	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, experimenting 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 drawin 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. 	• 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 	

		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 pencils. 	 Experiment with a variety of media; pencils, rubbers, crayons, 	 Continue to investigate tone by drawing light/ dark lines, light/ 	 Develop intricate patterns/ marks with a variety of media. 	 Draw for a sustained period of time at an appropriate level. 	 Work in a sustained and independent way to create a 	 Draw for a sustained period of time over a number of sessions

		Artunu	Design Progr	ression of Sk	IIIS ETFS - TO		
Drawing	 Use and beging to control and range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce patterns and textures from observations imagination and illustrations. 	n pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Develop a range of tone using a pencil and use a variety of techniques such as: hatching,	dark patterns, light/ dark shapes using a pencil. Draw lines/ marks from observations Demonstrat e control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of	 Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings. Begin to show consideration in the choice of pencil they use. Artists: Picasso, Hopper, Surrealism 	 Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Begin to show awareness of representing texture through the choice of 	detailed drawing. Use different techniques for different purposes e.g shading, hatching. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and	working on one piece. Use different techniques for different purposes e.g shading, hatching, understandin g 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.
			use of different	Hopper,	representing texture through the	develop an awareness of composition,	composition, scale and proportion in

					(line, colour and tone) to show representation of movement in figures and forms. Attempt to show reflections in a drawing. Artists: Perspective drawings, shadows, Goya, Sargent,	observation skills using a variety of view finders. Artists: Moore Sketchbooks, Rossetti, Klee, Calder, Cassatt.	and other resources.
	EYFS	Year 1	Year 2	Year 3	Holbein. Year 4	Year 5	Year 6
	Enjoy using a	Experiment	• Control the	 Use a range of 	• Confidently	• Confidently	• Work in a
	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 tools e.g	e.g brush sizes, hands, feet,	painting techniques	control the types of marks	experiment with different	experiment with different	their own style 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 being used.
- Mix and match colours to a different artefacts and objects.
- Explore
 working with
 paint on
 different
 surfaces and in
 different ways
 e.g coloured,
 sized and
 shaped paper.

- without the use of black and white.
- Begin to show control over the types of marks made.
- Experiment with layering and mixing media.
- Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

Artists: Klimt, Marc, Klee, Hockney.

- white and tones by adding black to make darker and lighter
- shades.
 Understand
 the colour
 wheel and
 colour
 spectrums.
- Be able to mix all the secondary colours using primary colours confidently.
- Use a suitable brush to produce marks appropriate work e.g small brush for small marks.
- Mix and match colours to artefacts and objects.
- Experiment with tools e.g

- 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 complimentar y colours. Mix colour, shades and tones with increasing confidence.
- confidence.
 Understand
 how to create
 a background
 using a wash.
 Mix colours
- Mix colours and know which primary

- creating textural effects.
- 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).

Artists: Hopper, Rembrandt

- paint creating textural effects.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast and mixed media.
- Carry out preliminary studies trying out different media and materials and mixing appropriate colours.

- made and experiment with different effects and
- textures
 including
 blocking in
 colour, washes,
 thickened paint
 creating

types of marks

 Mix colour, shades and tones with confidence building on previous knowledge.

textural

effects.

- Understanding which works well in their work and why.
- Create
 imaginative
 work from a
 variety of
 sources e.g
 observational
 drawing,
 themes, poetry
 and music.

scraping through. Create textured paint by adding sand. Artists: Pollock, Riley, Monet, Aboriginal. EYFS Year 1 Make rubbings to collect rubbings to collect textures and textures and textures and textures and textures and simple Scraping through. Colours secondary colours Artists: colours Artists/ Matisse, Magritte. Artists: opportunity to explore poportunity to explore showing and traditional arts. Artists/ Matisse, Magritte. Artists: opportunity to explore explore explore printing blocks using mono and textures and simple Artists: Lowry, Matisse, Lowry, Matisse, Magritte. Artists: opportunity to explore explore explore printing awareness of opportunity to explore experience experience of overlay prints with a range of printmaking other media
- Create textured paint by adding sand. - Create textured paint by adding sand. - Artists/ - Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism. - Make rubbings to collect - Make rubbings to collect - Create textured paint by adding sand. - Create textured paint by adding sand. - Artists/ - Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism. - Year 2 - Create printing - Start to overlay experience awareness of overlay prints with - Artists/ - and traditional arts. - Year 5 - Start to overlay experience printing - Create printing - Demonstrate printing - Start to overlay prints with - Create printing - Start to overlay prints with - Create printing - Start to overlay prints with - Create printing - Start to overlay prints with - Create printing
textured paint by adding sand. Artists/ movements: Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism. EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Continue to explore modern and traditional arts. Year 5 Year 6 Create printing printing printing prints with a range of
by adding sand. Artists: Pollock, Riley, Monet, Aboriginal. EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 - Make rubbings to collect rubbings to collect printing blocks using mono and prints with a range of sand. Artists: Pollock, Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism. Year 4 Year 5 Year 6 - Create printing awareness of overlay experience awareness of overlay prints with a range of
sand. Sand. Movements: Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism.
Artists: Pollock, Riley, Monet, Aboriginal. EYFS Year 1 Make rubbings to collect Year 2 Fontinue to explore printing Pothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism. Year 3 Year 4 Year 5 Year 6 Toeate printing awareness of overlay experience awareness of mono and prints with a range of
Artists: Pollock, Riley, Monet, Aboriginal. EYFS Year 1 Make rubbings to collect Year 2 Continue to explore printing blocks using runo and prints with a range of range of series and
Riley, Monet, Aboriginal. EYFS Year 1 Make rubbings to collect Phase rubbings to collect Riley, Monet, Aboriginal. Year 2 Year 3 Year 4 Year 5 Year 6 Create printing awareness of collect printing blocks using mono and prints with a range of section of the collect prints with a range of section of the collect prints with a range of section of the collect printing blocks using mono and prints with a range of section of the collect printing blocks using mono and prints with a range of section of the collect printing blocks using mono and prints with a range of the collect printing blocks using mono and prints with a range of the collect printing blocks using mono and prints with a range of the collect printing blocks using mono and prints with a range of the collect printing blocks using mono and prints with printing blocks using the collect printing blocks using the co
EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 - Make rubbings to collect rubbings to collect printing blocks using mono and prints with a range of
EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Make rubbings to collect Printing blocks using mono and Prints with A range of the collect Prints with Teach
 Make rubbings to collect Make rubbings to collect Continue to explore printing blocks using Increase awareness of overlay prints with a range of start to experience awareness of prints with a range of s
rubbings to collect rubbings to explore printing awareness of collect printing blocks using mono and prints with a range of
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 the
■ Enjoy using plastic mesh, objects. produce an simplifying own style
stencils to stencils. Stencils to stencils. When the state of the
equipment Labelling.

create a	Explore	and media		Artists:	sketch book	contrast and
picture.	printing in	correctly		Rothenstein,	idea.	mixed media.
	relief e.g	and be able		Kunisada.		
	string and	to produce a			Artists:	Artists: Explore
	card.	clean			Advertising,	modern and
	Begin to	printed			<mark>Bawden.</mark>	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.	Artists: Hiroshige,				
		Escher.				
	Artists: Warhol,					
EYFS	Hokusai. Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Create fabrics 	Investigate	Match and sort fabrics	Use a variety of tachniques	Use a variety of	Use fabrics to	Use fabrics to
by weaving materials i.e.	textures by	sort fabrics and threads	of techniques	techniques e.g	create 3D	create 3D
	describing,		e.g printing,	printing,	structures. Use different	structures. Use different
grass through	naming, rubbing,	for colour, texture,	dyeing, weaving and	dyeing, weaving and	grades of	grades of
twigs Enjoy playing	copying.	length, size	stitching to	stitching to	threads and	threads and
with and using	copying.	and shape.	create	Stitching to	needs.	needs.
with and using		anu snape.	Cleate		Heeus.	Heeus.

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

			 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. 				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 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 challenges in	knowledge and		artists, architects and	approaches.
			a piece of art	understanding		designers in	
			created.	of artists and		history.	
			Explain how a	techniques.		Compare the	
			piece of art	techniques.		style of	
			piece of all			Style OI	

			makes them	 Respond to art 		different styles	
			feel.	from other		and	
			Identify	cultures and		approaches.	
			changes they	other periods			
			might make	of time.			
			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
234.644.6	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	modelling	carving as a	confidence	g of different
	naturar and	Toming,	a parpose		cai ville as a	Connuciace	g of different

_		- esig eg.				
manmade	pinching and	e.g a pot or	other	form of 3D	to carve a	ways of
materials.	kneading.	tile.	shapes.	art.	simple form.	finishing
 Use simple 2D 	Impress and	Explore	Use a	 Demonstrate 	Shape, form,	work: glaze,
shapes to	apply simple	carving as a	sketchbook	awareness in	model and	paint and
create a 3D	decoration	form of 3D	to plan,	environmenta	construct	polish.
form.	techniques.	art	collect and	l sculpture	from	 Recognise
	Use tools and	Use tools	develop	and found	observation	sculptural
	equipment	and	ideas. To	object art.	or	forms in the
	safely and in	equipment	record media	■ Show	imagination.	environment:
	the correct	safely and in	explorations	awareness of	 Use recycled, 	furniture,
	way.	the correct	and	the effect of	natural and	buildings.
	,	way	experimenta	time upon	man-made	■ Solve
	Artists: Moore,	Experiment	tions as well	sculptures.	materials to	problems as
	African, Native	with	as try out	Shape, form,	create	they occur.
	American.	constructing	ideas.	model and	sculptures.	,
		and joining	Shape, form,	construct	• Plan a	Artists: explore
		recycled,	model and	from	sculpture	modern and
		natural and	construct	observation	through	traditional arts.
		manmade	from	or	drawing and	
		materials.	observation	imagination.	other	
			or	Artists: Egyptian	preparatory	
		Artists:	imagination.	artefacts, Christo.	work.	
		Hepworth, Arp,	Create		Artist: Frink, Balla,	
		Nevelson, Gabo.	surface		Andre.	
			patterns and			
			textures in a			
			malleable			
			material e.g			
			pinch, slab,			
			coil			
			techniques.			
			 Use papier 			
			Mache to			

				create a simple 3D object. 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. 	 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 weaving materials i.e. grass through twigs.

Explorative provision

Enjoy using stencils to create a picture.

Enjoy playing with and using a variety of textiles and fabric.

	 Enjoy playing with and using a variety of textiles and rabric. Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration. 						
	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	 Manipulate 	brushes and	appropriate	simple	sized and
	shaped paper.	malleable materials	tools e.g	for an image.	techniques and	shaped paper.
		in a variety of ways	sponge		media used.	 Understand
		including rolling and	brushes,		 Understand the 	the safety and
		kneading e.g salt	fingers and		safety and basic	basic care of
		dough. Impress and	twigs.		care of materials	materials and
		apply simple	 Recognise and 		and tools.	tools.
		decoration.	name the		 Experiment with 	 Experiment
		 Understand the 	primary		constructing and	with
		safety and basic care	colours being		joining recycled,	constructing
		of materials and	used.		natural and	and joining
		tools.	 Mix and match 		manmade	recycled,
		 Experiment with 	colours to a		materials.	natural and
		constructing and	different		 Use simple 2D 	manmade
		joining recycled,	artefacts and		shapes to create	materials.
		natural and	objects.		a 3D form.	
		manmade materials.	Explore			
		 Use simple 2D shapes 	working with			
		to create a 3D form.	paint on			
			different			
			surfaces and in			
			different ways			
			e.g coloured,			
			sized and			
			shaped paper.			
Year 1	Autumn: Adventur	ers and Explorers		ce Upon a time	Summer: Ocean	s and beaches
	D & T Focus with Art	Exploring new skills.	Henry Rousseau t	he artist and collage.	Andy Warho	I the artist.
	elements: sculpture and					
	architects.					
	 Learn what an 	Silhouette art- hot desert		nry Rosseau and his	Who is Andy Wark	
	'architect' is and what	Scene:	·		impact on art toda	•
	'architecture is'.	 Learn how to colour 	_	uss how it was all his	 Printing using obje 	ects e.g fruit
		mix to form a 'hot'	imagination, pro	ovide opinions.		

- 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 Landscapessnowy 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	Sculpture	Painting and sketching	Collage	Printing
Covered:				
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.

	Please look at D&T progression for appropriate skills.				
Year 2	'Zoomed' in sketching of	Textiles: Peruvian	Mono castle	Paul Klee inspired	Summer: An Island Home Sculpture: Paper Mache Islands (DT and
	Autumn: A Bear named Paddington		 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 	Paul Klee inspired collage: coat of arms/ shields Who is Paul Klee? Explore the use of colour and pattern. Design a coat of arms. Use collage and grouping colour.	Sculpture: Paper Mache Islands (DT and Art combined) Design a sculpture Create a practice model- adapt designs Use paper mache to form a model. Consider the use of colour/ textures.
			the ink. Children to layer a castle scene Use white chalk or charcoal to		

			<u> </u>		
			add further		
			texture.		
			www.deepspaces		
			parkle.com/fairy-		
			tale-castles-art-		
			project/		
Claille	D	T431		Callana	Conductorium
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.
	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	арргоришестине.
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	
	hatching, scribbling,	textures.	coloul.	from a variety	
Sculptur					
e Drawing	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	
gy.	use 'Zoom' to show	the differences and		paper,	
	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	age to iron age.	Sprin	g: Japan	Summer: And	ient Greece
	Vincent Van Gogh- Cave paintings- paint	Iron man inspired models.	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 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

- 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
- is most suitable.
 Practice using the same print to produce a repeating pattern/
- d pattern.

 Experimen
 t adding
 colour
 details to
 these after
 e.g oil, pen
 etc.

complicate

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

- with paintsoak 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
- Use collage, paint, pen to add colour and detail.

book.

- Draw a stencil of a Greek God and layer items drawn in sketch book.
- https://www.pinte rest.co.uk/pin/213 287732325477979

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

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. Mix colours and know which primary colours make secondary colours 	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.	Jackson Pollock- exploded volcano pictures. Mosaics/ sculpture of artefacts
	 Write your name in bubble letters. 	 Discuss the portraits, discuss 	 Explore the 'Spirit of the Rainforest' project (2015). 	Look atfamousLearnabout the

- Discuss the purpose of Hieroglyphics and 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://arteduc4kids.weebly.com/eg yptian-art.html

- how they are normally painted side on and upper body.
- Learn about Nick Vujicic and his ability to create paintings with a severe dissability.
- Design a portrait of a pharaoh
- Explore adding hair using charcoal
- Explore adding a hieroglyphic backgroundusing 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.

- Look at the style of the paintingscolour/ 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.
- Product: make their own interpretation of Dyer's work representing the rainforest.

www.jacksonsart.com/blog/2018/11/30/s pirit-of-the-rainforest-travelling-to-the-amazon-in-2019/

- paintings of exploded volcanoes e.g Pompeii or Mount Vesuvius.
- Learn about Pollock's work and provide opinions.
- Trial using paint to splatter/ drip and layer
- Once drytrial scratching away layers, adding pen, chalk etc to add detail.
- (Also could trial using the overlay design in the style of Paul Cezanne or the blocks of colours of Claude Monet).

- history/ purpose of mosaics and artefacts.
- Sculpt an artefact out of clay
- Design a
 picture out
 of mosaics,
 thinking
 about tile
 size etc
 (repeating
 patterns)
- Tile a mosaic border and insert a motif.

www.tes.com/tea chingresource/ro man-mosaics-6056167

		· • = • •	regression of skins Errs		
		https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm		Children are to use the above skills to create a volcano scene.	
Skills Covered:	Collage, Printing, drawing:	Printing, drawing, painting:	Texture, artist, drawing	Collage, Sculpture:	Painting:
Printing Collage x2 Chalk, charcoal, Textiles Painting x2 Artist x2 Sculptur e	 Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. Start to develop a painting from a drawing. 	 Experiment with Batik technique. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to show awareness of representing texture through the choice of marks and lines made. Begin to use media and techniques (line, 	 Create a piece of art which includes integrating a digital image they have taken. Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further. 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. 	 Gain more confidence in carving as a form of 3D art. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images 	 Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate

	 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 history. 	colour and tone) to show representation of movement in figures and forms.			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 appropriate skills.	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).
Year 5	Autumn: Boy at the back o			Bombs and the Blitz	Summer: Tale fr	
	Graffiti Art	Collage and sewing: the	Landscape	Designer:	Tompe O'Leil artist-	Electricity
		Bayeux Tapestry	comparison after bombing (Chalk/ Charcoal)	Christopher Raeburn Inspired by 'make do and mend'.	Perspective drawing of a London street.	
	 Evaluate and discuss the work of Banksy and discuss his morals- focussed on local works. Explore the work of Jean Michel Basquiat. Create an initial sketch of a Banksy inspired work in sketchbooks ready to 	 Learn about the Bayeux Tapestry and the significance to History. Design a piece of embroidery which represents yourself. Learn the sewing techniques: straight stitch, cross stitch, over stitch, pearl 	 Discuss the link of colour and emotion/ton e. Practice the techniques of charcoal. Draw the outlines using pencil- 	 Learn about the designer Raeburn and the importance of sustainability. Learn how to fashion sketch. Compare to WW2 'make do and mend' movement. 	 Evaluate Trompe O'Leil and discuss how it deceives the eye. Learn about the angles in perspective art and depth. Learn about the history of 	Please look at D&T progression for appropriate skills.

	create a printing block. Use printing techniques e.g mono printing and block printing. Use other media to add layers to the work.	stitch, blanket stitch. use these stitches to create a small piece of embroidery. Evaluate final work.	of key blitz landmarks Use charcoal to add depth and shadow to the blitz scene. Explore mixing medias to represent the emotions of WW2.	 Disassemble textile products to understand how they've been constructed. Design and item e.g a t shirt, a jacket etc. Create a mock up version Form final product. 	perspective drawing- Filippo Brunelleschi 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/	
Skills	Printing:	Collage:	Drawing:	Textiles:	Perspective drawing	
Covered:	Charles and a	Creative development	- Marie Cons	Her Caladas Is	and painting:	
Drawing-	Start to overlay prints with other	 Start to develop their own style using tonal 	 Work in a sustained 	 Use fabrics to create 3D 	Have	
perspecti	media e.g pens,	contrast and mixed	and	structures.	opportunities to 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	 Show experience in a 	range of media to	create a	and needs.	a single focal	
ours	range of mono print	overlap and layer	detailed	Experiment with a	point and	
Artist/	technique.	 creating interesting 	drawing.	range of media to	horizon.	
designer	 Create printing 	colours and textures	 Use different 	overlap and layer	 Use different 	
х3	blocks by simplifying	and effects.	techniques	creating	techniques for	
Printing	an initial sketch book	 Add collage to a 	for different	interesting	different	
Textiles	idea.	painted, printed or	purposes e.g	colours and	purposes e.g	
x2	 Explore a range of 	drawn background.	shading,	textures and	shading,	
Collage	great artists,		hatching.	effects.	hatching.	

designers in history. 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 Their paintings. develop their own style using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion in their paintings. develop an awareness of composition, scale and proportion in their paintings. Their paintings. develop their own style using tonal contrast and mixed media. Carry out preliminary studies trying out different media and materials and mixing appropriate colours. Explore a range of great artists, architects and designers in history. The Autumn: Seeing the 'Her' in Hero Spring: Our Earth Matters Summer: Are all English people immigrants? Reflection and hope.		architects and	Use a range of media	Start to	Please look at D&T	Mix colour,		
techniques, colours and textures etc when designing and making pieces of work. • Use collage as a means of extending work from initial ideas • Ideas • Use collage as a means of extending work from initial ideas • Use collage as a means of extending work from initial ideas • Use collage as a means of extending work from initial ideas • Use collage as a means of extending work from initial ideas • Use collage as a means of extending work from initial ideas • Carry out 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 immigrants?		designers in history.	to create collages.	develop their	progression for	shades and		
and textures etc when designing and making pieces of work. • Use collage as a means of extending work from initial ideas work from initial ideas work from initial ideas awareness of composition, their paintings. building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. • Carry out 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 immigrants?			 Use different 	own style	appropriate skills.	tones with		
when designing and making pieces of work. • Use collage as a means of extending work from initial ideas ideas **Begin to develop an awareness of composition, scale and proportion in their paintings. **Description of their own style using tonal contrast and mixed media. • Carry out 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** **Start to develop their own style using tonal contrast and mixed media. • Carry out 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 immigrants?**			techniques, colours	using tonal		confidence		
making pieces of work. Use collage as a means of extending work from initial ideas work from initial paintings. * Begin to develop an awareness of composition, scale and proportion in their paintings. * Begin to develop an awareness of composition, scale and proportion in their paintings. * Begin to develop an awareness of composition, scale and proportion in their paintings. * Carry out 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 immigrants?			and textures etc	contrast and		building on		
work. Use collage as a means of extending work from initial ideas ideas begin{tabular}{l l l l l l l l l l l l l l l l l l l			when designing and	mixed media.		previous		
Use collage as a means of extending work from initial ideas Wore			making pieces of	Begin to		knowledge.		
means of extending work from initial ideas proportion in their paintings. Teach of the paintings appropriate colours. Year 6 Autumn: Seeing the 'Her' in Hero Autumn: Seeing the 'Her' in Hero The proportion in their paintings appropriate colours. Spring: Our Earth Matters Summer: Are all English people immigrants?			work.	develop an		Start to develop		
work from initial ideas Scale and proportion in their paintings.			 Use collage as a 	awareness of		their own style		
ideas proportion in their paintings. Ideas proportion in their paintings. Ideas proportion in their paintings. Ideas Proportion in their preliminary studies trying out different media and materials and mixing appropriate colours. Explore a range of great artists, architects and designers in history. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media and materials and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media. Ideas Proportion in their preliminary studies trying out different media and materials and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and materials and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and materials and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and mixing appropriate colours. Ideas Proportion in their preliminary studies trying out different media and mixing appropriate colours. Ideas Proportion in their preliminary studies in the proportion in the propor			means of extending	composition,		using tonal		
their paintings. • Carry out 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 • Carry out preliminary studies trying out different media and materials and mixing appropriate colours. • Explore a range of great artists, architects and designers in history.			work from initial	scale and		contrast and		
paintings. 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 immigrants?			ideas	proportion in		mixed media.		
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 immigrants?				their		Carry out		
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 immigrants?				paintings.		preliminary		
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 immigrants?						studies trying		
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	Year 6	Autumn: Seeing t	the 'Her' in Hero	Spring: Our	Earth Matters	Summer: Are all I	English people	
Observational plants and flowers. Biome habitats Reflection and hope.							immigrants?	
		Observational plants and flowers.		Biome habitats		Reflection and hope.		

Sketching

- Use sketching techniques to add detail and shading to a plant sketch
- Sketch a flowering plant and a green plant.
- Colour added from natural sources (outdoor learning).

Sculpture:

- Use a range of tools to join materials
- Cut and bend wire to make shapes based on observational sketches

Artists:

Henry Rousseau (developed from Y1 content)

Artists: compare and contrast

- Bancusi
- Richard Sweeney

Sketching of a feather:

- 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.
- Explore using contrasting medias 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 polish.

Biome habitat background:

The focus of each week reflects an area of art study e.g sculpture and collage linked to school values, experiences and hopes for the future.

- Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.
- 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 painting.

		rogression of skins Errs	
		 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. 	 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 	TBC depending on the children's reflections and hopes.

- 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.
- 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.

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