the	stitching,	with a range of	layer creating
Texture,	Show	understand	stones,	material.	cutting and	media to	interesting
pattern,	experience in	how colours	leaves,	 Develop skills 	joining.	overlap and	colours and
colour, line	simple stitch	can link to	feather,	in stitching,	 Experiment 	layer creating	textures and
and tone.	work.	moods and	sticks,	cutting and	with Batik	interesting	effects.
	Show	feelings in art.	grasses.	joining.	technique.	colours and	
	experience in	■ Use	 Express links 	 Create art 		textures and	
	fabric collage.	printmaking to	between	works from		effects.	
	 Use 	create a	colour and	natural			
	appropriate	repeating	emotion.	materials to			
	language to	pattern.	 Change and 	show an			
	describe	 Apply shapes 	modify	awareness of			
	colours, media,	by stitching or	threads and	different			
	equipment and	glue.	fabrics,	viewpoints of			
	textures.	Apply	knotting,	the same			
	textures.	decoration	fraying,	object.			
				Object.			
		using beads, buttons,	fringing,				
		feathers etc.	pulling				
			threads,				
		 How to thread 	twisting and				
		a needle.	plaiting.				
			 Apply shapes 				
			by stitching or				
			glue.				
			 Apply 				
			decoration				
			using beads,				
			buttons,				
			feathers etc.				
			 Create cords 				
			and plaits for				
			decoration.				

	EYFS	Year 1	 crayons. Create and use dyes e.g tea and coffee. Create fabrics by weaving materials i.e. grass through twigs. Stitch and knot. 	Year 3	Year 4	Year 5	Year 6
Art through technology	EYFS	 Take a self portrait or photograph. Use a simple computer paint programme to create a picture. 	 Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it. 	 Use printed images taken with a digital camera and combine them with other media to produce artwork. Take photos and explain their creative vision. 	 Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought- provoking viewpoint. 	 Compose a photo with thought for textural qualities, light and shade. 	 Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation.

Responding	Look and talk	Look and talk		Continue to		Continue to	Discuss and		Recognise the		Discuss and
to art	about what	about own		explore the		explore the	review own and		art of key		review own
	they have	work and that		work of a		work of a	others work,		artists and		and others
	produced,	of other artists		range of		range of	expressing		begin to place		work,
	describing	and the		artists, craft		artists, craft	thoughts and		them in key		expressing
	simple	techniques		makers and		makers and	feeling, and		movement or		thoughts and
	techniques and	they have used.		designers,		designers,	identify		historical		feelings
	media used.	 Express likes 		describing the		describing the	modifications/		events.		explaining their
		and dislikes.		differences		differences	changes and		Discuss and		views.
		 Explore the 		and		and	see how they		review own	-	Identify artists
		work of a range		similarities		similarities	, can be		and others		, who have
		of artists, craft		between		between	developed		work,		worked in a
		makers and		different		different	further.		expressing		similar way to
		designers,		practices and		practices and	Begin to		thoughts and		their own
		describing the		discipline and		discipline and	explore a range		feeling, and		work.
		differences and		making links		making links	of great artists,		identify	-	Explore a range
		similarities		to their own		to their own	architects and		modifications/		of great artists,
		between		work.		work.	designers in		changes and		architects and
		different	-	Explore		Discuss own	history.		see how they		designers in
		practices and		thoughts and		and others	·		can be		history.
		discipline and		feelings about		work,			developed	-	Compare the
		making links to		a piece of art.		expressing			further.		style of
		their own work.	•	Reflect and		thoughts and		•	Explore a		different styles
				explain the		feelings, using			range of great		and
				success and		knowledge			artists,		approaches.
				challenges in		and			architects and		
				a piece of art		understanding			designers in		
				created.		of artists and			history.		
			-	Explain how a		techniques.		•	Compare the		
				piece of art	•	Respond to art			style of		
				makes them		from other			different styles		
				feel.		cultures and			and		
				Identify		other periods			approaches.		

			e congri i negi	-			
			changes they	of time.			
			might make				
			or how their				
			work could be				
			developed				
			further.				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 Manipulate 	 Experiment in 	 Manipulate 	 Begin to 	 Secure work 	 Secure work 	 Work around
	malleable	a variety of	malleable	show an	to continue at	to continue	armatures or
	materials in a	malleable	materials in	awareness of	a later date.	at a later	over
	variety of	media e.g	a variety of	objects	 Decorate, coil 	date.	constructed
	ways	clay, salt	ways	having a	and produce	Show	foundations.
	including	dough and	including	third	Marquette's	experience in	 Demonstrate
	rolling and	Modroc.	rolling and	dimension	confidently	combining	experience in
	kneading e.g	 Shape and 	kneading.	and	when	pinch,	relief and
	salt dough.	model	 Join clay 	perspective.	necessarily.	slabbing and	freestanding
	Impress and	materials for a	adequately	 Learn to 	 Model over 	coiling to	work using a
	apply simple	purpose e.g	and	secure work	an armature:	produce end	range of
	decoration.	pot/ tile from	construct a	to continue	newspaper	pieces.	media.
3D and	 Understand 	observation	simple base	at a later	frame for	 Develop 	Show
sculpture	the safety and	and	for	date.	Modroc	understandin	experience in
•	basic care of	imagination.	extending	 Join two 	(paper	g of different	combining
	materials and	 Continue to 	and	parts	Mache)	ways of	pinch,
	tools.	manipulate	modelling	successfully.	 Adapt works 	finishing	slabbing and
	 Experiment 	malleable	other	 Construct a 	as and when	work: glaze,	coiling to
	with	materials in a	shapes.	simple base	necessary and	paint and	produce end
	constructing	variety of	 Manipulate 	for extending	explain why.	polish.	pieces.
	and joining	ways	malleable	and	 Gain more 	■ Show	 Develop
	recycled,	including	materials for	modelling	confidence in	increasing	understandin
	natural and	rolling,	a purpose	other	carving as a	confidence	g of different
	manmade	pinching and	e.g a pot or	shapes.	form of 3D	to carve a	ways of
	materials.	kneading.	tile.	 Use a 	art.	simple form.	finishing
	 Use simple 2D 	 Impress and 	 Explore 	sketchbook	 Demonstrate 	Shape, form,	work: glaze,
	 Ose simple 2D 	 Impress and 	- Explore	SKELCHDOOK	- Demonstrate	- Shape, form,	work: giaze,

shapes to create a form.	 carving as a form of 3D art Use tools and equipment safely and in the correct way Experiment with constructing and joining recycled, natural and manmade materials. Artists: Hepworth, Arp, Nevelson, Gabo. 	 to plan, collect and develop ideas. To record media explorations and experimenta tions as well as try out ideas. Shape, form, model and construct from observation or imagination. Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques. Use papier Mache to 	 awareness in environmenta l sculpture and found object art. Show awareness of the effect of time upon sculptures. Shape, form, model and construct from observation or imagination. Artists: Egyptian artefacts, Christo. 	 model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Artist: Frink, Balla, Andre. 	 paint and polish. Recognise sculptural forms in the environment: furniture, buildings. Solve problems as they occur. Artists: explore modern and traditional arts.
		techniques. ■ Use papier			

				Artists: Calder, Segal, Leach, Kinetic, Recycled/ found sculptures from Africa and India- Flip flop art.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	 Collect, sort, name and match colours appropriate for an image. 	 Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g colour or texture. Fold, crumple, tear and overlap papers. Work on different scales. 	 Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g colour or texture. Fold, crumple, tear and overlap 	 Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	 Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	 Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas 	 Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.

	 Collect, sort, name and match colours appropriate for an image. 	 papers. Work on different scales. Collect, sort, name and match colours appropriate for an image. Create textured collages from a variety of 		
		a variety of media.		

Our school progression:									
Receptio n	Autumn: All about me		Spring: Percy the Park Keeper.	Spring: Heroes and Heroines.	Summer: Rumble in the jungle	Summer: Once upon a time.			
Skills Covered:									
Year 1	Autumn: Adventurers and Explorers Henry Moore (architect and sculpture)			e Upon a time he artist and collage.	Summer: Oceans and beaches Andy Warhol the artist.				
	 Learn about Henry Moore and the purpose of his work. What makes 	 Silhouette art- hot desert Scene: Learn how to colour mix to form a 'hot' or 'sunset' background using paint. Experiment using chalks, watercolours and paints to 	 Learn about Henry Rosseau and his 'Bouquet of flowers' and 'A storm in the Jungle'- discuss how it was all his imagination, provide opinions. Up Close sketching of plants. Mixing shades using primary colours 		 Who is Andy Warhol and what is his impact on art today. Printing using objects e.g fruit Designing the imprint on paper e.g shells, beach ball etc. Imprinting an object in preparation 				

		· · · · · · · · · · · · · · · · · · ·		
	 something 3d? Design 3d Native African American masks. Use clay to form masks. Use paint to add detail/ depth. 	 form a sunset. Stencil an animal or tree to create a 3D scene. Pattern Landscapes- snowy scene: Teach children different sketching techniques e.g stippling, hatching, cross hatching. Blow up a sketch on A3, children can use tracing paper to go over the main lines and practicing using a pencil to form patterns. Draw the lines of the hills, adding pastels and pencil, children can start to add the patterns (explain that the same patterns cannot touch each other). 	 and shades of green. Design a jungle scene- considering the layers of the rainforest. Draw and paint a jungle animal. Paint the background and layer on top using collage techniques. 	 for printing Using paint/ ink to print a seaside object.
Skills Covered:	3d Sculpture- Clay	Painting and sketching	Collage	Printing
	 Experiment in 	 Develop a range of tone 	 Arrange and glue materials to 	 Print with a range of hard and soft
Drawing	a variety of	using a pencil and use a	different backgrounds	materials e.g corks, sponges.
(pencil,	malleable	variety of techniques such	 Fold, crumple, tear and overlap 	 Make simple marks on rollers. Ball printing ink over found chiests
chalk) Painting	media e.g clay, salt	as: hatching, scribbling, stippling and blending to	papers.Collect, sort, name and match	 Roll printing ink over found objects to create patterns e.g plastic mesh,
The work	•	create light/ dark lines.	colours appropriate for an image.	stencils.
of an	Modroc.	 Explore techniques such as 	 Explore the work of a range of artists, 	 Explore printing in relief e.g string
artist x2	 Impress and 	lightening and darkening	craft makers and designers,	and card.
Collage	apply simple	paint without the use of	describing the differences and	 Create simple printing blocks with

Printing	decoration	black and white.	cimilarities bet	woon difforent	press print.
3d		Diack and write.	similarities between different		press print.
	techniques. Use tools and 		practices and discipline and making links to their own work.		
Sculptur			inks to their own work.		
e	equipment				
Missing:	safely and in				
textiles,	the correct				
technolo	way.				
gy Maar 2	At	Deen news d Deddineten	Carrie as Castles IV	vielete av d. Fainstalaa	Current an Island Hansa
Year 2		Bear named Paddington	•••	nights and Fairytales.	Summer: An Island Home
	'Zoomed' in	Textiles: Peruvian Arpillera Art	Mono castle	Paul Klee inspired	Sculpture: Paper Mache Islands
	sketching of topic		printing.	collage: coat of	
	objects.			arms/ shields	
	 Use technology 	 Study the tradition of 	Learn about	Who is Paul	 Design a sculpture
	to zoom in on	Arpillera Art	shades and	Klee?	 Create a practice model- adapt
	an object.	 Learn to thread a needle and 	shadows in	 Explore the use 	designs
	 Use sketching 	do a simple overstitch.	pictures e.g	of colour and	 Use paper mache to form a model.
	techniques to	 Design an Arpillera scene. 	castles.	pattern.	 Consider the use of colour/ textures.
	sketch an	 Cut out, glue and sew a 	 Practice 	 Design a coat of 	
	object in detail	scene.	cutting an	arms.	
	building on	•	outline of the	 Use collage and 	
	techniques	<mark>www./trc-leiden.nl/trc-</mark>	key features	grouping colour.	
	learned in Year	needles/regional-	of a castle		
	1. (Give	traditions/middle-and-south-	and printing		
	children a	<mark>america/arpillera</mark>	using only		
	choice of		black ink.		
	drawing tools		 Explore 		
	e.g charcoal,		drawing onto		
	chalk, pencil)		the paper		
			whilst its		
			absorbed in		
			the ink.		
			 Children to 		
			layer a castle		

		_		-	
			scene Use white chalk or charcoal to add further texture. www.deepspaces		
			parkle.com/fairy-		
			tale-castles-art-		
			project/		
Skills	Drawing:	Textiles:	Printing:	Collage:	Sculpture:
Covered:					
	 Experiment 	 Apply shapes by stitching or 	 Make simple 	 Explore the work 	 Manipulate malleable materials for
Textiles	with a variety	glue.	marks on	of a range of	a purpose e.g a pot or tile.
and the	of media;	 Apply decoration using 	rollers and	artists, craft	 Explore carving as a form of 3D art
study/	pencils,	beads, buttons, feathers etc.	printing	makers and	 Use tools and equipment safely and
history	rubbers,	 How to thread a needle. 	palettes.	designers,	in the correct way
of a	crayons,	 Investigate textures by 	 Take simple 	describing the	 Experiment with constructing and is in a second and second and
cultured	pastels, felt	describing, naming, rubbing,	prints e.g	differences and similarities	joining recycled, natural and
tradition.	tips, charcoal, pen, chalk.	copying.Produce an expanding range	mono	between different	manmade materials.
Printing	 Begin to 	 Produce an expanding range of patterns and textures. 	printing. Experiment	practices and	
Collage	control the	 Explore the work of a range 	with	discipline and	
Artist	types of	of artists, craft makers and	overprinting	making links to	
inspired	marks made	designers, describing the	motifs and	their own work.	
x1	with the	differences and similarities	colour.	 Create images 	
Sculptur	range of	between different practices		from a variety of	
e	media.	and discipline and making		media e.g	
Drawing	 Develop a 	links to their own work.		photocopies	
using	range of tone			material, fabric,	
technolo	using a pencil			crepe paper,	
gy.	and use a			magazines.	

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Missing: Painting	 variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it. 			 Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g colour or texture. Fold, crumple, tear and overlap papers. 		
Year 3	Autumn:	Stone age to iron age.	Sprir	ng: Japan	Summer: And	cient Greece
	Vincent Van Gogh- Cave paintings- paint	Textiles and Primal Painting on cloth and pebbles.	Artist: Hokusai- 'The Great Wave' to produce wood block printing/ relief printing (oil) inspired by Ukioe style.	Japanese artist inspired 'Cherry Blossom' work.	Sculpture: soap carving.	Alternate Silhouette self portrait of Greek life with collage
	 Read 'Vincent's 	 Discuss how Cave people created patterns on 	 Reflect on the use of 	 Learn about Sakura Season 	 Investigate marble 	 Discuss the key

Stary	clothing.	woodblock	and the	carvings of	elements
Night'-	 Use natural dyes and 	print in	influence it	significant	of Greek
discuss who	stains from plants, herbs	'The Great	has on artists:	Greek	life
were the	and soils to add colour to	Wave'	Tokuriki,	culture, look	(experienc
first artists?	cloth.	print.	Bakufu, Insho,	at similarities	es,
Look at a	 Use embroidery to add 	 Children 	Meiji.	and	feelings,
range of	further detail following a	are to	 Experiment 	differences	objects)-
cave	design.	design	using Watered	between	practice
paintings	 Explore applying 	their print-	down black	statues and	stencilling
from	patterns to pebbles and	inspired by	tempera paint	the variant	or drawing
around the	slate to form replica	Ukioe	to gently paint	levels of	items in
world and	exotic fossils. (chalks,	style.	or blow the	detail.	sketch
compare.	pens, tipex, watercolour,	 Experimen 	tree branches,	 Discuss the 	book.
 Use a hand 	paint, large nails for	t in	add pink	difference	 Use
stencil and	scraping).	sketchboo	cherry	between	collage,
mix shades		ks in using	blossoms with	soap and	paint, pen
of brown.		metal,	chosen	marble- in	to add
 Use 		acrylic	implements,	properties	colour and
charcoal to		sheets and	annotate	and cost.	detail.
sketch- was		wood and	thoughts.	Independent	 Draw a
it a good		lino and	 Experiment 	research:	stencil of a
tool and		annotate	using chalk to	children are	Greek God
was it		thoughts	form the	to use the	and layer
available in		as to which	cherry	internet to	items
stone age?		is most	blossom.	find a picture	drawn in
 Crumple up 		suitable.	 Experiment 	to copy.	sketch
paper to		 Practice 	using	 Practice 	book.
represent a		using the	watercolours	using a	•
cave wall-		same print	to form cherry	cocktail stick	https://www.pinte
paint a		to produce	blossom.	to scratch	rest.co.uk/pin/213
picture		a repeating	 Experiment 	away the	287732325477979
using their		pattern/	with paint-	surface of an	<mark>/</mark>
fingers		complicate	soak entire	orange.	

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	(ideally		d pattern.	paper with	Resources:	
	paint with		 Experimen 	water and dot	soap,	
	paper stood		t adding	the pink paint	cocktail	
	up).		colour	on, watch the	sticks, plastic	
	Product: if		details to	dots spread to	knife,	
	you were to		these after	form blossom.	picture. Use	
	draw on		e.g oil, pen	 Children can 	a cocktail	
	your wall to		etc.	use their	stick to	
	represent		 Use block 	chosen	gently carve	
	your life		printing	method to	the shape of	
	what would		techniques	produce their	the stature,	
	it look like?		to produce	final cherry	start	
			a final	blossom	chipping way	
	www.gomersalpri		print, using	Japanese	small parts	
	maryschoolart.		positive	pictures.	at a time.	
	blogspot.com/2019		and	-	 Begin to 	
	/11/stone-age-to-		negative	https://www.activity	carve some	
	iron-age-year-		images,	village.co.uk/blossom	features,	
	<mark>3.html</mark>		repeating	-tree-painting	removing the	
			patterns		soap to	
			and adding	https://japanobjects	reveal eyes,	
			colour for	.com/features/cherry	nose and	
			depth and	<mark>-blossom-art</mark>	mouth.	
			expression.			
				https://artprep.weebl	https://www.barlow	
				<mark>y.com/japanese-</mark>	.derbyshire.sch.uk/g	
				cherry-blossoms.html	<mark>reek-soap-</mark>	
					<mark>sculptures/</mark>	
Skills	Painting:	Textiles and painting:	Printing:	Artist impression and	Sculpture	Collage:
Covered:		 Develop intricate patterns/ 		painting.		
	Respond to	marks with a variety of	 Create 		 Begin to show 	 Experiment

Painting,	art from other	media.	printing	 Use a range of 	an awareness	with a range of
Charcoal,	cultures and	 Demonstrate experience in 	blocks using	brushes to	of objects	collage
Watercol	other periods	different grades of pencil	a relief or	demonstrate	having a third	techniques
ours	of time.	and other implements to	impressed	increasing control	dimension and	such as
Printing		draw different forms and	method	the types of	perspective.	tearing,
Sketchin	 Combine 	shapes.	Create	marks made and	Learn to secure	overlapping
g.	prints taken	 Respond to art from other 	repeating	experiment with	work to	and layering to
Artist x2	from different	cultures and other periods	patterns.	different effects	continue at a	create images
Textiles.	objects to	of time.	Print with	and textures	later date.	and represent
Sculptur	produce an	 of techniques e.g printing, 	two colour	including blocking	 Shape, form, 	textures.
e.	end piece.	dyeing, weaving and	overlays.	in colour, washes,	model and	 Use collage as
Collage	 Use a range of 	stitching to create different	Combine	thickened paint	construct from	a means of
	brushes to	textural effects.	prints taken	creating textural	observation or	collecting
Missing:	demonstrate	 Match the tool to the 	from	effects.	imagination.	ideas and
art	increasing	material.	different	 Demonstrate 		information
through	control the	 Create art works from 	objects to	experience in		and building a
technolo	types of	natural materials to show	produce an	different grades		visual
gy.	marks made	an awareness of different	end piece.	of pencil and		vocabulary.
	and	viewpoints of the same		other implements		
	experiment	object.		to draw different		
	with different			forms and shapes.		
	effects and			 Mix colours and 		
	textures			know which		
	including			primary colours		
	blocking in			make secondary		
	colour,			colours		
	washes,					
	thickened					
	paint creating					
	textural					
	effects.					
	 Create 					
	different					

		<u> </u>		<u> </u>		
	effects and textures according to what they need for the task. Use light and dark within painting and begin to explore complimentar y colours. Mix colour, shades and tones with increasing confidence.					
Year 4	Autur Printing/collage: hieroglyphics Caratouche.	nn: Ancient Egypt Queen Nefertari- Portaits	Spring: John Dyer- an interpretation of his work.	Rainforest Jean Baptiste inspired 3D collage birds.	Summer: Mosaics/ sculpture of artefacts	Romans Jackson Pollock- exploded volcano pictures.
	 Write your name in bubble letters. Discuss the purpose of Hieroglyphi cs and 	 Discuss the portraits, discuss how they are normally painted side on and upper body. Design a portrait of a pharaoh Explore adding hair using charcoal 	 Explore the 'Spirit of the Rainforest' project (2015). Look at the style of the 	 Look at the pop art colours and level of detail in Jean Baptiste's work. Experiment 	 Learn about the history/ purpose of mosaics and artefacts. Sculpt an artefact out of clay 	 Look at famous paintings of exploded volcanoes e.g Pompeii or

		-	-		
 practice drawing the symbols for your name. Explore using watercolour paints and felt tips to add colour. Carve the sybols into Styrofoam card (backwards) Add ink, repeat for each symbol. Use collage to add colour. https://art- educ4kids.weebly.c om/egyptian- 	 Explore adding a hieroglyphic background- using watery paint, with loosely painted edges. Use strong primary colours to paint the remaining image. Use black Indian paint over the entire picture. When dry- run the entire picture under the hot tap. https://www.artyfactory.com/e gyptian_art/egyptian_art_lesso n/ancient-egyptian-art- lesson.htm 	 paintings-colour/ patterns. Explore using stencils to add leaf patterns. Explore using chalk/ oil pastels/ water colours to layer. Take a digital photo of an up close leaf and practice applying the above skills to add detail. 	 with using the ends of a glue stick, bubble wrap, dry brush to add different textures. Create a colour planuse watercolours to mix contrasting colours. Try adding tools to different surfaces (paper, material). Children to design the bird template and consider the joins. 	 Design a picture out of mosaics, thinking about tile size etc (repeating patterns) Tile a mosaic border and insert a motif. www.tes.com/teach ingresource/roman- mosaics-6056167 	 Mount Vesuvius. Learn about Pollock's work, provide opinions. Trial using paint to splatter/ drip and layer. Once dry- trial scratching away layers, adding pen, chalk etc to add detail. (Also could trial using the overlay
symbol. Use collage to add colour. https://art- educ4kids.weebly.c	lesson.htm	an up close leaf and practice applying the above skills to	(paper, material). Children to design the bird template and consider		adding pen, chalk etc to add detail. (Also could trial using

				/		
			ng the	techniques.		 Children
			rainforest.	https://www.twinkl.c		are to use
				o.uk/resource/t3-ad-		the above
			www.jacksonsart.	22-collage-birds-		skills to
			com/blog/2018/1	lesson-1-texture		create a
			1/30/spirit-of-the-			volcano
			rainforest-			scene.
			travelling-to-the-			
			amazon-in-2019/			
Skills	Collage, Printing,	Printing, drawing, painting:	Texture, artist,	Collage, printing:	Collage, Sculpture:	Painting:
Covered:	drawing:		drawing			
		Experiment with Batik		Experiment with	 Gain more 	 Confidently
Printing	 Experiment 	technique.	Create a piece	a range of	confidence in	control the
Collage	with a range of	 Confidently control the 	of art which	collage	carving as a	types of marks
x2	collage	types of marks made and	includes	techniques such	form of 3D art.	made and
Chalk,	techniques	experiment with different	integrating a	as tearing,	 Demonstrate 	experiment
charcoal,	such as tearing,	effects and textures	digital image	overlapping and	awareness in	with different
Textiles	overlapping	including blocking in colour,	they have	layering to	environmental	effects and
Painting	and layering to	washes, thickened paint	taken.	create images	sculpture and	textures
x2	create images	creating textural effects.	 Discuss and 	and represent	found object	including
Artist x2	and represent	 Start to develop a painting 	review own	textures.	art.	blocking in
Sculptur	textures.	from a drawing.	and others	 Use collage as a 	Show	colour,
e	 Use a variety of 	 Begin to show awareness of 	work,	means of	awareness of	washes,
	techniques e.g	representing texture	expressing	collecting ideas	the effect of	thickened
Missing:	printing,	through the choice of marks	thoughts and	and information	time upon	paint creating
art	dyeing,	and lines made.	feeling, and	and building a	sculptures.	textural
through	weaving and	 Begin to use media and 	identify	visual	 Experiment 	effects.
technolo	stitching to	techniques (line, colour and	modifications/	vocabulary.	with a range of	 Start to
gy	create different	tone) to show	changes and	Create repeating	collage	develop a
	textural effects.	representation of	see how they	patterns.	techniques	painting from
	 Begin to use 	movement in figures and	can be	 Combine prints 	such as tearing,	a drawing.
	media and	forms.	developed	taken from	overlapping	 Begin to
	techniques		further.	different objects	and layering to	choose

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 (line, colour and tone) to show representation of movement in figures and forms. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying). Begin to explore a range of great artists, architects and designers in 		 Begin to explore a range of great artists, architects and designers in history. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Work in the style of a selected artist (not copying). Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. 	 to produce an end piece. Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. 	create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.	 appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying).

	history.					
Year 5	Autu	mn: Anglo Saxons	Spring: Bunkers,	Bombs and the Blitz	Summer: Tale fi	rom two Cities
	Collage: the Bayeux Tapestry	Anglo Saxon inspired 'sculptures' of houses ('Sculptures with personality')	Landscape comparison after bombing (Chalk/ Charcoal)	Designer: Christopher Raeburn Inspired by 'make do and mend'.	Tompe O'Leil artist- Perspective drawing of a London street.	Banksy- the artist and printing.
	 Learn about the Bayeux Tapestry and the significance to History. Design their own historical picture. Tea bag/ dye a sheet of card or fabric. Use fabric/ paper/ ink to create the shapes and add colour. Add the border using any form of tool. Use a black pen to add outlines. Weave or add overstitch to the design. 	 Investigate the structure of Anglo Saxon houses. Design a house- will it represent something specific e.g precise, natural, warm (link to nature and science) Use natural resources to sculpt and build a house to form a village. www.accessart.org.uk/inspired- by-anglo-saxon-houses/ 	 Discuss the link of colour and emotion/ton e. Practice the techniques of charcoal. Draw the outlines using pencil- of key blitz landmarks Use charcoal to add depth and shadow to the blitz scene. 	 Learn about the designer Raeburn and the importance of sustainability. Compare to WW2 'make do and mend' movement. Disassemble textile products to understand how they've been constructed. Design: a bag or pencil case out of scrap material. Create a mock up version Form final product. 	 Evaluate the works of Trompe O'Leil and discuss how he deceives the eye. Learn about the angles in perspective art and depth. Design their London street. Carry out one point perspective drawing. Use watercolours/ chalk to add colour. www.deepspacespa rkle.com/one-point-perspective-art-lesson/ 	 Evaluate and discuss the work of Banksy and discuss his morals-focussed on local works. Create an initial sketch of a Banksy inspired work in sketchbooks ready to create a printing block. Use printing techniques e.g mono technique to print a sketch. Use other media to add layers to the

	www.twinkl.co.uk/ resource/ks2- bayeux-tapestry- art-activity-t-ad- 281					work.
Skills	Collage:	Sculpture:	Drawing:	Textiles:	Perspective drawing	Printing:
Covered:					and painting:	
	 Start to 	 Show increasing confidence 	 Work in a 	 Use fabrics to 	Have	 Start to
Drawing-	develop their	to carve a simple form.	sustained	create 3D	opportunities to	overlay prints
perspecti	own style using	 Shape, form, model and 	and	structures.	develop simple	with other
ve	tonal contrast	construct from observation	independent	 Use different 	perspective in	media e.g
Painting-	and mixed	or imagination.	way to	grades of threads	their work using	pens, colour
watercol	media.	 Use recycled, natural and 	create a	and needs.	a single focal	pens and
OURS	Experiment	man-made materials to	detailed	 Experiment with a range of modia to 	point and	paints.
Artist/	with a range of media to	create sculptures. Plan a sculpture through 	drawing. ■ Use different	range of media to overlap and layer	horizon.	 Use print as a starting point
designer x3	overlap and	drawing and other	techniques	creating	 Use different techniques for 	starting point to
Printing	layer creating	preparatory work.	for different	interesting	different	embroidery.
Textiles	interesting	preparatory work.	purposes e.g	colours and	purposes e.g	■ Show
x2	colours and		shading,	textures and	shading,	experience in
Collage	textures and		hatching.	effects.	hatching.	a range of
U	effects.		 Start to 		 Mix colour, 	mono print
	 Add collage to 		develop their		shades and	technique.
Missing:	a painted,		own style		tones with	 Create
art	printed or		using tonal		confidence	printing
through	drawn		contrast and		building on	blocks by
technolo	background.		mixed media.		previous	simplifying an
gy	 Use a range of 		 Begin to 		knowledge.	initial sketch
	media to create		develop an		Start to develop	book idea.
	collages.		awareness of		their own style	 Explore a
	 Use different 		composition,		using tonal	range of

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	techniques,		scale and		contrast and	great artists,
	colours and		proportion in		mixed media.	architects
	textures etc		their		Carry out	and
	when designing		paintings.		preliminary	designers in
	and making				studies trying	history.
	pieces of work.				out different	
	 Use collage as a 				media and	
	means of				materials and	
	extending work				mixing	
	from initial				appropriate	
	ideas				colours.	
					Explore a range	
					of great artists,	
					architects and	
					designers in	
					history.	
Year 6	Autumn.(Sociant the (llor' in llore	Spring: Our	Farth Mattara	Summari Ara all	English naonla
rear o	6 Autumn: Seeing the 'Her' in Hero		Spring: Our Earth Matters		Summer: Are all English people immigrants?	
	Islamic patterns-	Frida Kahlo Self portrait Study.	Wings of Paradis	e Mural inspired by	'Another Place	Design and sculpt
	Plants and flowers.	Frida Kanio Sen portrait Study.	-	street art styles	Sculptures' (Antony	a 3D object using
	Plants and nowers.		Greenpeace/	Street art styles	Gormley- Liverpool)	a SD Object using wire.
					Gornney- Liverpoor)	wire.
		https://blackexcelle			 What is the 	 Design a
		nce.com/black-women-artists/			purpose of	freedom
					the	sculpture.
					sculptures	Learn how
					and what do	to mould
					they	wire safely
					represent?	and use
					Learn about	the cutting
					Ecumabout	the cutting

		-		
			life and the impact of his works. www.visitliverpool.c om/things-to- do/another-place- by-antony-gormley-	 Apply the skills to form a 3d freedom sculpture.
			p160981	
Skills Covered:			Sculpt	ing:
3D Sculptur e Artist x1			 Demonstrate experience in relief and freestanding work using a range of media. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint and polish. Recognise sculptural forms in the environment: furniture, buildings. Solve problems as they occur. 	