

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Choosing a colour for a purpose and creating representations of objects and using tools correctly. Painting	Explore 3D Media - Sculpture	DT	DT	DT	Make rubbings and use to create patterns – Printing.
Reception	Self portrait painted – Painting	DT	DT	Observational drawings. Drawing	Collage of different habitats. Collage	DT
Year 1	Dinosaurs Papier Mache eggs Sculpture/3D	Jungle Patterns and mark making Drawing	Sea Watercolour (Art) Painting	DT	DT	DT
Year 2	DT	Drawing - Sketching Scenes Henry Matisse , Roy Lichtenstein , Paul Ward (Camphene Lamp)	Pop Art - Andy Warhol, Roy Lichtenstein, James Rosenquist Collage - Lance Letscher, Jason Mecier	DT	Great fire of London Flames Printing	DT
Year 3	DT	Local area Drawing Vincent – Drawing	Egypt Painting Vincent – Painting	DT	DT	Planet Earth Giant junk modelling – sculpture
Year 4	Romans and Celts Mosaics - Collage	Volcanoes and Earthquakes Andy Warhol – volcano - Drawing	Africa African print/animal prints Printing	DT	DT	DT
Year 5	DT	DT	DT	Vikings Celtic patterns – Drawing	Victorians Clay bust - Sculpture	Space Abstract Art - Painting
Year 6	DT	DT	World war 2 Drawing – create recruitment posters focusing on people’s faces.		Printing/Collage/3D sculpture – props/scenery for production.	DT

Nursery

Term	Autumn 1	Autumn 2	Summer 2	
Skill	Painting	Sculpture/3D	Printing	Evaluation
Artist				
Knowledge	<ul style="list-style-type: none"> ● To recognise and name different colours. ● Understand that when colours are mixed, new colours are created. ● To select and create different colours. ● Use a variety of tools to apply paint, e.g. brushes of a different size, sponges, fingers, objects. ● Explore working with paint on different surfaces and in different ways (e.g. different textured, colour, sized and shaped paper.) ● To work from direct observation and imagination. ● To talk about their own work. 	<ul style="list-style-type: none"> ● Explore malleable media such as clay, papier mache, salt dough, play dough and sand. ● Impress and apply simple decoration. ● Cut shapes using scissors and other modelling tools. ● Use tools such as scissors, clay tools, split pins and shape cutters competently and appropriately. ● Build a construction/structure using a variety of objects from observation or imagination, e.g. recycled, natural and manmade materials. ● Consider their final outcome before making. ● Choose their own resources and talk about their work. 	<ul style="list-style-type: none"> ● Take rubbings: leaf, brick, coin, etc. ● Create simple pictures by printing objects. ● Develop simple patterns by printing objects. 	<ul style="list-style-type: none"> ● Recognise and describe key features of their work and others' work. ● Look and talk about what they have produced, describing simple techniques and media used.
Vocabulary	<ul style="list-style-type: none"> ● Colour ● Mix ● Tool ● Surface ● Texture ● Observation ● Imagination 	<ul style="list-style-type: none"> ● Clay ● Impress ● Decorate ● Tool ● Modelling ● Recycled ● Natural ● Manmade ● Structure ● Resource 	<ul style="list-style-type: none"> ● Rubbing ● Printing ● Pattern 	<ul style="list-style-type: none"> ● Feature

Reception

Term	Autumn 1	Spring 2	Summer 1	
Skill	Painting	Drawing	Collage	Evaluation
Artist				
Knowledge	<ul style="list-style-type: none"> ● To recognise and name different colours. ● Understand that when colours are mixed, new colours are created. ● To select and create different colours. ● Use a variety of tools to apply paint, e.g. brushes of a different size, sponges, fingers, objects. ● Explore working with paint on different surfaces and in different ways (e.g. different textured, colour, sized and shaped paper.) ● To work from direct observation and imagination. ● To talk about their own work. 	<ul style="list-style-type: none"> ● Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). ● Select coloured drawing implements for a purpose. ● Use drawing tools to make marks, lines and curves. ● Draw accurate representations of people and objects. ● Talk about their own work and others. 	<ul style="list-style-type: none"> ● Enjoy playing with a variety of textiles, fabric and textured material. ● Show experiments in fabric collage: layering fabric. ● Experiment with layering other materials together to create a piece of work, e.g. paper, card, fabric. 	<ul style="list-style-type: none"> ● Recognise and describe key features of their work and others' work. ● Look and talk about what they have produced, describing simple techniques and media used.
Vocabulary	<ul style="list-style-type: none"> ● Colour ● Mix ● Tool ● Surface ● Texture ● Observation ● Imagination 	<ul style="list-style-type: none"> ● Drawing ● Tool ● Marks ● Purpose ● Line ● Curve 	<ul style="list-style-type: none"> ● Textile ● Fabric ● Texture ● Experiment ● Layering ● Material 	<ul style="list-style-type: none"> ● Feature

Year 1

Term	Autumn 1 - Dinosaurs	Autumn 2 - Jungle	Spring 1 - Sea	
Skill	Sculpture/3D	Drawing	Painting	Evaluation
Artist	Roberto Benavidez, Marie Talalaeff	Henri Rousseau, Lesly Pierre, Sandra Francis (Jungle Fantasy), Kate Morgan	Zaria Foreman, Hokusai, Monet, Julie Shackson, Maggi Hambling	
Knowledge	<ul style="list-style-type: none"> Design and plan the final outcome of their piece before making. Use equipment and media with increased confidence. Shape, form, join, construct and model materials for a purpose, e.g. pot/tile from observation or imagination. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied, carved. Select and use tools and equipment safely and in the correct way. Use surface patterns/textures where appropriate. 	<ul style="list-style-type: none"> Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastel, chalk, pen, felt tip. Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. Explore tone using different grades of pencil, pastel and chalk. Observe and draw patterns. Use a variety of drawing techniques: hatching, scribbling, stippling and blending Encourage drawings of people to focus on more accurate observations of faces and limbs, etc. To talk about their own work and that of other artists. 	<ul style="list-style-type: none"> To recognise and name primary and secondary colours. Experiment with primary colours and create the secondary colours, gaining confidence in this. Begin to be able to predict the resulting colours. Investigate mixing a wider variety of colours to create different tones (adding white and black) and share their discoveries with others Experiment and begin to control a variety of different brush sizes and other painting tools such as sponge, brushes and objects. Paint onto a range of surfaces with a range of tools. Begin to control the types of marks with a range of painting techniques, e.g. layering, mixing media and adding texture. Record experiments and explorations. 	<ul style="list-style-type: none"> Show interest in and describe what they think about the work of others. Look at and talk about their own work and that of other artists, craft makers and designers and the techniques they have used. Verbally reflect on the success of their piece and identify what went well and what they could do better next time. Describe the differences and similarities between different disciplines and practices, and make links to their own work.
Vocabulary	<ul style="list-style-type: none"> Design Plan Equipment Media Shape Form Join Construct Model Observation Imagination Manipulate 	<ul style="list-style-type: none"> Experiment Tools Draw Shapes Position Marks Tone Grade Observe Hatching Scribbling Stippling 	<ul style="list-style-type: none"> Primary Secondary Colour Mix Tones Tools Surfaces Marks Layering Texture 	<ul style="list-style-type: none"> Reflect Techniques

	<ul style="list-style-type: none">• Rolling• Pinching• Impress• Decorate• Kneading• Painted• Applied• Carved• Tools• Surface pattern• Textures	<ul style="list-style-type: none">• Blending		
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Year 2

Term	Autumn 2 – Explorers	Spring 1 – Magic	Summer 1 – Great Fire of London	
Skill	Drawing	Collage	Printing	Evaluation
Artist	Henry Matisse (Being careful of searches of this), Roy Lichtenstein (specifically objects), Paul Ward (Camphene Lamp)	Pop Art: Andy Warhol. Roy Lichtenstein, James Rosenquist Collage: Lance Letscher, Jason Mecier	https://kinderart.com/art-lessons/printmaking/monoprinting-three-ways/ - Method 3	
Knowledge	<ul style="list-style-type: none"> ● Exercise control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip). ● Use line and tone to represent objects seen, remembered or imagined. ● Experiment with drawing techniques (hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. ● Encourage drawings of people to focus on more accurate observations of faces and limbs, etc. ● To talk about their own work and that of other artists. 	<ul style="list-style-type: none"> ● Research different pictures/artists that have used collage. ● Experiment with different materials to decide which one will be the most appropriate. ● Design and plan a piece of collage inspired by an artist (but not directly copied). ● Use appropriate vocabulary to describe the colours, media, equipment and textures. 	<ul style="list-style-type: none"> ● Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lid, cotton reels, sponge. ● Make simple prints e.g. mono-printing. ● Use equipment and media correctly and be able to produce a clean printed image. ● Explore printing in relief e.g. with string and card. ● Experiment with overprinting and colour. 	<ul style="list-style-type: none"> ● When looking at creative work, express clear preferences and give reasons for these (e.g. I like that because...) ● Identify changes they might make or how their work could be developed further. ● Reflect on the success of their piece and identify what went well and what they could do better next time. ● Describe the differences and similarities between different disciplines and practices, and make links to their own work.
Vocabulary	<ul style="list-style-type: none"> ● Control ● Tools ● Line ● Tone ● Techniques ● Hatching ● Stippling ● Blending ● Shading ● Erasing ● Observation 	<ul style="list-style-type: none"> ● Research ● Experiment ● Design ● Plan ● Colour ● Media ● Tools ● Texture 	<ul style="list-style-type: none"> ● Printing ● Materials ● Hard ● Soft ● Mono-printing ● Equipment ● Relief ● Overprinting ● Colour 	<ul style="list-style-type: none"> ● Preference ● Develop ● Reflect ● Link

Year 3

Term	Autumn 2 – Local Area	Spring1 – Egypt	Summer 2 – Planet Earth	
Skill	Drawing	Painting	Sculpture/3D	Evaluation
Artist	Vincent Van Gogh	Vincent Van Gogh	Michelle Reader, Aurora Robson, Susy Oliveira	
Knowledge	<ul style="list-style-type: none"> Experiment with the potential of various pencil grades and select particular techniques for a given process. Can use and manipulate a range of drawing tools .Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, remembered or imagined. Explores shading, using different media to achieve a range of light and dark tones. Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. Develop drawing faces with increased accuracy. Can create line drawings with care and can begin to draw in scale applying rules of simple perspective. To talk about their own work and that of other artists and share their thoughts and feelings linked to their art work. Use digital resources to research ideas for their drawings. 	<ul style="list-style-type: none"> Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). Mix paint with an understanding of primary, secondary and monochromatic colours. Select and use these colours appropriately. Begin to explore complimentary colours. Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail). Alternate brush size depending on foreground and background. Demonstrate increasing control and confidence in the type of marks made and experiment with different effects and textures, including blocking in colour, washes and thickening paint to create textual effects. Think about which effects are appropriate to the task. Record experiments and explorations. Use light and dark within painting and show an understanding of complementary colours. Produce work in the style of an artist (not copying directly). 	<ul style="list-style-type: none"> Use equipment and media with confidence, safely and in an organised way. Learn to secure work to continue at a later date. Plan, collect and develop ideas. Construct a simple base for extending and modelling other shapes. Join two parts of a sculpture successfully Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and manmade materials to create sculptures. Use language appropriate to skill and technique. Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it. Discuss their own and others' work, expressing thoughts and feelings and using knowledge and understanding of great artists, architects, designers in history and the techniques they use.
Vocabulary	<ul style="list-style-type: none"> Grades Techniques Tools Line 	<ul style="list-style-type: none"> Monochromatic Scale Tint Shade 	<ul style="list-style-type: none"> Equipment Media Secure Plan 	<ul style="list-style-type: none"> Reflect Express Technique

	<ul style="list-style-type: none">● Tone● Pattern● Colour● Texture● Shape● Mark● Shading● Hatching● Cross-hatching● Stippling● Blending● Shading● Erasing● Research	<ul style="list-style-type: none">● Tone● Primary● Secondary● Colour● Complementary● Control● Mark● Foreground● Background● Effects● Textures● Thickening● Record	<ul style="list-style-type: none">● Collect● Develop● Construct● Extending● Modelling● Join● Recycled● Natural● Manmade● Technique● Adapt	
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Year 4

Term	Autumn 1 – Romans and Celts	Autumn 2 – Volcanoes and earthquakes	Spring 1 – African Adventure	
Skill	Collage	Drawing	Printing	Evaluation
Artist	Various Roman Mosaic Designs Collage: Lance Letscher, Jason Mecier	Andy Warhol	Relief Printing: Katsushika Hokusai, Henry Matisse African Artists: Edward Tingatinga, Gakonga	
Knowledge	<ul style="list-style-type: none"> ● Research different pictures/artists that have used collage and explain which you like and why. ● Experiment with different materials to decide which one will be the most appropriate. ● Design and plan a piece of collage inspired by an artist (but not directly copied). ● Use appropriate vocabulary to describe the colours, media, equipment and textures. 	<ul style="list-style-type: none"> ● Apply the technical skills that they are learning to improve the quality of work (e.g. select appropriate grade of pencil for a particular purpose and be aware of how to use one pencil to create different shades). ● Will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning. ● Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. ● Produce increasingly accurate drawings of people. ● Can make quick studies from observation to record action or movement with some fluency. ● Observe and draw landscapes. ● Develop use of scale, proportion and perspective. ● To talk about their own work and that of other artists and share their thoughts and feelings linked to their art work. ● Use digital resources to research ideas for their drawings. 	<ul style="list-style-type: none"> ● Print simple pictures using different printing techniques. ● Continue to explore both mono-printing and relief printing. ● Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work. ● Demonstrate experience of printing using different colours. ● Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between them and making links to their own work. ● Demonstrate experience in combining prints taken from different objects to produce an end piece. ● Create repeating patterns. 	<ul style="list-style-type: none"> ● Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. ● Discuss and review own and others' work, expressing thoughts and feelings and identify modifications/ changes and see how they can be developed further. ● Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.
Vocabulary	<ul style="list-style-type: none"> ● Research ● Collage ● Experiment ● Design 	<ul style="list-style-type: none"> ● Grade ● Purpose ● Line ● Tone 	<ul style="list-style-type: none"> ● Printing ● Monoprinting ● Relief ● Experiment 	<ul style="list-style-type: none"> ● Reflect ● Improve ● Express ● Develop

	<ul style="list-style-type: none">● Plan● Colour● Media● Equipment● Texture	<ul style="list-style-type: none">● Shape● Texture● Pattern● Colour● Form● 3D● Observation● Fluency● Landscapes● Scale● Proportion● Perspective	<ul style="list-style-type: none">● Colour● Combine● Repeat● Pattern	<ul style="list-style-type: none">● Techniques
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Year 5

Term	Spring 2 - Vikings	Summer 1 – Tudors	Summer 2 – Victorians	
Skill	Drawing	Painting	Sculpture/3D	Evaluation
Artist	<p>Various Viking designs</p> <p>(I've included some slides about it in the resources folder).</p>	<p>Hans Holbein the Younger, Levina Teerline, Nicholas Hilliard</p> <p>Complimentary colour artists: Wassily Kandisky (Improvisation 31), Picasso (woman in striped chair), Rufino Tamayo (Women of Tehuantepec)</p>	<p>George Frampton, Jean-Antoine Houdon</p>	
Knowl edge	<ul style="list-style-type: none"> ● Experiment with different ways of using a tool/material that is new to them. ● Continue to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form). ● Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, circularism, side strokes) and make sensible choices about what to do next. ● Produce increasingly accurate drawings of people. ● Drawings show an understanding of the effect of light on people and objects. ● Use of scale, proportion and perspective is more accurate. ● To talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to their art work. ● Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. 	<ul style="list-style-type: none"> ● Look at the work of artists that use complimentary colours. ● Introduce the idea of tertiary colours (primary and secondary) and harmonious colours. ● Look at different tints and shades of a pure hue (colour). ● Mix colours, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. ● Mix and match colours to create atmosphere and light effects e.g. using monochromatic colours. ● Have confidence in using a range of brushes and tools to create a piece of work, alternating or choosing the appropriate brush/tool for the work ● Confidently and purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. Think about which effects are appropriate to the task. ● Show movement through paint e.g. rivers to show movement. 	<ul style="list-style-type: none"> ● Work in a safe and organised way, caring for equipment. ● Plan how to join parts of the sculpture, securing work to continue at a later date as needed. ● Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ● Solve problems and discuss possible solutions as they occur. Adapt work as and when necessary and explain why. ● Use language appropriate to skill and technique. ● Compare different styles and approaches. ● Clay: <ul style="list-style-type: none"> ● Make a slip to join two pieces of clay. ● Continue to model and develop work through a combination of pinch, slab and coil. ● Develop understanding of different ways of finishing work: glaze, paint, polish. ● Use language appropriate to skill and technique, e.g. slip and score, pinch, coil and slab. 	<ul style="list-style-type: none"> ● Regularly analyse and reflect on their progress taking into account of what they hope to achieve. ● Discuss and review own and others' work, expressing thoughts and feelings and identify modifications and changes and see how they can be developed further. ● Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

	<ul style="list-style-type: none"> ● Can annotate a piece of work to record ideas and emotions. ● Use digital resources to research ideas for their drawings. ● Include these ideas in a plan/mood board. 	<ul style="list-style-type: none"> ● Work in a sustained and independent way to develop own style of painting. 		
Vocabulary	<ul style="list-style-type: none"> ● Experiment ● Tool ● Material ● Line ● Tone ● Shape ● Texture ● Pattern ● Colour ● Form ● Technique ● Hatching ● Cross-hatching ● Stippling ● Blending ● Shading ● Erasing ● Circulism ● Side Strokes ● Light ● Observation ● Annotate ● Research ● Mood 	<ul style="list-style-type: none"> ● Complementary ● Tertiary ● Primary ● Secondary ● Harmonious ● Tints ● Shades ● Hues ● Mix ● Colour ● Tone ● Atmosphere ● Light ● Tools ● Control ● Mark ● Movement 	<ul style="list-style-type: none"> ● Equipment ● Secure ● Join ● Recycled ● Manmade ● Natural ● Adapt ● Technique ● Slip ● Clay ● Pinch ● Slab ● Coil ● Finishing ● Glaze ● Paint ● Polish ● Score 	<ul style="list-style-type: none"> ● Reflect ● Analyse ● Progress ● Review ● Express ● Develop ● Techniques

Year 6

Term	Spring 1 – WW2	Summer 1- Production	Summer 1 - Production	
Skill	Drawing	Printing/Collage	Sculpture - Optional	Evaluation
Artist	Johannes Vermeer, Da Vinci, WW2 recruitment posters	Dependent on current production	Dependent on current production	
Knowledge	<ul style="list-style-type: none"> Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices. Continue to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form). Can convey tonal qualities well, showing good understanding of light and dark on form. Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, circularism, side strokes) and make sensible choices about what to do next. Drawings of people (especially faces) become more accurate. Can develop quick studies from observations, recording action and movement with fluency, returning to each study to improve accuracy and detail. Develop their use of the effect of light on objects and people from different directions. Increased accuracy in the use of scale, proportion and perspective. To talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to their art work. Can express their ideas and observations responding to advice from 	<ul style="list-style-type: none"> Printing Use tools in a safe way. Develop ideas from a range of sources. Demonstrate experience in a range of print making techniques. Continue to gain experience in overlaying colours. Show experience in a range of mono-printing techniques e.g. using stencils, rolling out ink. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Collage Research different pictures/artists that have used collage. Explain which ones you like and why. Independently experiment with different materials to decide which one will be the most appropriate. Design and plan a piece of collage inspired by an artist (but not directly copied). Use appropriate vocabulary to describe the colours, media, equipment and textures. 	<ul style="list-style-type: none"> Work in a safe and organised way, caring for equipment. Plan how to join parts of the sculpture, securing work to continue at a later date as needed. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems and discuss possible solutions as they occur. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Compare different styles and approaches. 	<ul style="list-style-type: none"> Provide a reasoned evaluation of both their own and professionals' work which takes into account the starting points, intentions and context behind the work. Discuss and review own and others' work, expressing thoughts and feelings and identify modifications and changes and see how they can be developed further. Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.

	<p>others (pupils and adults) to rework and improve design ideas.</p> <ul style="list-style-type: none"> ● Can annotate a piece of work to record ideas and emotions. ● Use digital resources to research ideas for their drawings. ● Include these ideas in a plan/mood board. 			
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Materials ● Process ● Line ● Tone ● Shape ● Texture ● Pattern ● Colour ● Form ● Light ● Dark ● Form ● Hatching ● Cross-Hatching ● Stippling ● Blending ● Shading ● Erasing ● Circulism ● Side Strokes ● Observation ● Fluency ● Detail ● Scale ● Proportion ● Perspective ● Research ● Mood 	<ul style="list-style-type: none"> ● Tools ● Techniques ● Overlaying ● Monoprinting ● Stencils ● Roll ● Ink ● Collage ● Materials 	<ul style="list-style-type: none"> ● Equipment ● Secure ● Join ● Recycled ● Manmade ● Natural ● Adapt ● Technique 	<ul style="list-style-type: none"> ● Reflect ● Analyse ● Progress ● Review ● Express ● Develop ● Techniques ● Modifications