



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media. <u>Lines and marks</u> Draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>		<p>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p>		<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use different techniques for different purposes i.e. shading, hatching within their own work. Explore colour mixing and blending techniques with coloured pencils. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.</p>	
	<p>Paws claws and whiskers</p> <ul style="list-style-type: none"> Drawing animals Austins butterfly Rubbings to create 'texture' <p>Memory Box</p> <ul style="list-style-type: none"> Drawing people; portraits (explore different media and drawing equipment) <p>Enchanted woodland Observational drawings of natural objects from the spinney</p> <p>Splendid Skies Sketches – sky and trees Sketchbooks</p>	<p>Muck Mess and Mixtures Exploratory work</p>	<p>Predators Drawing /sketching animals different media Rocks Rumbles Observational drawing of natural materials. Explore patterns Tribal Tales Explore pattern and symbols; drawing on pebbles. Cave paintings. Flow Landscape layers; explore using own environment</p>	<p>Mighty Mountains Pen and ink drawings</p>	<p>Off with her Head Exploratory work</p> <ul style="list-style-type: none"> Pencil drawings; scale faces Development work focusing faces and body shape Specific portrait piece <p>Stargazers</p> <ul style="list-style-type: none"> Dry and wet media (inks) drawing Planets chalk colour work. 	<p>Darwins Delights Look at 'science illustrations' from Darwins era. Look more widely at illustrators. Create small scale detailed drawings. (AA Portrait of Mary Anning P183) Frozen Kingdom (Inuit)</p>

Painting	<p>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> - Identify primary colours by name; being to Mix colours and and explore secondary colours. Mix primary shades and tones. <u>Texture</u> - Create textured paint by adding sand, plaster.</p>		<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours. Begin to look at atmosphere and light effects Use more specific colour language Mix and use tints and shades.</p>		<p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.</p>	
	<p>Paws Claws and Whiskers Tiger in the storm (AA17) Rousseau Memory Box Lowry Paintings (AA 103) Splendid Skies Extend work done in Enchanted Woodland paint sky scapes with woodland – create a wash for the sky and then paint over.</p>	<p>Muck Mess and Mixture Exploratory work – colour and texture Coastline Explore Art works Expt with tools and techniques <u>Texture</u> - Create textured paint by adding sand, plaster. Hokusai – The great waves Create own wave pictures</p>	<p>Tremors Expt with different texture effects – Volcano Explore colour using specific colour language Brusho paints</p>	<p>Mighty mountains (Vista CS)) Warm and cool colours Atmospheric painting Watercolours Cezane, Van Gogh, Gauguin See CS Blue Abyss Seascapes -</p>	<p>Off with her Head <ul style="list-style-type: none"> Create own portrait Portrait based on Picasso work AA page 195 Queen Elizabeth Picasso (see AAP 207) Star Gazers Painting techniques Van Gogh Starry night</p>	<p>Hola Mexico <ul style="list-style-type: none"> Work with complementary and contrasting colours. </p>
Printing	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print Design more repetitive patterns. <u>Colour</u> - Experiment with overprinting motifs and colour. <u>Texture</u> - Make rubbings to collect textures and patterns.</p>		<p>Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays</p>		<p>Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Impressed print – when the printing block is created by carving out the surface. Overprinting – allowing a print to dry and then printing on it again. Monoprint – a technique designed to create one good print. Relief print – usually a block printing technique where the printing block has raised sections. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.</p>	
	<p>Paws claws and whiskers Rubbings, textures and patterns</p>	<p>Muck Mess and Mayhem Marble painting Polystyrene mono print tile</p>	<p>Rocks, Relics, Rumbles Printing tile patterns using 2 colours; polystyrene (lino printing principles) Repeating patterns overlaid (see Ammonite CS Art project)</p>	<p>Traders and Raiders Anglo Saxon patterns Print blocks – string, card and glue. Print onto fabric (black?)</p>	<p>Earth Matters Dan Mather Artist Screen printing rainforest leaves? Create Overlays Work into prints with different media.</p>	
Textiles	<p>Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. <u>Colour</u> - Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. <u>Texture</u> - Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.</p>		<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining. Experiment with paste resist. Experiment with batik techniques</p>		<p>Use fabrics to create 3D structures Use different grades of threads and needles Explore weaving- craft techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	
	<p>Splendid Skies Opportunities to weave with materials.</p>	<p>Muck Mess and Mayhem Create dyes</p>	<p>Predators Wall hanging;birds Paste resist</p>	<p>Blue Abyss Batik 'fish'- shoal Wax resist sticks</p>		<p>Hola Mexico <ul style="list-style-type: none"> Weaving based on Mayan traditional textiles. </p>

			Stick into and create different textual effects			
3-D and sculpture	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p><u>Form</u> - Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p><u>Texture</u> - Change the surface of a malleable material e.g. build a textured tile</p>		<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier Mache to create a simple 3D object</p>		<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.</p>	
	<p>Dinosaur</p> <p>Working with malleable materials to create dinosaur eggs. (CS)</p> <p>Woodland</p> <p>Tree bogarts – clay (CS)</p>	<p>Street Detectives</p> <p>Thumb pots</p> <p>Scented Garden</p> <p>Wire sculptures – flowers/leaves</p>	<p>Gods and Mortals</p> <p>Artist</p> <p>Tribal Tales</p> <p>Thumb pots - coil</p>	<p>Potions</p> <p>Mixed thumb and coil pot</p> <p>Use- slipping, carving, coiling and slabbing. Handles and lids.</p> <p>Blue Abyss</p> <p>Anthony Gormsley sculpture (CS)</p>	<p>Pharoahs</p> <p>Mask Making – stimulus of variety of masks including Egyptian death masks.</p> <p>Variety of Artist s</p> <p>Picasso</p>	<p>Lights Camera Action</p> <p>Create dynamic and energetic drawings in charcoal and then create imaginative, sculptural sets and scenes in mixed media for end of year performance.</p>
Collage	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales.</p> <p><u>Colour</u> - Collect, sort, name match colours appropriate for an image.</p> <p><u>Shape</u> - Create and arrange shapes appropriately.</p> <p><u>Texture</u> - Create, select and use textured paper for an image.</p>		<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>		<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>	
	<p>Paws claws and whiskers</p> <ul style="list-style-type: none"> Create own class collage of animal patterns and stripes of different materials and textures <p>Tiger in the Storm: Rousseau (AA)</p> <p>Enchanted Woodlan</p> <p>- Transient Art eg</p> <p>Andy Goldsworthy</p>	<p>Muck, Mess and Mayhem</p> <p>Turner – fire of London</p> <p>Jan Griffier (1652-1718)</p> <p>Architects</p> <p>Wriggle and Crawl</p> <p>Insects</p>	<p>Gods and Mortals</p> <p>Papier Mache Vase</p>			<p>Lights Camera Action</p> <p>Create dynamic and energetic drawings in charcoal and then create imaginative, sculptural sets and scenes in mixed media for end of year performance.</p>
Digital media	<p>Explore ideas using digital sources i.e. internet, CD-ROMs.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas.</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>		<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory,</p> <p>Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>		<p>Record collect and store visual information using digital cameras, video recorders.</p> <p>Present recorded visual images using software e.g. Photostory,</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.).</p>	
	<p>Memory Box</p> <p>Portraits on ipad</p> <p>Woodland</p> <p>Taking photograph</p>	<p>Scented Garden</p> <p>Create flowers on ipad</p> <p>Look at work of David Hockney</p>	<p>HD lite app: Create own pottery</p>		<p>Off with her head - Digital images – create portraits; manipulate images; develop art work within.</p>	<p>Frozen Kingdom</p> <p>Digital images –Inuit 'stamp'</p> <p>Lights, Camera, Action</p> <p>Photographic narrative /film of performance.</p>

<p>Generic skills – should be covered in all art units of work</p>	<p>Record, explore and experiment with ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Critique others' work respectfully and be tolerant of other people's opinions. Research artists, compare and evaluate their work.</p>	<p>Select and record from firsthand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Critique others' work respectfully/tolerant of other's opinions. Research artists, compare and evaluate their work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Critique others' work respectfully and be tolerant of other people's opinions Research artists, compare and evaluate their work</p>
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