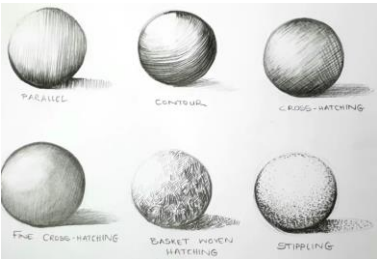



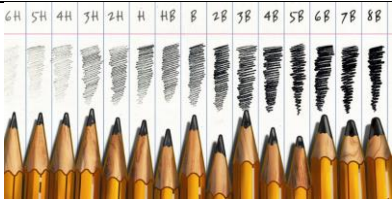




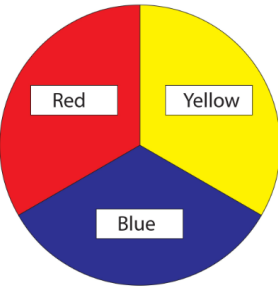
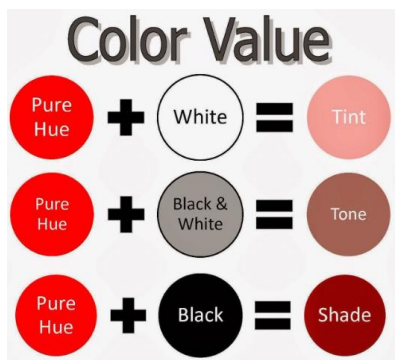
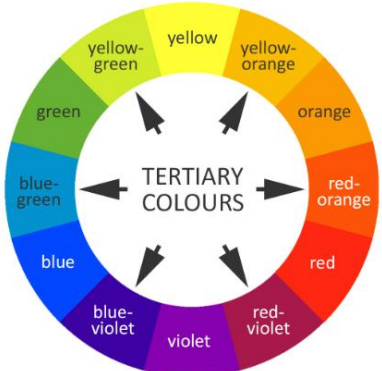

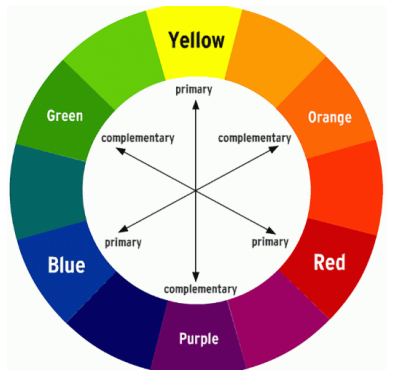


Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>			
	<p>Children can:</p> <ul style="list-style-type: none"> match and join lines in simple shapes e.g. squares, circles shade areas and shapes neatly know how to make marks using a variety of tools on a variety of different surfaces to create different effects mark make with different materials for example; 	<p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness increase their control of line and use simple 2D shapes when drawing explore the concept of light and dark practice shading tones neatly & accurately use dots and lines to demonstrate pattern and texture begin to add detail to drawings 	<p>Children can:</p> <ul style="list-style-type: none"> control lines to create simple drawings from observations. place colours in drawings with increasing accuracy e.g. within a line or area control pressure when creating lighter and darker tones and marks shade areas neatly without spaces and gaps identify and draw detail, texture and pattern 	<p>Children can:</p> <ul style="list-style-type: none"> confidently show line, tone and texture with different hardness of pencils use shading to show light and shadow effects with control blend shading and can rub our rough edges know how to place features in a face and to know how to draw facial features through observational drawings 	<p>Children can:</p> <ul style="list-style-type: none"> learn different styles of drawing e.g. graphic (cartoon/graffiti) realistic (portraits/still life and abstract (emotions) use techniques to create basic perspective – foreground, middle and distance develop techniques for showing shadows within drawings using chalks, charcoal to describe shape, form and light and shade 	<p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching use charcoal, rubbers and putty rubbers for shadows and highlighting develop skills in observational drawings of unfamiliar objects 	<p>Children can:</p> <ul style="list-style-type: none"> use a variety of tools and select the most appropriate for their drawing draw with increasing confidence developing their own personal style depict movement and perspective in drawings create detailed drawings (shading, perspective, detail and 3D techniques) from real observations, from different viewpoints

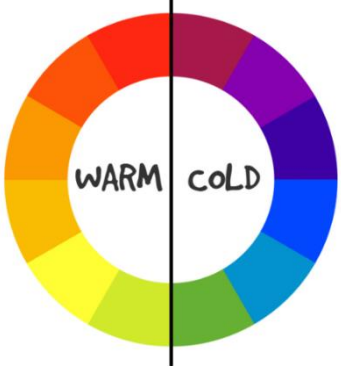


	<p>crayon, felt pen, chalk pastels</p> <ul style="list-style-type: none"> draw for pleasure and from imagination/observation 						
Key Vocabulary for drawing	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p>		<p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>		<p>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>		
Resources	<p>Pencils, crayons, felt tips, gel pens, colouring pencils rubbers</p>						










Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<p>Expressive Arts and Design (Exploring and Using Media and Materials)</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>		<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>		<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	
	<p>Children can:</p> <ul style="list-style-type: none"> recognise and name primary colours experiment with different painting resources e.g. water colours, poster paint experiment when mixing colours paint lines, dots, patterns and shapes 	<p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours mix primary colours to make secondary colours confidently experiment with different brushes (including brushstrokes) and other experiment painting using different techniques such as splatter painting, dripping etc.. 	<p>Children can:</p> <ul style="list-style-type: none"> recognise warm and cold colours begin to make tints of colour by adding white to primary and secondary colours explore differences when working with different paints to create colour e.g. watercolours, poster paint, use different techniques confidently when painting 	<p>Children can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines mix colours effectively using white and black to create different tones, shades and tints to match moods match colours carefully 	<p>Children can:</p> <ul style="list-style-type: none"> mix colours effectively to create tertiary using knowledge of tints, shades and tones create different textures and effects with paint e.g. adding more/less water to poster paints and water colours, adding sand create distance and foreground through intensity of colour 	<p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques use watercolour techniques such as layering, washes blend primary and secondary colours using a range of resources e.g. watercolours, oil pastels 	<p>Children can:</p> <ul style="list-style-type: none"> use a range of paint of their choice (acrylic, oil paints, water colours) to create visually interesting pieces apply paint techniques effectively: dashes, blocks of colour, strokes, dots etc in complimentary colours 



		<p>Primary colours</p> <ul style="list-style-type: none"> ■ Red ■ Blue ■ Yellow <p>Mixing colours</p> <ul style="list-style-type: none"> ■ + ■ = ■ Purple ■ + ■ = ■ Orange ■ + ■ = ■ Green <p>Secondary colours</p> <ul style="list-style-type: none"> ■ Purple ■ Orange ■ Green <p><small>kidspet.com.au</small></p>					
Key vocabulary for painting	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, water colour wash, sweep, dab, bold brushstroke, acrylic paint.		colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.		
Resources	Poster paint, water colours, acrylic paints, oil paints, paint brushes of different thickness, colour wheel templates, mixing palettes						










Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>		<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	
	<p>Children can:</p> <ul style="list-style-type: none"> use malleable materials to begin to build with a purpose develop understanding of 2D and 3D when looking at sculptures introduce language such as rolling, cutting and pinching to use a variety of techniques 	<p>Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Extend language to use a variety of techniques such as pinching, rolling, twisting and scratching and using tools to add detail 	<p>Children can:</p> <ul style="list-style-type: none"> recreate sculptures, using everyday items: foil, sticks, pipe cleaners and masking tape etc use a variety of shapes, including lines and texture form own 3D pieces 	<p>Children can:</p> <ul style="list-style-type: none"> use clay and other malleable materials to practise joining techniques confidently use clay and add materials to the sculpture to create detail add colour once the clay has dried <p>HOW TO JOIN CLAY</p> 	<p>Children can:</p> <ul style="list-style-type: none"> use pipe cleaners, wire or sticks to create sculptures know the process of using Modroc To shape, form, model and construct from imagination 	<p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture use nature to influence design use materials other than clay to create 3D sculptures use objects or influences around us to form sculptures. 	<p>Children can:</p> <ul style="list-style-type: none"> develop cutting and joining skills, e.g. using wire, coils, slabs and slips choose what techniques and materials to use to create a 3D sculpture after developing ideas in a sketch book use tools and materials to carve, add shape, add texture and pattern 
Key vocabulary for sculpture	<p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>			<p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>		<p>form, structure, texture, shape, mark, soft, join, tram, cast.</p>	






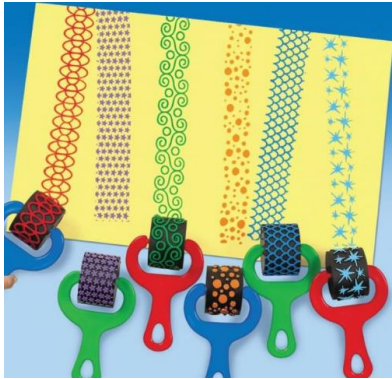



Resources

Clay, modroc, pipe cleaners, sticks, junk modelling, playdough, clay tools, pebbles, natural materials, wire, foil



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>		<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p>		<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p>	
	<p>Children can:</p> <ul style="list-style-type: none"> improve fine motor skills through ripping, tearing, layering and cutting materials develop collages based on simple ideas 	<p>Children can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued sort and arrange materials in a pattern 	<p>Children can:</p> <ul style="list-style-type: none"> add texture by mixing materials and using contrasting textures such as dull, shiny, smooth, rough create large and small scale collages 	<p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices refine work as they go to ensure precision and space is used correctly 	<p>Children can:</p> <ul style="list-style-type: none"> learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage create individual and group collages in a range of scales 	<p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background create and arrange accurate patterns use a range of resources for collage work thinking of abstract ways to represent things 	<p>Children can:</p> <ul style="list-style-type: none"> use a range of mixed media to create a collage using previous experiences plan and design a collage use intricate patterns in their designs 
Key vocabulary for collage	collage, squares, gaps, torn, cut, place, arrange, pattern			texture, shape, form, pattern, mosaic, overlapping, tessellation, montage, pattern		shape, form, arrange, fix, overlapping, tessellation, montage, pattern, abstract	
Resources	PVA glue, glue sticks, paper, card, materials, scissors,						



Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p>		<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p>		<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p>	
	<p>Children can:</p> <ul style="list-style-type: none"> print using a range of objects know how to dye fabrics using tea, cabbage, beetroot etc use natural/found items to create a print e.g. leaves 	<p>Children can:</p> <ul style="list-style-type: none"> know how to use finger, sponge, and block printing to form patterns demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing 	<p>Children can:</p> <ul style="list-style-type: none"> know how to apply an appropriate amount and consistency of paint and develop control copy an original print 	<p>Children can:</p> <ul style="list-style-type: none"> know how to create roller and ink printing know how to roller in different directions for successful printing use more than one colour to layer in a print replicate patterns from observations 	<p>Children can:</p> <ul style="list-style-type: none"> design a complex pattern use printing to represent the natural environment explore colour mixing through printing make repeated patterns with precision 	<p>Children can:</p> <ul style="list-style-type: none"> design prints for fabrics, book covers, wallpaper or wrapping paper design and create printing blocks/tiles 	<p>Children can:</p> <ul style="list-style-type: none"> create and arrange accurate patterns develop techniques in mono, block and relief printing experiment with screen printing 
	Key vocabulary for Printing	colour, shape, printing, printmaking, woodcut, relief printing, objects.			line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Resources	Printing ink, printing objects e.g corks, lego, leaves, sponges, tin foil, stamps, rollers, foam						



Exploring and Developing Ideas in Art

Strands of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><i>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</i></p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><i>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><i>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</i></p>			
	<p>Children can:</p> <ul style="list-style-type: none"> • make art from observation and use their imagination • explore work from different artists • talk about different artwork e.g. patterns, colours • talk about how art makes them feel 	<p>Children can:</p> <ul style="list-style-type: none"> •respond positively to ideas and starting points; •explore ideas and collect information; •describe differences and similarities and make links to their own work; •try different materials and methods to improve; •use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. •Express ideas about things they want to make •Use their imagination to invent and 	<p>Children can:</p> <ul style="list-style-type: none"> •use sketchbooks to record ideas and research; •explore ideas from first-hand observations; •question and make observations about starting points, and respond positively to suggestions; •adapt and refine ideas; •use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. •Share opinions and discuss artwork by various artists •Use art to express ideas 	<p>Children can:</p> <ul style="list-style-type: none"> •review and revisit ideas in their sketchbooks and continue to use sketchbooks to record ideas; •offer feedback using technical vocabulary; •think critically about their art and design work; •use digital technology as sources for developing ideas; •use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. •Understand the different purposes of art in society •Study significant artists in some depth 			



create
 •Explore the work of different artists and talk about different elements used to create effects and ideas

Artists Overview

Work of others Artists	Reception	Year 1	Year 2	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Brianna McCarthy	Megan Coyle		Megan Coyle		William Morris	Lowry	Andy Warhol Picasso
Term 2	Yayoi Kusama	Renee Fly		Renee Fly		Wassily Kandinsky	Damian Hurst	Henri Rousseau
Term 3	Bridget Riley	Paul Klee		Paul Klee		Katsushika Hokusai	Nizar Ali Badr	Lorien Stern
Term 4	Elaine Monnin	John Dyer		John Dyer		Antoni Gaudi	Magdallene Oduno Berenice Sydney	Henry Moore
Term 5	Vincent Van Gogh	Eloise Renouf		Eloise Renouf		Clarice Cliff	Piet Mondrian	Favianna Rodriguez
Term 6	Kandinsky	Yayoi Kusama		Yayoi Kusama		Nils-Udo	Fernando Llort	Paul Cezanne
		Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KSI. KSI Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.		Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.		
	Children can: • discuss artwork by famous artists	Children can: • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their		Children can: • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to		Children can: • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • talk about their key artist for the term.		



		<p>own work and compare;</p> <ul style="list-style-type: none"> talk about their key artist for the term. 	<p>techniques and effect;</p> <ul style="list-style-type: none"> talk about their key artist for the term. 	
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Coverage of Curriculum - ART

Coverage	Reception	Year 1 and 2	Year 2 & 3	Year 4	Year 5	Year 6
Term 1	Rip up paper, cut and layer to create a self-portrait collage	Collage of Fairtrade foods and logo	Collage of Carmen Beckford	Drawing using chalk and charcoal	Lowry style artwork - using oil pastels	Self-portraits - look at complimentary colours and pop art
Term 2	Create fireworks using different paints and resources. Use the 3 primary colours.	Railway art printing	Railway art printing	Create artwork to music	Pattern creating - space images	Landscapes show movement and perspective in their drawings
Term 3	Create animal prints using a range of objects and use tea bags cabbage to print using natural colours	Colour mixing Creating a Paul Klee inspired picture to support understanding of colour mixing	Colour mixing Creating a Paul Klee inspired picture to support understanding of colour mixing	Mountain landscapes mixing colours to create foregrounds and backgrounds	Natural art inspired by Nizar Ali Badr	Animal sculptures. Children to choose their own techniques to create a sculpture inspired by Lorien Stern
Term 4	Create clay minibeasts - begin by using playdough to practice key skills of pinching, rolling and cutting. Move onto clay to create a minibeast. Once dry paint.	Rainforest watercolours	Rainforest watercolours	Mosaics - collage using overlapping, tessellation techniques	Drawing Greek Pots using different techniques to show shadows, shading etc...	Blitz collage using intricate patterns to show the cityscape
Term 5	Art through movement - explore making a colourful joint artwork through movement e.g. using string across a page quickly and slowly to recreate 'The Starry Night' by Van Gogh. Explore new colours made from the primary colours mixing.	Seasonal change trees	Volcano sculptures	Roman coil pots out of Modroc using wire/ foil as the base	Collage - create a Piet Mondrian inspired background to add a collage of	Printing on fabric to create a new design of clothing
Term 6	Develop technique of line and shape - create a beach scene using a variety of different drawing resources.	Self portraits	Self portraits using circles and lines	Use printing to represent the natural environment, mixing colours through print to create a complex pattern	Colour - El Salvador Art. Create a colour palette using mixing technique with watercolours	School play

Drawing	Colour	Sculpture	Collage	Printing
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