	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 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 ran creatively to products. To use drav sculpture to share their and imagina To develop art and desi using colou line, shape, About the vartists, craf designers, or differences between products. 	a wide range of ign techniques in r, pattern, texture, form and space. work and range of t makers and describing the and similarities ractices and nd making links to	 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 draw painting and sculpture with a range of materials (pencil, charcoal, pain 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. 	 Use a sketchbook to record media explorations and experimentati ons as well as try out ideas, plan colours and collect source 	 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. 	 Use a sketchbook to record media explorations and experimentati ons as well as try out ideas, plan colours and collect source 	 Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join 		

 		besigning	/			
		 Collect textures and patterns to inform other work. 	 material for future works. 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. 	 Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. 	 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 sculpture. Adapt work as and when necessary and explain well. 	 parts of the 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 	 Experiment with a variety of media; pencils, rubbers, 	 Continue to investigate tone by drawing light/ dark 	 Develop intricate patterns/ marks with a variety of 	 Draw for a sustained period of time at an appropriate 	 Work in a sustained and independent way to 	 Draw for a sustained period of time over a number of
pencils.	crayons,	lines, light/	media.	level.	create a	sessions

	 Use and begin 	pastels, felt	dark	 Demonstrate 	 Experiment 	detailed	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
		Artists: Van Gogh,	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>
			<mark>Vinci, Cezanne.</mark>		media and	 Develop 	and traditional
					techniques	close	artists using ICT

			<u> </u>				
					(line, colour	observation	and other
					and tone) to	skills using a	<mark>resources.</mark>
					show	variety of	
					representatio	view finders.	
					n of		
					movement in	Artists: Moore	
					figures and	Sketchbooks,	
					forms.	Rossetti, Klee,	
					 Attempt to 	Calder, Cassatt.	
					show		
					reflections in		
					a drawing.		
					a arawing.		
					Artists: Perspective		
					drawings, shadows,		
					Goya, Sargent,		
					Holbein.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							 Work in a
	 Enjoy using a 	 Experiment 	 Control the 	 Use a range of 	Confidently	 Confidently 	
	variety of tools	with paint	types of	brushes to	control the	control the	sustained and
	including	media using a	marks made	demonstrate	types of marks	types of marks	independent
	different size	range of tools	in a range of	increasing	made and	made and	way to develop
	brushes and	e.g brush sizes,	painting	control the	experiment	experiment	their own style
	tools e.g	hands, feet,	techniques	types of marks	with different	with different	of painting.
Painting	sponge	rollers and	e.g layering,	made and	effects and	effects and	This style may
	brushes,	pads.	mixing media	experiment	textures	textures	be through the
	fingers and	 Explore 	and adding	with different	including	including	development
	twigs.	techniques	texture.	effects and	blocking in	blocking in	of colour, tone
	 Recognise and 	such as	 Understand 	textures	colour, washes,	colour,	and shade.
	name the	lightening and	how to make	including	thickened paint	washes,	 Purposely
		darkening paint	tints using	blocking in		thickened	control the

primary colours	without the use	white and	colour,	creating	paint creating	types of marks
being used.	of black and	tones by	washes,	textural effects.	textural	made and
 Mix and match 	white.	adding black	thickened	 Start to 	effects.	experiment
colours to a	 Begin to show 	to make	paint creating	develop a	 Mix and match 	with different
different	control over	darker and	textural	painting from a	colours to	effects and
artefacts and	the types of	lighter	effects.	drawing.	create	textures
objects.	marks made.	shades.	 Create 	Begin to choose	atmosphere	including
 Explore 	 Experiment 	 Understand 	different	appropriate	and light	blocking in
working with	with layering	the colour	effects and	media to work	effects.	colour, washes,
paint on	and mixing	wheel and	textures	with.	 Mix colour, 	thickened paint
different	media.	colour	according to	 Use light and 	shades and	creating
surfaces and in	 Name the 	spectrums.	what they	dark within	tones with	textural
different ways	primary colours	 Be able to mix 	need for the	painting and	confidence	effects.
e.g coloured,	and start to mix	all the	task.	show	building on	 Mix colour,
sized and	a range of	secondary	 Use light and 	understanding	previous	shades and
shaped paper.	secondary	colours using	dark within	of	knowledge.	tones with
	colours, moving	primary	painting and	complimentary	 Start to 	confidence
	towards	colours	begin to	colours.	develop their	building on
	predicting	confidently.	explore	 Work in the 	own style	previous
	resulting	 Use a suitable 	complimentar	style of a	using tonal	knowledge.
	colours.	brush to	y colours. Mix	selected artist	contrast and	 Understanding
		produce	colour, shades	(not copying).	mixed media.	which works
	<mark>Artists: Klimt,</mark>	marks	and tones		 Carry out 	well in their
	<mark>Marc, Klee,</mark>	appropriate	with	Artists: Hopper,	preliminary	work and why.
	<mark>Hockney.</mark>	work e.g small	increasing	Rembrandt	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			and music.

			scraping	colours make		Artists: Lowry,	
			through.	secondary		Matisse, Magritte.	Artists:
			 Create 	colours		widtisse, widgritte.	
				colours			opportunity to
			textured paint	A 11 A			explore modern
			by adding	Artists/			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>	Expressionism.			
	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.	ena piece.	produce an	simplifying	own style
	stencils to	stencils.	 Use 	Artists: Morris,	end piece.	an initial	using tonal
		steriens.		Labelling.	chu piece.	an initia	using tonal
			equipment				

	/	besign nog				
create a	 Explore 	and media		Artists:	sketch book	contrast and
picture.	printing in	correctly		Rothenstein,	idea.	mixed media.
	relief e.g	and be able		<mark>Kunisada.</mark>		
	string and	to produce a			Artists:	<mark>Artists: Explore</mark>
	card.	clean			Advertising,	modern and
	 Begin to 	printed			Bawden.	traditional arts.
	identify forms	image.				
	of printing:	 Make simple 				
	books,	marks on				
	posters,	rollers and				
	fabrics.	printing				
	 Build 	palettes.				
	repeating	 Take simple 				
	patterns and	prints e.g				
	recognise	mono				
	patterns in	printing.				
	the	 Experiment 				
	environment.	with				
	 Create simple 	overprinting				
	printing	motifs and				
	blocks with	colour.				
	press print.	<mark>Artists: Hiroshige,</mark>				
		<mark>Escher.</mark>				
	<mark>Artists: Warhol,</mark>					
	Hokusai.					
 EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Create fabrics 	 Investigate 	 Match and 	 Use a variety 	 Use a variety of 	 Use fabrics to 	 Use fabrics to
by weaving	textures by	sort fabrics	of techniques	techniques e.g	create 3D	create 3D
materials i.e.	describing,	and threads	e.g printing,	printing,	structures.	structures.
grass through	naming,	for colour,	dyeing,	dyeing,	 Use different 	 Use different
twigs.	rubbing,	texture,	weaving and	weaving and	grades of	grades of
 Enjoy playing 	copying.	length, size	stitching to	stitching to	threads and	threads and
with and using		and shape.	create		needs.	needs.

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

			besigning	,			
Art through	EYFS	Year 1 • Take a self	 Create cords and plaits for decoration. Apply colour with dipping, fabric crayons. Create and use dyes e.g tea and coffee. Create fabrics by weaving materials i.e. grass through twigs. Stitch and knot. Year 2 Understand 	Year 3 • Use printed	Year 4 • Create a piece	Year 5 • Compose a	Year 6 • Have
Art through technology		 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.
	EYFS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
Responding	 Look and ta 		 Look and talk 	-	Continue to	-	Continue to	-	Discuss and	-	Recognise the	-	Discuss and
to art	about what	t	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		they have used.		designers,		designers,		identify		historical		feelings
	media used	d.	 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						style of		

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

		<u> </u>				
manmade materials. Use simple 2D shapes to create a 3D form.	 pinching and kneading. Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way. Artists: Moore, African, Native American.	 e.g a pot or tile. Explore 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.	 other shapes. Use a sketchbook 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 	form of 3D art. Demonstrate awareness in environmenta I 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.	 to carve a simple form. Shape, form, 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. 	 ways of finishing work: glaze, paint and polish. Recognise sculptural forms in the environment: furniture, buildings. Solve problems as they occur. Artists: explore modern and traditional arts.
		Hepworth, Arp,	 Create surface patterns and 	<mark>artefacts, Christo.</mark>	<mark>Artist: Frink, Balla,</mark>	

				create a simple 3D object. Artists: Calder, Segal, Leach, Kinetic, Recycled/ found sculptures from Africa and India- Flip flop art.			
E	YFS	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. 	 Create images from a variety of media e.g photocopie s material, fabric, crepe paper, magazines. Arrange and glue materials to different backgroun ds Sort and group materials for different 	 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 	 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. 	 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

	 Fold, 	purposes	visual	 Use collage 	work from
	crumple,	e.g colour	vocabulary.	as a means	initial ideas.
	tear and	or texture.		of	
	overlap	 Fold, 		extending	
	papers.	crumple,		work from	
	 Work on 	tear and		initial ideas	
	different	overlap			
	scales.	papers.			
	 Collect, sort, 	 Work on 			
	name and	different			
	match	scales.			
	colours	 Collect, 			
	appropriate	sort, name			
	for an	and match			
	image.	colours			
		appropriat			
		e for an			
		image.			
		 Create 			
		textured			
		collages			
		from a			
		variety of			
		media.			

	Our school progression: (Blue= art/D & T Combined unit)
Receptio	Throughout the year:
n	Forest school
	 Make rubbings to collect textures and patterns e.g brick, coin
	 Recognise patterns in the environment
	Enjoy using stencils to create a picture.

	 Create fabrics by weavir 	ng materials i.e. grass throug	gh twigs.							
	Explorative provision									
	Enjoy using stencils to create a picture.									
	 Enjoy playing with and using a variety of textiles and fabric. 									
		naterials in a variety of ways								
	Autumn: All about me	Autumn: Percy the Park	Spring: All around	Spring: Down on the	Summer: Once	Summer: Rumble				
		Keeper.	the world	farm	upon a time.	in the jungle				
	Self portraits (drawing,	Collage poppies	Resist painting	Animal collage		Sea pictures				
	painting)	Conker painting	(wax)	Animal pastels	Junk modelling	(pastels)				
	Diwali lanterns	hedgehog painting	Mud hedgehogs	Observational						
	Leaf prints	Autumn wreaths	Whole class	drawings of seasons	Fairy-tale puppets					
	Colour monster	Firework scenes	Chinese dragon							
		(blowing paint)	Colour mixing	Moving pictures						
				(mechanisms)						
Skills	 Enjoy using a variety 	 Print with a range of 	 Understand 	 Explore 	 Show experience 	 Recognise and 				
Covered:	of tools including	hard and soft	the safety and	models with	in fabric collage	name the				
	different size brushes	materials e.g corks	basic care of	mechanisms	 Use appropriate 	primary				
	and tools e.g sponge	 Explore working with 	materials and	and establish	language to	colours being				
	brushes, fingers and	paint on different	tools.	how each one	describe colours,	used.				
	twigs.	surfaces and in	 Experiment 	moves	media,	 Mix and match 				
	 Recognise and name 	different ways e.g	with	different	equipment and	colours to a				
	the primary colours	coloured, sized and	constructing	because of the	textures.	different				
	being used.	shaped paper	and joining	design.	 Enjoy playing 	artefacts and				
	 Mix and match 	 Enjoy using a variety 	recycled,	 Design and 	with and using a	objects.				
	colours to a different	of tools including	natural and	verbally say	variety of	Explore				
	artefacts and objects.	different size brushes	manmade	the tools	textiles and	working with				
	 Explore working with 	and tools e.g sponge	materials.	needed.	fabric.	paint on				
	paint on different	brushes, fingers and	 Enjoy using a 	 Collect, sort, 	 Look and talk 	different				
	surfaces and in	twigs.	variety of tools	name and	about what they	surfaces and in				
	different ways e.g		including	match colours	have produced,	different ways				
			different size		describing	e.g coloured,				

coloured, sized and shaped paper.Manipulate maleable materials in a variety of ways including rolling and dough. Impress and apply simple decoration.brushes, brushes, induding rolling and twigs.simple and for an image.simple and techniques and media used.sized and shaped paper.Vertice including rolling and dough. Impress and apply simple decoration.FRecognise and rolling rolling and twigs.FRecognise and rolling rolling ro				<u> </u>			
Year 1 Autumn: Adventurers and Explorers Sponge media used. - Understand the safety and basic care of materials and tools. Year 1 Autumn: Adventurers and Explorers Sponge media used. - Understand the safety and basic care of materials and tools. Year 1 Autumn: Adventurers and Explorers Sponge media used. - Understand the safety and basic care of materials and tools. Year 1 Autumn: Adventurers and Explorers Sponge materials and collars. - Understand the safety and basic care of materials and tools. Year 1 Autumn: Adventurers and Explorers Sponge materials and collars. - Understand the safety and basic care of materials. Year 1 Autumn: Adventurers and Explorers Spring: Once Upon a time Summer: Oceans and beaches Year 1 Autumn: Adventurers and Explorers Spring: Once Upon a time Summer: Oceans and beaches Year 1 Autumn: Adventure and architects. Silhouette art-hot desert Scring: Once Upon a time Year architects. Silhouette art-hot desert Scring: Once Upon a time Year architects. Silhouette art-hot desert Scring: Once Upon a time Year architects. Year architects. Year architects. Silhouette art-hot desert Scring: Once Upon a time Year architector architectors. Year architector is and what is h							
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Year 1 Autumn: Adventurers and Explorers Silhouette art-hot desert Silhouette art-ho			including rolling and	brushes,		 Understand the 	the safety and
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Year 1 Autumn: Adventures and Explores Spring recycled, natural and constructing and joining recycled, natural and gioning recycled, sized and shaped paper. Ware the transe transe trecycle transe transe t			dough. Impress and	twigs.			materials and
Year 1Autumn: Adventures and ExplorersSpring rew skills.primary colours being used.constructing and joining recycled, natural and tools.with constructing and joining recycled, natural and exploreswith constructing and objects.with constructing and objects.with constructing and objects.Year 1Autumn: Adventures and ExplorersSpring: Once Upon a timeSummer: Oceans and beachesMifferent a 3D form.Mifferent a 3D form.Mifferent a 3D form.Mifferent a 3D form.Mifferent a 3D form.Year 1Autumn: Adventures and ExplorersSpring: Once Upon a timeSummer: Oceans and beachesHenry Rousseau and his 'Bouquet of flowers' and 'A storm in the Jungle' discuss how it was all his• Who is Andy Warhol and what is his impact on at today.			apply simple	 Recognise and 		and tools.	tools.
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Year 1 Autumn: Adventures and Explorers Silhouette art-hot desert. Printing using objects e.g.fruit.			 Understand the 	primary		constructing and	with
Year 1 Autumn: Adventure: and Explorers • Mix and match colours to a different anterials. • Mix and match colours to a different anterials. • Use simple 2D shapes to create a 3D form. </th <th></th> <th></th> <th>safety and basic care</th> <th>colours being</th> <th></th> <th>joining recycled,</th> <th>constructing</th>			safety and basic care	colours being		joining recycled,	constructing
Year 1 Autumn: Adventure: and Explorers Spring: Once Upon a time Summer: Oceans and beaches Vear 1 Autumn: Adventure: and Explorers Spring: Once Upon a time Summer: Oceans and beaches Vear 1 Learn about Henry Rosseau the artist and collage. Silhouette art- hot desert 'Scene: • Learn about Henry Rosseau and his 'Scene: • Who is Andy Warhol and what is his impact on art today. • Learn how to colour			of materials and	used.		natural and	and joining
Year 1 Autumn: Adventur:s and Explorers Spring: Onc: Upon a time Summer: Oceans and beaches Vear 1 Autumn: Adventur:s and Explorers Spring: Onc: Upon a time Summer: Oceans and beaches Year 1 Autumn: Adventur:s and Explorers Spring: Onc: Upon a time Summer: Oceans and beaches Image: 1 Spring: Onc: Upon a time Summer: Oceans and beaches Image: 2 Spring: Onc: Upon a time Summer: Oceans and beaches Image: 2 Spring: Onc: Upon a time Summer: Oceans and beaches Image: 3 Silhouette art- hot desert Screne: 1 Learn how to colour Silhouette art- hot desert 1 Silhouette art- hot desert Source: Show it was all his Silhouette art- hot desert 1 Learn how to colour Silhouette art- hot desert Source: Show it was all his Silhouette art- hot desert			tools.	 Mix and match 		manmade	recycled,
Year 1Autumn: Adventures and Explorersartefacts and objects. Explore working with paint on different surfaces and in different sized and shaped paper.shapes to create a 3D form.materials.Year 1Autumn: Adventures and ExplorersSpring: Once Upon a time shaped paper.Summer: Oceans and beachesD & T Focus with Art elements: sculpture and architects.Exploring new skills.Henry Rousseau and his 'Bouquet of flowers' and 'A storm in the Jungle' discuss how it was all his• Who is Andy Warhol and what is his impact on art tody.			 Experiment with 	colours to a		materials.	natural and
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'architecture is'. • Learn how to colour the Jungle'- discuss how it was all his • Printing using objects e.g fruit			Silhouette art- hot desert		•		
							•
mix to form a 'hot' imagination, provide opinions.		'architecture is'.	 Learn how to colour 	the Jungle'- disc	uss how it was all his	 Printing using object 	ects e.g fruit
			mix to form a 'hot'	imagination, pro	ovide opinions.		

4	and Besign i		10
 Learn the significance of Brunel's work. Look at examples of important UK buildings/ local buildings. What makes something 3d? Look at features of the school building and sketch and label the feature. Design and write a list of materials for a shelter. Make a practice model using paper/ clay and experiment using materials to apply detail. Annotate drawings with improvements before making the final structure strong. 	 or 'sunset' background using paint. Experiment using chalks, watercolours and paints to 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 	 Up Close sketching of plants. Mixing shades using primary colours 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. 	 Designing the imprint on paper e.g shells, beach ball etc. Imprinting an object in preparation for printing Using paint/ ink to print a seaside object.

		cannot touch each other).		
Skills Covered:	Sculpture	Painting and sketching	Collage	Printing
Drawing (pencil, chalk) Painting The work of an artist x1 Collage Printing 3d Sculptur e	 Experiment in a variety of malleable media e.g clay, salt dough and Modroc. Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2D shapes to create a 3D form. 	 Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. Explore techniques such as lightening and darkening paint without the use of black and white. 	 Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers. Collect, sort, name and match colours appropriate for an image. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work. 	 Print with a range of hard and soft materials e.g corks, sponges. Make simple marks on rollers. Roll printing ink over found objects to create patterns e.g plastic mesh, stencils. Explore printing in relief e.g string and card. Create simple printing blocks with press print.

Year 2	Please look at D&T progression for appropriate skills. Autumn: A Bear na	amed Paddington	Spring: Castles, Ki	nights and Fairytales.	Summer: An Island Home
	'Zoomed' in sketching of topic objects.	Textiles: Peruvian Arpillera Art	Mono castle printing.	Paul Klee inspired collage: coat of arms/ shields	Sculpture: Paper Mache Islands (DT and Art combined)
	 Use technology to zoom in on an object. Use sketching techniques to sketch an object in detail building on techniques learned in Year 1. (Give children a choice of drawing tools e.g charcoal, chalk, pencil) 	 Study the tradition of Arpillera Art Learn to thread a needle and do a simple overstitch. Design an Arpillera scene. Cut out, glue and sew a scene. www./trc-leiden.nl/trc- needles/regional- traditions/middle-and- south-america/arpillera 	 Learn about shades and shadows in pictures e.g castles. Practice cutting an outline of the key features of a castle and printing using only black ink. Explore drawing onto the paper whilst its absorbed in the ink. Children to layer a castle scene Use white chalk or charcoal to 	 Who is Paul Klee? Explore the use of colour and pattern. Design a coat of arms. Use collage and grouping colour. 	 Design a sculpture Create a practice model- adapt designs Use paper mache to form a model. Consider the use of colour/ textures.

			<u> </u>		
			add further		
			texture.		
			www.deepspaces		
			parkle.com/fairy-		
			tale-castles-art-		
			project/		
Skills	Drawing:	Textiles:	Printing:	Collage:	Sculpture:
Covered:					
	 Experiment with a 	 Apply shapes by 	 Make simple 	 Explore the work 	 Manipulate malleable materials for
Textiles	variety of media;	stitching or glue.	marks on	of a range of	a purpose e.g a pot or tile.
and the	pencils, rubbers,	 Apply decoration 	rollers and	artists, craft	 Explore carving as a form of 3D art
study/	crayons, pastels, felt	using beads, buttons,	printing	makers and	 Use tools and equipment safely and
history	tips, charcoal, pen,	feathers etc.	palettes.	designers,	in the correct way
of a	chalk.	 How to thread a 	 Take simple 	describing the	 Experiment with constructing and
cultured	 Begin to control the 	needle.	prints e.g	differences and	joining recycled, natural and
tradition.	types of marks made	 Investigate textures 	mono	similarities	manmade materials.
tradition.	with the range of	by describing,	printing.	between different	Please look at D&T progression for
Printing	media.	naming, rubbing,	 Experiment 	practices and	appropriate skills.
Collage	 Develop a range of 	copying.	with	discipline and	
Artist	tone using a pencil	 Produce an 	overprinting	making links to	
inspired	and use a variety of	expanding range of	motifs and	their own work.	
x1	techniques such as:	patterns and	colour.	 Create images 	
Sculptur	hatching, scribbling,	textures.	colour.	from a variety	
e	stippling and	 Explore the work of a 		of media e.g	
Drawing	blending to create	range of artists, craft		photocopies	
using	light/ dark lines.	makers and		material,	
technolo	 Understand how to 	designers, describing		fabric, crepe	
	use 'Zoom' to show	the differences and		paper,	
gy.	an object in detail-	similarities between		magazines.	
	using a viewfinder to	different practices		 Arrange and 	
	-			-	
	focus on a specific	and discipline and		glue materials	

	part of an artefact before drawing it.	making links to their own work.		 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 a Vincent Van Gogh- Cave paintings- paint	age to iron age. Iron man inspired models.	Sprin Artist: Hokusai- 'The Great Wave' to produce wood block printing/ relief printing (oil) inspired by Ukioe style.	g: Japan Japanese artist inspired 'Cherry Blossom' work.	Summer: And Sculpture: soap carving.	ient Greece Alternate Silhouette self portrait of Greek life with collage
	 Read 'Vincent's Stary Night'- discuss who were the first artists? Look at a range of cave paintings from around the world and compare. Use a hand stencil and mix shades of brown. 	 Research the history of the Iron man, evaluate models created out of different materials e.g metal, wood, plastic. Design an iron man model, specifically stating the 	 Reflect on the use of woodblock print in 'The Great Wave' print. Children are to design their print- inspired by 	 Learn about Sakura Season and the influence it has on artists: Tokuriki, Bakufu, Insho, Meiji. Experiment using Watered down black tempera paint 	 Investigate marble carvings of significant Greek culture, look at similarities and differences between statues and the variant 	 Learn about Joni Eareckson Tada- a disabled painter. Discuss the key elements of Greek life (experienc

	Alt and Design i	rogression e	<i>y</i> exilis 2116		
 Use charcoal to sketch- was it a good tool and was it available in stone age? Crumple up paper to represent a cave wall- paint a picture using their fingers (ideally paint with paper stood up). Product: if you were to draw on your wall to represent your life what would it look like? www.gomersalprimarysch oolart. blogspot.com/2019/11/st one-age-to-iron-age-year- 3.html 	 materials used and how it will be joined. Make first model, evaluate its strength and consider how it can be improved Adapt model to suit the design brief better. Peer and self assess Create a background (art) for the Iron man to live and create short stories with the models to perform (could link to IT) 	 Ukioe style. Experimen t in sketchboo ks in using metal, acrylic sheets and wood and lino and annotate thoughts as to which is most suitable. Practice using the same print to produce a repeating pattern/ complicate d pattern. Experimen t adding colour details to these after e.g oil, pen etc. Use block printing 	 to gently paint or blow the tree branches, add pink cherry blossoms with chosen implements, annotate thoughts. Experiment using chalk to form the cherry blossom. Experiment using watercolours to form cherry blossom. Experiment witn paint- soak entire paper with water and dot the pink paint on, watch the dots spread to form blossom. Children can use their chosen method to 	 levels of detail. Discuss the difference between soap and marble- in properties and cost. Independent research: children are to use the internet to find a picture to copy. Practice using a cocktail stick to scratch away the surface of an orange. Resources: soap, cocktail sticks, plastic knife, picture. Use a cocktail stick to gently carve the shape of 	es, feelings, objects)- practice stencilling or drawing items in sketch book. Use collage, paint, pen to add colour and detail. Draw a stencil of a Greek God and layer items drawn in sketch book. •

			techniques to produce a final print, using positive and negative images, repeating patterns and adding colour for depth and expression.	produce their final cherry blossom Japanese pictures. https://www.activity village.co.uk/blossom -tree-painting https://japanobjects .com/features/cherry -blossom-art	 the stature, start chipping way small parts at a time. Begin to carve some features, removing the soap to reveal eyes, nose and mouth. 	
				https://artprep.weebl y.com/japanese- cherry-blossoms.html	https://www.barlow .derbyshire.sch.uk/g reek-soap- sculptures/	
Skills Covered:	Painting:Respond to art from	Sculpture:Begin to show an	Printing: • Create	Artist impression and painting.	Sculpture Begin to show	Collage: Experiment
Painting, Charcoal, Watercol ours Printing Sketchin	 Respond to art from other cultures and other periods of time. Combine prints taken from different 	 awareness of objects having a third dimension and perspective. Learn to secure work to continue at 	 Printing blocks using a relief or impressed method Create 	 Use a range of brushes to demonstrate increasing control the types of marks made and 	 an awareness of objects having a third dimension and perspective. Learn to secure 	with a range of collage techniques such as
g. Artist x2 Textiles.	objects to produce an end piece. Use a range of brushes to	 a later date. Join two parts successfully. 	 Create repeating patterns. 	experiment with different effects and textures including blocking	• Learn to secure work to continue at a later date.	tearing, overlapping and layering to create images and

		Alt ullu Desigli i				
Sculptur e. Collage	demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Create different effects and textures according to what they need for the task. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.	 Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Shape, form, model and construct from observation or imagination. 	 Print with two colour overlays. Combine prints taken from different objects to produce an end piece. 	 in colour, washes, thickened paint creating textural effects. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Mix colours and know which primary colours make secondary colours 	 Shape, form, model and construct from observation or imagination. 	represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.
Year 4	Autumn: An	cient Egypt	Spring:	Rainforest	Summer:	Romans
	Printing/collage: hieroglyphics Caratouche.	Queen Nefertari- Portaits	Beatrix Milhazes and John Dyer- an interpretation of work.	Jean Baptiste inspired 3D collage birds.	Jackson Pollock- exploded volcano pictures.	Mosaics/ sculpture of artefacts
	 Write your name in bubble letters. 	 Discuss the portraits, discuss 	 Explore the 'Spirit 	 Look at the pop art 	 Look at famous 	 Learn about the

4	Alt and Design I	i egi cooren e	<i>y</i> =		
 Discuss the 	how they are	of the	colours and	paintings of	history/
purpose of	normally painted	Rainforest'	level of detail	exploded	purpose of
Hieroglyphics and	side on and	project	in Jean	volcanoes	mosaics
practice drawing	upper body.	(2015).	Baptiste's	e.g Pompeii	and
the symbols for	 Learn about Nick 	 Look at the 	work.	or Mount	artefacts.
your name.	Vujicic and his	style of the	 Experiment 	Vesuvius.	 Sculpt an
 Explore using 	ability to create	paintings-	with using the	 Learn about 	artefact
watercolour paints	paintings with a	colour/	ends of a glue	Pollock's	out of clay
and felt tips to add	severe dissability.	patterns.	stick, bubble	work and	 Design a
colour.	 Design a portrait 	 Explore 	wrap, dry	provide	picture out
 Carve the sybols 	of a pharaoh	using	brush to add	opinions.	of mosaics,
into Styrofoam	 Explore adding 	stencils to	different	 Trial using 	thinking
card (backwards).	hair using	add leaf	textures.	paint to	about tile
Add ink, repeat for	charcoal	patterns.	 Create a 	splatter/ drip	size etc
each symbol.	 Explore adding a 	 Explore 	colour plan-	and layer	(repeating
 Use collage to add 	hieroglyphic	using	use	 Once dry- 	patterns)
colour.	background-	chalk/ oil	watercolours	trial	 Tile a
https://art-	using watery	pastels/	to mix	scratching	mosaic
educ4kids.weebly.com/eg	paint, with	water	contrasting	away layers,	border and
yptian-art.html	loosely painted	colours to	colours.	adding pen,	insert a
	edges.	layer.	 Try adding 	chalk etc to	motif.
	 Use strong 	 Take a 	tools to	add detail.	
	primary colours	digital	different	 (Also could 	www.tes.com/tea
	to paint the	photo of	surfaces	trial using	chingresource/ro
	remaining image.	an up close	(paper,	the overlay	man-mosaics-
	 Use black Indian 	leaf and	material).	design in the	<mark>6056167</mark>
	paint over the	practice	 Children to 	style of Paul	
	entire picture.	applying	design the	Cezanne or	
	 When dry- run 	the above	bird template	the blocks of	
	the entire picture	skills to	and consider	colours of	
	under the hot	add detail.	the joins.	Claude	
	tap.	Product:	 Use a range of 	Monet).	
		make their	materials for		

		Art and Design i	rogression e	<i>y</i> skiis E i i s		
		https://www.artyfactory.	own	collage,	 Children are 	
		com/egyptian_art/egypti	interpretat	showing	to use the	
		an_art_lesson/ancient-	ion of	different areas	above skills	
		egyptian-art-lesson.htm	Dyer's	of colour,	to create a	
			work	tone, texture	volcano	
			representi	and	scene.	
			ng the	techniques.	-	
			rainforest.	https://www.twinkl.c		
				o.uk/resource/t3-ad-		
			www.jacksonsart.	22-collage-birds-		
			com/blog/2018/1	lesson-1-texture		
			1/30/spirit-of-the-			
			rainforest-			
			travelling-to-the-			
			amazon-in-2019/			
Skills	Collage, Printing,	Printing, drawing,	Texture, artist,	Collage, printing:	Collage, Sculpture:	Painting:
Covered:	drawing:	painting:	drawing			
				 Experiment with 	 Gain more 	 Confidently
Printing	Experiment with a	 Experiment with 	Create a piece	a range of	confidence in	control the
Collage	range of collage	Batik technique.	of art which	collage	carving as a	types of marks
x2	techniques such as	Confidently control	includes	techniques such	form of 3D art.	made and
Chalk,	tearing, overlapping	the types of marks	integrating a	as tearing,	 Demonstrate 	experiment
charcoal,	and layering to create	made and	digital image	overlapping and	awareness in	with different
Textiles	images and represent	experiment with	they have	layering to	environmental	effects and
Painting	textures.	different effects and	taken.	create images	sculpture and	textures
x2	 Use a variety of 	textures including	 Discuss and 	and represent	found object	including
Artist x2	techniques e.g	blocking in colour,	review own	textures.	art.	blocking in
Sculptur	printing, dyeing,	washes, thickened	and others	 Use collage as a 	 Show 	colour,
e	weaving and stitching	paint creating	work,	means of	awareness of	washes,
	to create different	textural effects.	expressing	collecting ideas	the effect of	thickened
	textural effects.	 Start to develop a 	thoughts and	and information	time upon	paint creating
	 Begin to use media 	painting from a	feeling, and	and building a	sculptures.	textural
			0, 1	0		

figures and forms.through the choice of marks and lines marks and lines further.patterns. taken from and layering to oproduce an end piece. and representtechniques such as tearing, orelapping and layering to and represent textures.Begin to choose and represent textures.developad textures.techniques such as tearing, and layering to and represent textures.Begin to choose and represent textures.developad textures.textures. textures.Begin to choose and and textures.Begin to textures.Use light and dark with.•Work in the style of a selected artist, architects and designers in history.•Start to such as tearing, textures.•Use light and textures.•Use light and textures.•Use light and textures.•Work in the style of a selected artist (not copying).•Begin to use media to work with. </th <th></th> <th></th> <th></th> <th></th> <th></th>					
Images Images Images (line, colour and tone) to show representation	 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 	 Begin to show awareness of representing texture through the choice of marks and lines made. Begin to use media and techniques (line, colour and tone) to show representation of movement in 	 modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and develop a furthy. Use a variety of techniques e.g printing, dyeing, weaving and 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 	 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. Please look at D&T progression for 	 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

		Art and Design i	<u> </u>	j ee =e		
			of movement			
			in figures and			
			forms.			
Year 5	Autumn: Boy at the back o	f the class / Anglo Saxons	Spring: Bunkers,	Bombs and the Blitz	Summer: Tale fr	
	Graffiti Art	Collage: the Bayeux	Landscape	Designer:	Tompe O'Leil artist-	Electricity
		Tapestry	comparison after	Christopher Raeburn	Perspective drawing	
			bombing (Chalk/	Inspired by 'make do	of a London street.	
			Charcoal)	and mend'.		
	 Evaluate and discuss 		 Discuss the 	 Learn about the 	 Evaluate the 	Please look at
	the work of Banksy	 Learn about the 	link of colour	designer	works of	D&T progression
	and discuss his	Bayeux Tapestry	and	Raeburn and the	Trompe O'Leil	for appropriate
	morals- focussed on	and the significance	emotion/ton	importance of	and discuss	skills.
	local works.	to History.	e.	sustainability.	how he	
	 Explore the work of 	 Tea bag/ dye a 	 Practice the 	 Compare to 	deceives the	
	Jean Michel Basquiat.	sheet of card or	techniques	WW2 'make do	eye.	
	 Create an initial 	fabric.	of charcoal.	and mend'	 Learn about 	
	sketch of a Banksy	 Use fabric/ paper/ 	 Draw the 	movement.	the angles in	
	inspired work in	ink to create the	outlines	 Disassemble 	perspective art	
	sketchbooks ready to	shapes and add	using pencil-	textile products	and depth.	
	create a printing	colour.	of key blitz	to understand	 Design their 	
	block.	 Add the border 	landmarks	how they've	London street.	
	 Use printing 	using any form of	 Use charcoal 	been	 Carry out one 	
	techniques e.g mono	tool.	to add depth	constructed.	point	
	technique to print a	 Use a black pen to 	and shadow	 Design: a bag or 	perspective	
	sketch.	add outlines.	to the blitz	pencil case out	drawing.	
	 Use other media to 	 Weave or add 	scene.	of scrap	 Use 	
	add layers to the	overstitch to the		material.	watercolours/	
	work.	design.		 Create a mock 	chalk to add	
				up version	colour.	
		www.twinkl.co.uk/		 Form final 		
				product.	www.deepspacespa	
					rkle.com/one-point-	

		resource/ks2-bayeux- tapestry-art-activity-t- ad-281			perspective-art- lesson/	
Skills	Printing:	Collage:	Drawing:	Textiles:	Perspective drawing	
Covered:	-		_		and painting:	
	 Start to overlay 	Start to develop their	 Work in a 	 Use fabrics to 	Have	
Drawing-	prints with other	own style using tonal	sustained	create 3D	opportunities to	
perspecti	media e.g pens,	contrast and mixed	and	structures.	develop simple	
ve	colour pens and	media.	independent	 Use different 	perspective in	
Painting-	paints.	 Experiment with a 	way to	grades of threads	their work using	
watercol	 Use print as a 	range of media to	create a	and needs.	a single focal	
ours	starting point to	overlap and layer	detailed	 Experiment with a 	point and	
Artist/	embroidery.	 creating interesting 	drawing.	range of media to	horizon.	
designer	 Show experience in a 	colours and textures	 Use different 	overlap and layer	Use different	
x3	range of mono print	and effects.	techniques	creating	techniques for	
Printing	technique.	 Add collage to a 	for different	interesting	different	
Textiles	 Create printing 	painted, printed or	purposes e.g	colours and	purposes e.g	
x2	blocks by simplifying	drawn background.	shading,	textures and	shading,	
Collage	an initial sketch book	 Use a range of media 	hatching.	effects.	hatching.	
	idea.	to create collages.	 Start to 	Please look at D&T	 Mix colour, 	
	 Explore a range of 	 Use different 	develop their	progression for	shades and	
	great artists,	techniques, colours	own style	appropriate skills.	tones with	
	architects and	and textures etc	using tonal		confidence	
	designers in history.	when designing and	contrast and		building on	
		making pieces of	mixed media.		previous	
		work.	 Begin to 		knowledge.	
		 Use collage as a 	develop an		Start to develop	
		means of extending	awareness of		their own style	
		work from initial	composition,		using tonal	
		ideas	scale and		contrast and	
			proportion in		mixed media.	
			their		Carry out	
			paintings.		preliminary	

			studies trying out different media and materials and mixing appropriate colours. • Explore a range of great artists, architects and designers in history.
Year 6	Autumn: Seeing the 'Her' in Hero	Spring: Our Earth Matters	Summer: Are all English people
	5		immigrants?
	Observational plants and flowers.	Biome habitats	Reflection and hope.
	 Sketching Use sketching techniques to add detail and shading to a plant sketch 	Artists: compare and contrast Bancusi Richard Sweeney 	The focus of each week reflects an area of art study e.g sculpture and collage linked to school values,
	 Sketch a flowering plant and a green plant. 		experiences and hopes for the future.
	 Colour added from natural sources (outdoor learning). Sculpture: 	 Sketching of a feather: Use different techniques for different purposes e.g shading, hatching, understanding which 	 Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music. Explore the work of Faith Ringgold
	 Use a range of tools to join materials Cut and bend wire to make shapes based on observational sketches 	 Develop an awareness of composition, scale and proportion in their work. 	 Explore the work of Faith Ringgold and her interpretation of the civil rights movement. Look at the work of Frida Kahlo and her determination to continue
	Artists:	 Explore using contrasting medias 	painting.
	 Henry Rousseau (developed from Y1 content) 	e.g white pencil on black paper.	

 Printing of a feather: Draw a feather design and apply and press a design (block printing) Investigate how to create deeper imprinted sections.
 Sculpture: Use a range of sculpting techniques to produce a 3d feather. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint and policie.
 and polish. Biome habitat background: Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Independently find out about a biome linked to the feather. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
Art through technology:

		 Create a stop motion animation of the feather falling through the biome. 	
Skills Covered: Sculptur e sms printing	 Sculpture: Show experience in combining pinch, slabbing and coiling to produce end pieces. Recognise sculptural forms in the environment: furniture, buildings. Solve problems as they occur. Sketching Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their work. 	 Sculpture: Work around armatures or over constructed foundations. Demonstrate experience in relief and freestanding work using a range of media. Develop understanding of different ways of finishing work: glaze, paint and polish. Solve problems as they occur. Sketching Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. Develop an awareness of composition, scale and proportion in their work. 	TBC depending on the children's reflections and hopes.
		 Painting: Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. 	

 Mix colour, shades and tones with confidence building on previous knowledge. 					
 Printing: Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media 					