

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Following EYFS curriculum standards.					
Year 1		Drawing Mark making, tone and colour to create a monster	Painting Pupils will use paint and oil pastels to create artwork based on the artist Nerys Levy linked to Antarctica. Skills will include colour mixing: shades of blue - tints and shades.		Drawing and painting Pupils study bears and form sketches and watercolours of their favourite bear.	
Year 2		Textiles Pupils will study African Kente Cloth Weaving looking at patterns and colours.	Collage Pupils will create a collaged Wave - based on Hokusai great wave.	Drawing Pupils will do still life and observational drawings of sunflowers. Painting Pupils will explore colour mixing/shades/application of paint. They will study Van Gogh's famous sunflower painting.		
Year 3	Collage Pupils will create mixed media cave art/paintings using sand, chalk, charcoal and paint.		Printing Pupils will explore Roman printing with a focus on symmetry, pattern and borders.		Painting Pupils will explore watercolour painting by Monet and create their own watercolour painting.	
Year 4	Printing Pupils will study North American Art focusing on Indigenous art. They will explore pattern and create a printing block.		3D form: Clay Pupils will look at the artist Hilke Macintyre and draw dragon scales with detailed clay relief tile outcome.		Painting Pupils will study Picasso's Guernica and produce their own painting in the style of the artist.	
Year 5	3D form: sculpture Pupils will create papier mache Greek vases.		Drawing Pupils will explore oil pastel techniques and study Peter Thorpe's rockets.		Painting Explore patterns through painting techniques and study Yayoi Kusama	
Year 6	Textiles Pupils will create rainforest tapestries using batic techniques		Painting Pupils will study WW2 artist - Henry Moore and create wax relief paintings using watercolours.		3D form: Clay Pupils will draw heart sketches and create clay models of anatomical hearts.	

Art Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Area</p> <p>Drawing</p>	<p>Draw in a sketchbook and on other size paper</p> <p>Draw with a variety of tools such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk</p> <p>Begin to explore the use of line, shape and colour</p> <p>Draw using different lines and thicknesses.</p> <p>Draw for a sustained period of time.</p> <p>Draw from memory and imagination.</p> <p>Draw from the figure and real objects, including single and grouped objects.</p> <p>Begin to explore shading through applying pressure</p> <p>Draw using imagination and experiences (things they have done or seen)</p> <p>Draw pictures to express feelings</p> <p>Begin to share ideas through their drawings</p> <p>Recognise the 2D shapes which make up the form of an animal, figure</p>	<p>Draw in a sketchbook and on other size paper</p> <p>Draw with a variety of tools such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk</p> <p>Begin to explore the use of line, shape and colour</p> <p>Draw using different lines and thicknesses.</p> <p>Draw for a sustained period of time.</p> <p>Draw from memory and imagination.</p> <p>Draw from the figure and real objects, including single and grouped objects.</p> <p>Begin to explore shading through applying pressure</p> <p>Draw using imagination and experiences (things they have done or seen)</p> <p>Draw pictures to express feelings</p> <p>Begin to share ideas through their drawings</p> <p>Recognise the 2D shapes which make up the form of an animal, figure</p>	<p>Draw from memory and imagination.</p> <p>Begin to practise how to draw a face in proportion</p> <p>Draw a realistic animal body shape</p> <p>Draw from memory and imagination.</p> <p>Draw using a range of resources - the figure and real objects including single and grouped objects.</p> <p>Draw with different grades of pencil</p> <p>Begin to explore shading and highlighting</p> <p>Use vocabulary such as tone (lighter and darker), monochrome</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Create working drawings of things they want to create</p> <p>Use sketchbooks to practice drawing techniques such as shading, perspective and drawing from different viewpoints</p> <p>Draw for a sustained period of time.</p> <p>Begin creating depth within a picture - objects smaller in the distance and larger in the foreground.</p> <p>Use and explore different media to draw - variations in line, texture, tone, colour, shape and pattern (practise hatching, crosshatching and stippling techniques using ink, pencil)</p>	<p>Draw from memory and imagination.</p> <p>Begin to practise how to draw a face in proportion</p> <p>Draw a realistic animal body shape</p> <p>Draw from memory and imagination.</p> <p>Draw using a range of resources - 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objects smaller in the distance and larger in the foreground.</p>	<p>Produce closely observed pencil drawings from life</p> <p>Draw a face in proportion</p> <p>Produce a symmetrical copy of half a portrait</p> <p>Explore, experiment and apply a range of, line, tone, pattern, texture, colour and shape (hatching, crosshatching and stippling techniques using ink, pencil)</p> <p>Explore and apply different marks with dry and wet media.</p> <p>Select different grades of pencil for purpose</p> <p>Apply shading and highlights to suggest three dimensions</p> <p>Collect information and resources to present in sketchbooks.</p> <p>Create and develop working drawings (things they want to create)</p> <p>Make investigative sketches</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Use sketchbooks to practise and develop drawing techniques such as shading, perspective and drawing from different viewpoints</p> <p>Draw using one point perspective</p> <p>Create depth within a picture - objects smaller in the distance and larger in the foreground.</p>

Art Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Area</p> <p>Painting</p>	<p>Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Explain how secondary colours are made Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.</p>	<p>Name the primary and secondary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Explain how secondary colours are made Add white and black to alter tints and shades Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Name the primary, secondary and tertiary colours Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Create different shades of a colour by changing the tone Use colour language e.g. tint, tone, shade. Choose paints and implements appropriately. Associating colours with moods. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Name the primary, secondary and tertiary colours Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Create different shades of a colour by changing the tone Use colour language e.g. tint, tone, shade. Choose paints and implements appropriately. Associating colours with moods. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>Explain the relationships between primary, secondary and tertiary colours Explore a variety of different brushes to see what happens. Create their own colour palette - demonstrating mixing technique Use a range of paint (acrylic, oil paints, water colours) Express with colour - associating colours with moods. Carry out preliminary studies, test media and materials and mix appropriate colours. Create visually interesting pieces Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. Use the language of colour accurately e.g. tint, tone, shade, hue Create imaginative work from a variety of sources. Create shades and tints using black and white. Show an awareness of how paintings are created (composition).</p>	<p>Explain the relationships between primary, secondary and tertiary colours Explore a variety of different brushes to see what happens. Create their own colour palette - demonstrating mixing technique Use a range of paint (acrylic, oil paints, water colours) Express with colour - associating colours with moods. Carry out preliminary studies, test media and materials and mix appropriate colours. Create visually interesting pieces Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. Use the language of colour accurately e.g. tint, tone, shade, hue Create imaginative work from a variety of sources. Create shades and tints using black and white. Show an awareness of how paintings are created (composition).</p>

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<p>Area</p> <p>Printing</p>		<p>Experiment with shape and pattern Look at and create repeated patterns Develop colour and texture within printing. Print onto paper and fabrics Experiment and use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Print on paper and fabric. Use more than one colour to layer in a print Replicate patterns from observations Print by pressing, rolling, rubbing and stamping make printing blocks eg. coiled string glued to a block Make repeated patterns with precision Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Print on paper and fabric. Use more than one colour to layer in a print Replicate patterns from observations Print by pressing, rolling, rubbing and stamping make printing blocks eg. coiled string glued to a block Make repeated patterns with precision Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>		<p>Design and create prints that can; include pattern, repetition, symmetry Print in a variety of ways using made printing blocks Print by pressing, rolling, rubbing or stamping Build up layers and colours/textures. Choose inks and begin to overlay colours. Describe techniques using key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p>

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<p align="center">Area</p> <p>Textiles and collage</p>		<p>Practise textile techniques such as weaving, dyeing and plaiting Weave with paper, fabric or thread Show a pattern by weaving Sort fabrics and threads into different colours and textures Use dye to alter a textile's colour and pattern Decorate and embellish textiles with glue or stitching Use colour, pattern and texture. Create a collage using different materials make shapes using paper, straws and card Sort and arrange materials for a purpose Cut and tear paper, textiles and card for a collage Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Use a variety of techniques, e.g. weaving, fabric crayons, binca, printing, dyeing, weaving Use scissors safely and accurately Develop skills in stitching, cutting and joining. Learn how to thread a needle, cut, glue and trim material. Create collage images from imagination, experience or observation. Use shapes, textures, colour and pattern in a collage Use ancient and traditional techniques (weaving, felting) Begin to experiment with overlapping and layering Create textured collages from a variety of media. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Make a simple mosaic.</p>			<p>Use a variety of techniques, inc. printing, dyeing, batique, quilting, tie-dyeing, weaving, fabric crayons and wax or oil resist, embroidery and appliqué. Collate samples of textures, fabrics and other materials Continue developing skills in stitching, cutting and joining. Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles. Use a range of media to create collage Use overlapping and layering Refine and alter ideas and explain choices using art vocabulary. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and justify their choices</p>

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<p>Area</p> <p>3D Form</p>	<p>Use a variety of materials for sculpting - natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use dough, plasticine or clay to make products</p> <p>Experiment with joining and constructing</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>Use a variety of shapes, including lines and texture - scoring</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>Understand the safety and basic care of materials and tools.</p>			<p>Use a variety of materials for sculpting.</p> <p>Create a clay pot</p> <p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Develop skills in using clay inc. slabs, coils, slips</p> <p>Begin to understand how to decorate sculptures - add materials to the sculpture to create detail</p> <p>Begin to add texture.</p> <p>Use a variety of tools to support the learning of techniques and to add detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Make a simple papier mache object.</p> <p>Plan, design, make and adapt models.</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>Create sculpture and constructions with increasing independence.</p> <p>Use a variety of materials for sculpting</p> <p>Plan and design a sculpture through drawing and other preparatory work.</p> <p>Be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Experiment and develop constructing and joining skills, e.g. using wire, coils, slabs and slips</p> <p>Select and use different tools with clay.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Use materials other than clay to create a 3D sculpture;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p>	

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<p>Area</p> <p>Work of other artists</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>Continue to study the works of famous artists. Have opportunities to offer opinion and to compare and contrast artists.</p> <p>Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>Use inspiration from famous artists/movements to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Continue to study the works of famous artists. Have opportunities to offer opinion and to compare and contrast artists.</p> <p>Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>Use inspiration from famous artists/movements to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Continue to learn from the works of famous artists. Give detailed observations about notable artists', artisans' and designers' work</p> <p>Offer facts about notable artists', artisans' and designers' lives;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Continue to learn from the works of famous artists. Give detailed observations about notable artists', artisans' and designers' work</p> <p>Offer facts about notable artists', artisans' and designers' lives;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>