

Art Overview

	EYFS	Year 1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 6
<div>Exploring and Developing Ideas</div> <div>KS1 - about 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.</div> <div>KS2 -about great artists, architects and designers in history.</div> <div>KS2 -to create sketch books to record their observations and use them to review and revisit ideas</div>	<div><u>Development matters</u></div> <div>Take opportunities in class to highlight a child’s interests, showing you know them and about them.</div> <div>Make sure children are encouraged to listen to each other as well as the staff.</div> <div>Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</div> <div>Undertake specific activities that encourage talk about feelings and their opinions.</div> <div>Have high expectations for children following instructions, with high levels of support when necessary.</div>	<div>Record and explore ideas from first hand observations.</div> <div>Ask and answer questions about the starting points for their work.</div> <div>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</div>	<div>Record and explore ideas from first hand observations.</div> <div>Ask and answer questions about the starting points for their work.</div> <div>Develop their ideas – try things out, change their minds.</div>	<div>Develop their ideas – try things out, change their minds.</div> <div>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</div>	<div>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</div> <div>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</div>	<div>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</div> <div>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</div> <div>Question and make thoughtful observations about starting points and select ideas to use in their work.</div>	<div>Question and make thoughtful observations about starting points and select ideas to use in their work.</div> <div>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</div>	<div>Question and make thoughtful observations about starting points and select ideas to use in their work.</div> <div>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</div>	

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<p>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p> <p>Model words and phrases relevant to the area being taught, deliberately and</p>									
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	<p>systematically: “I’m thrilled that everyone’s on time today”, “I can see that you’re delighted with your new trainers”, “Stop shrieking, you’re hurting my ears!”, “What a downpour – I’ve never seen so much rain!”, “It looks as if the sun has caused the puddles to evaporate”, “Have you ever heard such a booming voice?”</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p> <p>Use complete sentences in your everyday talk.</p> <p>Help children build sentences using new vocabulary by rephrasing what they</p>								
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	<p>say and structuring their responses using sentence starters.</p> <p>Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</p> <p><u>Early Learning Goals</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>								
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<p>Evaluating and Developing Work</p> <p><small>KS1 - about 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.</small></p> <p><small>KS2 - about great artists, architects and designers in history.</small></p>	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be</p>	<p>Review what they have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>	<p>Review what they (and others) have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work (and explain their reasoning)..</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change their current work or develop in future work (and explain their reasoning).</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Annotate work in journal.</p> <p>Adapt their work according to their views.</p>	<p>Annotate work in journal.</p> <p>Adapt their work according to their views.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p>

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	<p>solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in</p>								
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<p>their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p><u>Early Learning Goals</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>What this looks like in Reception:</u> Encouraging children to plan, do and review their creations, pictures and illustrations Opportunities for children to share their learning processes.</p>									
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	Opportunities for children to share their outcomes with their teachers and peers.								
Drawing KS1 - to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS2 -to create sketch books to record their observations and use them to review and revisit ideas. KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay]	<p><u>Development matters</u></p> <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently <p>Offer children activities to develop and further</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Lines and Marks (Pollock, Van Gogh) Name, match and draw lines/marks from observations.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Lines and Marks (Pop art, Litchenstein with Rachel List and Hokusai and</p>	<p>Control the types of marks made with the range of media.</p> <p>Lines and Marks (Peter Thorpe, Kandinsky and Tinga African art) Invent new lines.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> <p>Lines and Marks (Paul Klee, Frieda Kahlo) Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil,</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Lines and Marks (Steven Brown and Monet) Make marks and lines with a wide range of</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Lines and Marks (British artists, Constable, Turner and Banks) Experiment with different grades of pencil and other implements to</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Lines, Marks, Tone, Form and Texture</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form and Texture</p>

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	refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.	Form, Shape Tone and Texture	Giuseppe Arcimboldo) Name, match and draw lines/marks from observations. Invent new lines.	Form, Shape Tone and Texture Draw shapes in between objects.	crayon, chalk pastels, pens etc.	drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	create lines and marks.	(Lowry and Beatriz Milhazes) Experiment with wet media to make different marks, lines, patterns, textures and shapes.	(Gaudí and Edouart and Harry Lawrence Oakley) Use dry media to make different marks, lines, patterns and shapes within a drawing.
	Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?	Observe and draw shapes from observations.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Invent new shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Experiment with different grades of pencil and other implements to create lines and marks.	Explore colour mixing and blending techniques with coloured pencils.	Explore colour mixing and blending techniques with coloured pencils.	Start to develop their own style using tonal contrast and mixed media.
	Continuously check how children are	Investigate textures by describing, naming, rubbing, copying.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Investigate textures by describing, naming, rubbing, copying.	Experiment with different grades of pencil and other implements to achieve variations in tone.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground	Perspective and Composition Begin to develop an	Use different techniques for different purposes i.e. shading, hatching within their own work.
			Invent new shapes.	Draw shapes in between objects.	Create textures	Experiment with different grades of			Perspective and Composition

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	<p>holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p> <p><u>Early Learning Goals</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>				<p>with a wide range of drawing implements.</p>	<p>pencil and other implements to achieve variations in tone.</p> <p>Create textures with a wide range of drawing implements</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>and background.</p> <p>Form, Shape Tone and Texture</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Show an awareness of how paintings are created i.e. composition.</p>
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	<p>What it looks like in Reception:</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk)</p> <p>Use drawings to tell a story (retelling or imagination).</p> <p>Investigate different lines (thick, thin, wavy, and straight).</p> <p>Explore different textures. Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers).</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>To be able to communicate something about themselves in their drawing</p> <p>Open ended drawing tools available in multiple areas of provision, both indoor and outdoor</p>								
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<p>Digital Media</p>	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise. Reflect</p>	<p>Explore ideas using digital sources i.e. internet.</p> <p>Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p>	<p>Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, video recorders.</p> <p>Use a simple graphics package to create images and effects - Use basic selection and cropping tools.</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; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p> <p>Use basic selection and</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; lines.</p> <p>Change the type of brush to an appropriate style.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; lines.</p> <p>Change the type of brush to an appropriate style.</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with</p>	<p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose</p>	<p>Record, collect and store visual information using digital cameras etc.</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p>	<p>Use a graphics package to create and manipulate new images.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas.</p>
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	<p>with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</p>			cropping tools.		<p>increased precision.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p>			
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	<p>Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p><u>Early Learning Goals</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>What this looks like in Reception: Use ICT to experiment with drawing lines Use ICT to experiment with different colours and patterns Use of iPads and age appropriate apps</p>								
Painting <small>KS1 - to use painting to develop and share their ideas,</small>	<u>Development matters</u>	Use a variety of tools and techniques	Use a variety of tools and techniques	Work on different scales.	Experiment with different	Experiment with different effects and	Work on a range of scales e.g. thin brush	Develop a painting from a drawing.	Create imaginative work from a

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<p>experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space)</p> <p>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p>	<p>including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p>	<p>including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p>	<p>Name different types of paint and their properties.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p>	<p>effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p>	<p>textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p>	<p>on small picture etc.</p>	<p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p>	<p>variety of sources e.g. observational drawing, themes, poetry, music.</p>
	<p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p>	<p>Work on different scales.</p>	<p>Name different types of paint and their properties.</p>	<p>Create different effects and textures with paint according to what they need for the task.</p>	<p>Work on a range of scales e.g. thin brush on small picture etc.</p>			
	<p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p>	<p>Colour</p> <p>Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p>	<p>Colour</p> <p>Identify primary and secondary colours by name.</p> <p>Mix primary shades and tones.</p>	<p>Colour</p> <p>Mix secondary colours.</p> <p>Texture</p> <p>Create textured paint by adding sand, plaster.</p>	<p>Colour</p> <p>Mix colours and know which primary colours make secondary colours.</p>	<p>Colour</p> <p>Mix colours and know which primary colours make secondary colours.</p>	<p>Colour</p>	<p>Colour</p> <p>Mix and match colours to create</p>	<p>Colour</p> <p>Be able to identify and work with complementary</p>

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	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate</p>	<p>Texture</p> <p>Create textured paint by adding sand, plaster.</p>	<p>Mix secondary colours.</p>		<p>Use more specific colour language.</p>	<p>Use more specific colour language.</p> <p>Mix and use tints and shades.</p>	<p>Mix and use tints and shades.</p> <p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p>	<p>atmosphere and light effects.</p>	<p>and contrasting colours.</p>
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<p>inspiration and conversation about art and artists.</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently <p>Offer children activities to develop and further refine their small motor skills.</p> <p>Suggestions: threading and sewing, woodwork, pouring, stirring, dancing</p>									
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<p>with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical</p>									
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<p>skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p><u>Early Learning Goals</u></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>									
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	<p>colour, design, texture, form and function.</p> <p><u>What this looks like in Reception:</u></p> <p>Opportunities to experiment with primary colours Experiment with mixing colours independently Name colours Learn the names of different tools Use a range of different tools Topic based painting opportunities Free-choice painting Creating natural painting tools Looking at artists to inspire and create own representations</p>								
Printing	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p>	<p>Take simple prints i.e. mono - printing</p> <p>Design more repetitive patterns</p>	<p>Create printing blocks using a relief</p> <p>Design and create <i>complex</i></p>	<p>Create printing blocks using a relief</p> <p>Design and create <i>complex</i> repeating patterns</p>	<p>Use relief or impressed method</p> <p>Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p>	<p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens,</p>

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	<p>and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Build repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p> <p>Texture</p> <p>Make rubbings to collect</p>	<p>Build and design repeating patterns and recognise pattern in the environment</p> <p>Make simple marks on rollers and printing palettes</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple printing blocks with press print</p>	<p>Colour</p> <p>Experiment with overprinting motifs and colour</p> <p>Texture</p> <p>Investigate textures by describing, naming, rubbing, copying. (rubbings)</p>	<p>repeating patterns</p>	<p>Print with two colour overlays</p> <p>Use relief or impressed method</p>			<p>colour pens and paints</p>
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	<p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p>Before teaching children the correct pencil grip and posture for writing,</p>	textures and patterns	<p>Take simple prints i.e. mon-printing</p> <p>Colour Experiment with overprinting motifs and colour.</p>						
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	<p>or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently <p>Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction</p>								
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	<p>kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>								
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<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p><u>Early Learning Goals</u></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>What this looks like in Reception:</u></p> <p>Painting resources varied and topic based – printing with vehicles,</p>									
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Art Overview

	vegetables, coins, mathematical tools etc. Printing with natural objects Printing opportunities indoor/outdoor Paint Malleable materials Fabric printing Rangoli Pattern printing								
Textiles <small>KS1 - to use a range of materials creatively to design and make products</small>	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration</p>	<p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply shapes by stitching</p> <p>Create cords and plaits for decoration</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>	<p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p>	<p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

Art Overview

	<p>solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss</p>	<p>using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Colour</p> <p>Apply colour with printing, dipping,</p>						
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Art Overview

	<p>children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p><u>Early Learning Goals</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>What this looks like in Reception:</u></p> <p>Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.</p> <p>Simple weaving.-</p> <p>Experiment with different textures, including sensory experiences</p> <p>Explore how media and materials can be changed</p>		<p>fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>							
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Art Overview

<p>3D</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how</p>	<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>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and</p>	<p>Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading</p> <p>Form</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Texture</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Explore sculpture with a range of malleable media</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Texture</p>	<p>Plan, design and make models from observation or imagination</p> <p>Use papier mache to create a simple 3D object</p>	<p>Plan, design and make models from observation or imagination</p> <p>Use papier mache to create a simple 3D object</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 recycled materials to create sculptures</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>Shape, form, model and construct from observation .</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</p> <p>Produce intricate patterns and textures in a malleable media</p>
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Art Overview

	<p>to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p><u>Early Learning Goals</u></p>	<p>manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p>		<p>Change the surface of a malleable material e.g. build a textured tile</p>						
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Art Overview

	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>What this looks like in Reception</u> Handle, feel and manipulate, pull apart and reconstruct materials. Construct and build from simple objects. Shape and model from observation and imagination. -Impress and apply simple decoration. Construction areas – indoor/outdoor Box Modelling Malleable opportunities – playdough/clay</p>								
Collage	<p><u>Development matters</u></p> <p>Teach children to develop their colour-mixing techniques to enable them to match</p>	Create images from a variety of media e.g. photocopies material, fabric, crepe	Create images from a variety of media e.g. photocopies material, fabric, crepe	Fold, crumple, tear and overlap papers.	Experiment with a range of collage techniques such as tearing, overlapping	Experiment with a range of collage techniques such as tearing, overlapping and layering to	Use collage as a means of collecting ideas and information and building a	Use a range of media to create collages. Use different techniques, colours and	Add collage to a painted, printed or drawn background

Art Overview

<p>the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>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>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Shape</p>	<p>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>Colour</p> <p>Collect, sort, name match colours appropriate for an image</p>	<p>Work on different scales</p>	<p>and layering to create images and represent textures.</p>	<p>create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Use different techniques and colours when designing and making pieces of work</p>	<p>visual vocabulary.</p> <p>Use different techniques and colours when designing and making pieces of work</p>	<p>textures etc when designing and making pieces of work</p>	<p>Use collage as a means of extending work from initial ideas</p>
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Art Overview

	<p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> <p>Before teaching children the correct pencil grip and posture for writing,</p>	<p>Create and arrange shapes appropriately</p> <p>Texture</p> <p>Create, select and use textured paper for an image</p>	<p>Shape</p> <p>Create and arrange shapes appropriately</p> <p>Texture</p> <p>Create, select and use textured paper for an image</p>						
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Art Overview

<p>or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently <p>Offer children activities to develop and further refine their small motor skills.</p> <p>Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction</p>									
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Art Overview

<p>kits and malleable materials like clay.</p> <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p>									
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Art Overview

<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p><u>Early Learning Goals</u></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>What it looks like in Reception:</u> Create simple collages using fabric, paper,</p>									
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Art Overview

	<p>pasta, beans and larger tactile things.</p> <p>Open ended resources for children to explore in the workshop area to promote collage.</p> <p>Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials.</p>								
Vocabulary	<p><u>Drawing</u> Thick, thin, wavy, straight, pencil</p> <p><u>Digital Media</u> Computer, iPad, laptop, pen, mouse</p> <p><u>Painting</u></p>	<p><u>Drawing</u> light and dark lines, textures.</p> <p><u>Digital media</u> Manipulate.</p> <p><u>Painting</u></p>	<p><u>Drawing</u> invent, surface, light and dark lines, textures, rubbing, copying.</p> <p><u>Digital media</u> Graphics, manipulate, cropping.</p> <p><u>Painting</u></p>	<p><u>Drawing</u> Invent, surface, rubbing, copying</p> <p><u>Digital media</u> Graphics, cropping.</p> <p><u>Painting</u></p>	<p><u>Drawing</u> Observation, Surface detail, journals.</p> <p><u>Digital media</u> Record, precision.</p> <p><u>Painting</u></p>	<p><u>Drawing</u> Observation, Surface detail, journals, grades of pencil, third dimension, tone.</p> <p><u>Digital media</u> Record, precision, filters.</p> <p><u>Painting</u> Colour blocking,</p>	<p><u>Drawing</u> Grades of pencil, third dimension, tone, close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point.</p> <p><u>Digital media</u> filters.</p> <p><u>Painting</u></p>	<p><u>Drawing</u> Close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point.</p> <p><u>Digital media</u> Scan</p> <p><u>Painting</u></p>	<p><u>Drawing</u> Composition, scale and proportion, foreground, middleground, background perspective.</p> <p><u>Digital media</u> Digital layering</p> <p><u>Painting</u></p>

Art Overview

	Brush, colour, texture, shape, size, tools, mix	Brush size, poster paint, primary and secondary colours (by name), textured paint.	Brush size, brush type, scraping, watercolour, poster paint, primary and secondary colours (by name), shades and tones, textured paint.	brush type, scraping, watercolour, shades and tones.	Colour blocking, washes, thickening paint,	washes, thickening paint, scales, tints and shades.	Scales, tints and shades complimentary and contrasting colours.	Complimentary and contrasting colours.	Preliminary study, atmosphere, light effects.
	<u>Printing</u> Print, media, experiment, technique	<u>Printing</u> Hard and soft materials, rollers.	<u>Printing</u> Hard and soft materials, rollers, monoprint, overprinting.	<u>Printing</u> monoprint, overprinting.	<u>Printing</u> Printing blocks, repeating patterns, two colour overlays.	<u>Printing</u> Printing blocks, repeating patterns, two colour overlays.	<u>Printing</u> repeating patterns, two colour overlays, simplifying,	<u>Printing</u> Simplifying	<u>Printing</u> relief or impress.
	<u>Textiles</u> Fabric, decorate, join,	<u>Textiles</u> Fabrics, texture, pulling, twisting,	<u>Textiles</u> Fabrics, threads, texture, pulling, twisting, plaiting, weaving.	<u>Textiles</u> threads, plaiting, weaving.	<u>Textiles</u> knotting, fraying,	<u>Textiles</u> knotting, fraying, fringing.	<u>Textiles</u> fringing overlap, layer.	<u>Textiles</u> overlap, layer	<u>Textiles</u> Grades of thread and needles, batik.
						<u>3D</u>			

Art Overview

	<u>3D</u> Clay, experiment, plasticine, dough, model, materials,	<u>3D</u> kneading, sculpture, joining, 2D shapes.	<u>3D</u> kneading, sculpture, joining, natural and man-made materials, 2D shapes.	<u>3D</u> Malleable, natural and man-made materials,	<u>3D</u> base, papier mache.	base, papier mache. surface pattern.	<u>3D</u> surface pattern, intricate.	<u>3D</u> intricate.	<u>3D</u> slabs, coil, slips,
		<u>Collage</u> Sort, group,	<u>Collage</u> Sort, group, fold, crumple,	<u>Collage</u> fold, crumple,	<u>Collage</u> Tear, overlap, layer.	<u>Collage</u> Tear, overlap, layer.			
<u>Breakdown of skills in each unit</u>									

Art Overview

	<u>EYFS units</u>	<u>Year 1 units</u>	<u>Year 1/2 units</u>	<u>Year 2 units</u>	<u>Year 3 units</u>	<u>Year 3/4 units</u>	<u>Year 4 units</u>	<u>Year 5 units</u>	<u>Year 6 units</u>
	<p>The development matters and early learning goals as stated above in the skills development overview are taught and recapped upon throughout the year in EYFS. This is done in an open setting and as such it is not appropriate to list specific lesson outcomes and associated development matter and early learning goals, specific to Art.</p> <p>The above summary contains an explanation of how skills in Art are developed throughout the year in EYFS.</p>	<p>Can I make art from the things around me?</p> <p>Artist focus/theme: Natural world</p> <p>Drawing, collage, printing</p> <p>L1 Can I make a rubbing?</p> <p>Exploring and Developing Ideas <i>Record and explore ideas from first-hand observations.</i></p> <p>Printing <i>Make rubbings to collect</i></p>	<p>Can I make an animal?</p> <p>Artist focus/theme: Links to Science topic Animals including Humans</p> <p>3D</p> <p>L1 Can I use the natural world to inspire me?</p> <p>Exploring and Developing Ideas Year 1 <i>Ask and answer questions about the starting points for their work.</i></p>	<p>Can I make a beach hut flag to stand out from the crowd?</p> <p>Artist focus/theme: DT topic through which the following Textiles Art KLIPS are taught</p> <p>See DT overview for lesson sequence.</p> <p>Textiles <i>Apply decoration using beads, buttons, feathers etc</i></p> <p>Textiles <i>Apply shapes by stitching</i></p>	<p>Can I camouflage an animal in my painting?</p> <p>Artist focus/theme: Henri Rousseau</p> <p>Drawing and painting</p> <p>L1 Can I make opinions and observations on an artist's work?</p> <p>Exploring and Developing Ideas <i>Explore the roles and purposes of artists, craftspeople and designers working in different</i></p>	<p>Artist focus/theme: Monet</p> <p>Drawing, painting and printing</p> <p>L1 How do artists create atmosphere?</p> <p>Painting Year 3 <i>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</i></p> <p>Painting Year 4 <i>Work on a range of scales e.g. thin brush on small picture etc.</i></p>	<p>Who is the most significant British Artist? Artist focus/theme: Banksy, Constable, Turner</p> <p>Drawing and painting</p> <p>L1 Why was Turner called the painter of light?</p> <p>Exploring and Developing Ideas <i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p>	<p>How did the Industrial Revolution change the landscape in Salford?</p> <p>Artist focus/theme: Lowry</p> <p>Drawing, painting and 3D</p> <p>L1. Can I collect and develop ideas based on the style of LS Lowry?</p> <p>Exploring and Developing Ideas <i>Select and record from first hand observation, experience and imagination,</i></p>	<p>Does art need to be detailed to be thought-provoking? Artist focus/theme: War Silhouette Art Harry Lawrence Oakley Augustin Edouart</p> <p>Drawing, collage, digital media and painting</p> <p>L1 Can I compare ideas methods and approaches in my own and others' work and say what I think and feel about it?</p>

Art Overview

		<p>textures and patterns</p> <p>Drawing Investigate textures by describing, naming, rubbing, copying. Investigate textures by describing, naming, rubbing, copying.</p> <p>L2 Can outside inspire me to draw?</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p>	<p>Exploring and Developing Ideas Year 2 Develop their ideas – try things out, change their minds</p> <p>L2 & 3 Can I use clay to make an animal?</p> <p>3D Year 1 Manipulate malleable materials for a purpose in a variety of ways including rolling and kneading Form</p> <p>3D Year 1 Experiment</p>	<p>Textiles Create cords and plaits for decoration – hair, belt, bag, jewellery</p> <p>What makes an artist?</p> <p>Artist focus/theme: Kandinsky</p> <p>Drawing and painting</p> <p>L1 Can I tell you about Kandinsky?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from</p>	<p>times and cultures</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Drawing Use journals to collect and record visual information.</p> <p>L2 Am I able to mix colours to make tints?</p> <p>Painting Mix colours and know which primary</p>	<p>Evaluating and developing work Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Evaluating and developing work Year 4 Annotate work in your journal.</p> <p>L2 Which artists create atmosphere using light?</p> <p>Exploring and Developing Ideas Year 3 Select and record from first hand observation, experience and imagination, and</p>	<p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Drawing Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Drawing Draw for a sustained period of time at an appropriate level.</p>	<p>and explore ideas for different purposes.</p> <p>Drawing Work in a sustained and independent way to create a detailed drawing.</p> <p>Drawing Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>L2 Can I experiment with wet media to make different lines, marks, patterns, textures and shapes?</p>	<p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work</p>
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Art Overview

		<p>Drawing Name, match and draw lines/marks from observations.</p> <p>Drawing Draw on different surfaces with a range of media.</p> <p>Drawing Form, Shape Tone and Texture</p> <p>Drawing Observe and draw shapes from observations.</p> <p>Drawing Investigate tone by drawing light/dark lines, light/dark</p>	<p>with constructing and joining recycled, natural and manmade materials.</p> <p>3D Year 2 Change the surface of a malleable material e.g. build a textured tile</p> <p>L4 – What do I think of my art?</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and</p>	<p>different times and cultures for differences and similarities.</p> <p>Exploring and Developing Ideas Develop their ideas – try things out, change their minds.</p> <p>L2 Can I continue a Kandinsky painting in an abstract style?</p> <p>Drawing Control the types of marks made with the range of media.</p>	<p>colours make secondary colours.</p> <p>Painting Use more specific colour language.</p> <p>L3 Can I create foliage using different textures and media?</p> <p>Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>L4 Can I experiment with different</p>	<p>explore ideas for different purposes.</p> <p>Exploring and Developing Ideas Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Evaluating and developing work Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Evaluating and developing work Year 4</p>	<p>Evaluating and Developing Work Annotate work in journal.</p> <p>Evaluating and Developing Work Adapt their work according to their views.</p> <p>L2 Constable – How did Constable portray life in Britain?</p> <p>Drawing Apply tone in a drawing in a simple way.</p> <p>Painting Work on a range of scales e.g. thin brush on small picture etc.</p>	<p>Drawing Lines, Marks, Tone, Form and Texture: Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Painting Colour: Mix and match colours to create atmosphere and light effects.</p> <p>Painting Develop a painting from a drawing.</p> <p>Painting Carry out preliminary studies, trying out different media and</p>	<p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>L2 Can I Experiment with wet media to make different marks, lines, patterns, textures and shapes?</p> <p>Drawing Show an awareness of how paintings are created i.e. Composition.</p> <p>Painting Mix and match colours to create atmosphere and light effects</p>
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Art Overview

		<p>patterns, light/dark shapes.</p> <p>L3 Can I create collage from natural materials?</p> <p>Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Drawing Lines and Marks</p> <p>Collage Arrange and glue materials to different backgrounds</p>	<p>Developing Work Identify what they might change in their current work or develop in future work.</p> <p>What colour is the sea?</p> <p>Artist focus/theme: Painting – The Great Wave off Kanagawa by Katsushika Hokusai</p> <p>Drawing and painting</p> <p>L1 Who drew the Great Wave?</p> <p>Drawing Year 1 Name, match and draw</p>	<p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>L3 Can I make tertiary colours?</p> <p>Painting Work on different scales. (draw in sketch books and on A3/A2)</p> <p>Painting Name different types of paint and their properties.</p> <p>Painting</p>	<p>effects and textures?</p> <p>Drawing Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Drawing Experiment with ways in which surface detail can be added to drawings.</p> <p>L5 Am I able to recreate a piece of Henri Rousseau's art work?</p> <p>Drawing Experiment with different grades of pencil and</p>	<p>Annotate work in your journal</p> <p>Painting Year 3 Create different effects and textures with paint according to what they need for the task.</p> <p>Painting Year 4 Mix and use tints and shades.</p> <p>L3 Can I begin to create atmosphere using different effects and textures?</p> <p>Painting Year 3 Experiment with different effects and textures including blocking in colour, washes, thickened paint</p>	<p>Painting Mix and use tints and shades.</p> <p>L3 Banksy – How does Banksy reflect modern life?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and</p>	<p>materials and mixing appropriate colours.</p> <p>L3 Can I mix and match colours to create atmosphere and light effects?</p> <p>Painting Develop a painting from a drawing.</p> <p>Painting Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Painting Colour: Mix and match colours to</p>	<p>L3 Can I question and make thoughtful observations about starting points and select ideas to use in their work?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>L4 Can I create a background for my final piece?</p> <p>Drawing Show an awareness of how paintings</p>
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Art Overview

		<p>Collage Sort and group materials for different purposes e.g. colour texture Colour</p> <p>Collage Collect, sort, name match colours appropriate for an image</p> <p>L4 Can I be inspired by Kirsten Bailey?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from</p>	<p>lines/marks from observations. Invent new lines.</p> <p>Drawing Year 2 Invent new shapes.</p> <p>Drawing Year 2 Draw shapes in between objects.</p> <p>L2 Can I draw in the style of Hokusai?</p> <p>Drawing Year 1 Observe and draw shapes from observations.</p> <p>Drawing Year 2 Invent new shapes.</p>	<p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Painting Mix secondary colours.</p> <p>L4 Can I create a textured piece of art?</p> <p>Painting Create textured paint by adding sand, plaster. (texture for the centre of flower-paint over –silk, cotton. Add into paint –</p>	<p>other implements to draw different forms and shapes.</p> <p>Drawing Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Drawing Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>L6 Can I create a Rosseau inspired piece of art</p>	<p>creating textural effects.</p> <p>Painting Year 3 Mix colours and know which primary colours make secondary colours.</p> <p>Painting Year 3 Use more specific colour language</p> <p>Painting Year 3 Create different effects and textures with paint according to what they need for the task.</p> <p>Painting Year 4 Mix and use tints and shades.</p> <p>Painting Year 4 Work on a range of scales e.g. thin</p>	<p>imagination, and explore ideas for different purposes.</p> <p>L4 How do I sketch in the style of...? (Focus on sketching - children will choose one of the three studied artists)</p> <p>Drawing Begin to show an awareness of objects having a third dimension.</p> <p>Drawing Apply a simple use of pattern and texture in a drawing.</p> <p>L5 How do I sketch in the style of...?</p>	<p>create atmosphere and light effects.</p> <p>L4 Can I draw in an independent way?</p> <p>Drawing Work in a sustained and independent way to create a detailed drawing.</p> <p>Drawing Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>Drawing Perspective and Composition: Begin to</p>	<p>are created i.e. Composition.</p> <p>Painting Mix and match colours to create atmosphere and light effects</p> <p>L5 Can I compose my final piece?</p> <p>Drawing Work from a variety of sources including observation, photographs and digital images.</p> <p>Drawing Begin to use simple perspective in their work using a single focal point and horizon.</p>
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Art Overview

		<p>different times and cultures for differences and similarities.</p> <p>Collage Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Collage Create and arrange shapes appropriately</p> <p>Collage Create, select and use textured paper for an image</p>	<p>Drawing Year 2 Draw shapes in between objects</p> <p>L3 What makes the best wave?</p> <p>Painting Year 1 Use a variety of tools and techniques including different brush sizes and types.</p> <p>Painting Year 1 Mix primary shades and tones.</p> <p>Painting Year 1 Mix and match colours to artefacts and objects.</p>	<p>rice, sand, beans etc)</p> <p>Drawing Draw shapes in between objects.</p> <p>Drawing Invent new shapes.</p> <p>L5 Can I help make a Kandinsky-inspired mural?</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work (and explain their reasoning).</p>	<p>for our class gallery?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Drawing Create textures with a wide range of drawing implements.</p> <p>Painting Create different effects and textures with paint according to</p>	<p>brush on small picture etc.</p> <p>L4 Can I use the techniques I have learned to produce my own still life art?</p> <p>Drawing Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Year 3 Use journals to collect and record visual information from different sources.</p> <p>Drawing Year 3 Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p>	<p>(Focus on painting)</p> <p>Painting Develop a painting from a drawing.</p> <p>Painting Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Painting Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Painting Mix and use tints and shades.</p> <p>L6 How do I sketch in the</p>	<p>develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>L5 Can I shape, form, model and construct from observation or imagination?</p> <p>3D Shape, form, model and construct from observation or imagination.</p> <p>3D Use recycled, natural and man - made materials to create sculptures</p>	<p>Collage Add collage to a painted, printed or drawn background.</p> <p>Collage Use collage as a means of extending work from initial ideas.</p> <p>L6 Can I use a graphics package to enhance my work?</p> <p>Media Use a graphics package to create and manipulate new images.</p> <p>Media Understand that a digital image is created by layering.</p>
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Art Overview

		<p>L5 Can I use collage and natural materials to create my own tree?</p> <p>Collage Arrange and glue materials to different backgrounds</p> <p>Collage Sort and group materials for different purposes e.g. colour texture Colour</p> <p>L6 What does printing look like?</p> <p>Printing Make simple marks on rollers and</p>	<p>Painting Year 2 Work on different scales.</p> <p>Painting Year 2 Name different types of paint and their properties.</p> <p>Painting Year 2 Identify primary and secondary colours by name.</p> <p>Painting Year 2 Mix secondary colours.</p> <p>L4 Can I investigate shades of a colour?</p>	<p>What does space look like to you?</p> <p>Artist focus/theme: Peter Thorpe</p> <p>Drawing, digital media and printing</p> <p>L1 Who is Peter Thorpe?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p><i>what they need for the task.</i></p> <p>Can I make my picture jump out at me?</p> <p>Artist focus/theme: Frieda Kahlo</p> <p>Collage, drawing and digital media</p> <p>L1 Can I make first hand observations about an artist?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and</p>	<p>Drawing Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Drawing Year 4 Apply tone in a drawing in a simple way.</p> <p>Drawing Year 4 Apply a simple use of pattern and texture in a drawing.</p> <p>L5 & 6 Can I create an image based on The Mousehole Cat?</p> <p>From planning: "Children are to draw first any outlines faintly and then paint using water colours.</p>	<p>style of...? (Focus on evaluation)</p> <p>Evaluating and Developing Work Annotate work in journal.</p> <p>Evaluating and Developing Work Adapt their work according to their views.</p> <p>What is art?</p> <p>Artist focus/theme: Link to literacy text The Dragon Slayer</p> <p>Drawing, digital media and collage</p>	<p>L6 Can I use recycled, natural and man made materials to create a sculpture?</p> <p>3D Use recycled, natural and man - made materials to create sculptures</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>Can I use complimentary and contrasting</p>	<p>Media Create layered images from original ideas.</p> <p>How was Gaudi's art and craft influenced by nature?</p> <p>Artist focus/theme: Gaudi</p> <p>Drawing, 3D</p> <p>L1 & 2 What is Gaudi's art?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p>
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Art Overview

		<p>printing palettes</p> <p>Printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Printing Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and</p>	<p>Painting Year 1 Mix primary shades and tones.</p> <p>Painting Year 1 Mix and match colours to artefacts and objects.</p> <p>Painting Year 2 Mix secondary colours.</p> <p>Evaluating and Developing Work Year 1 Review what they have done and say what they think and feel about it.</p> <p>Evaluating and</p>	<p>Drawing Control the types of marks made with the range of media.</p> <p>Drawing Lines and Marks</p> <p>Drawing Invent new lines.</p> <p>Drawing Draw on different surfaces with a range of media.</p> <p>L2 Can I use mono printing and tone to create different effects?</p> <p>Exploring and</p>	<p>imagination, and explore ideas for different purposes.</p> <p>L2 & 3 Can I experiment with ways details can be added to drawings?</p> <p>Drawing Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information.</p> <p>Drawing Experiment with different grades of pencil and other implements to draw different</p>	<p>Use the range of techniques covered in previous lessons."</p> <p>How do techniques affect a finished product?(Taught through DT unit – see DT overview for lesson breakdown)</p> <p>Textiles</p> <p>Textiles Year 3 Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Textiles Year 3 Match the tool to the material.</p> <p>Textiles</p>	<p>L1 Can I use different grades of pencil to create lines, marks, and textures?</p> <p>Drawing Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>L2 Can I construct and draw a still life scene using my own ideas and tools for different purposes?</p> <p>Drawing Experiment with different grades of pencil and</p>	<p>colours in a collage?</p> <p>Space Collage</p> <p>Painting, Printing, Collage</p> <p>L1 Can I collect and develop ideas based on space artwork?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Painting Develop a painting from a drawing.</p>	<p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing Work Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Drawing Use different techniques for different purposes i.e. shading, hatching within</p>
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Art Overview

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Art Overview

		<p><i>Review what they have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>Could my Christmas Card be sold in a shop?</p> <p>Artist focus/theme: Yayoi Kasuma and Jackson Pollock - Christmas</p> <p>Drawing and 3D</p>	<p><i>including different brush sizes and types.</i></p> <p>Painting Year 2 <i>Work on different scales.</i></p> <p>Painting Year 2 <i>Mix secondary colours.</i></p> <p>Evaluating and Developing Work Year 1 <i>Review what they have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work Year 2</p>	<p><i>motifs and colour</i></p> <p>Evaluating and Developing Work <i>Review what they and others have done and say what they think and feel about it.</i></p> <p>L4 Can I create a repetitive pattern and a moon footprint?</p> <p>Drawing <i>Investigate textures by describing, naming, rubbing, copying. (rubblings)</i></p> <p>Printing</p>	<p><i>a wide range of drawing implements.</i></p> <p>L5 Can I use graphics and digital software to present images?</p> <p>Digital Media <i>Present recorded visual images using software.</i></p> <p>Digital Media <i>Use a graphics package to create images and effects with; lines .</i></p> <p>Digital Media <i>Change the type of brush to an</i></p>	<p><i>different purposes.</i></p> <p>Exploring and Developing Ideas Year 4 <i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p>L3 & 4 Can I create a sculpture in the style of Henry Moore?</p> <p>3D Year 3 <i>Plan, design and make models from observation or imagination.</i></p> <p>3D Year 3 <i>Use papier mache to create a simple 3D object.</i></p>	<p><i>Begin to show an awareness of objects having a third dimension.</i></p> <p>Exploring and Developing Ideas <i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p>Exploring and Developing Ideas <i>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</i></p>	<p>Evaluating and Developing Work <i>Adapt their work according to their views and describe how they might develop it further.</i></p> <p>L3 Can I use a range of media to create a collage?</p> <p>Collage <i>Use a range of media to create collages.</i></p> <p>Collage <i>Use different techniques, colours and textures etc when designing and making pieces of work</i></p>	<p>(written, sketch, exploded views)</p> <p>Exploring and Developing Ideas <i>Question and make thoughtful observations about starting points and select ideas to use in their work.</i></p> <p>L5 Can I use a coil technique?</p> <p>3D <i>Plan a sculpture through drawing and other preparatory work.</i></p> <p>Drawing <i>Identify artists who have worked in a similar way to</i></p>
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Art Overview

		<p>L1 What style does Kasuma use?</p> <p>Exploring and Developing Ideas Record and explore ideas from first-hand observations.</p> <p>Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Drawing Lines and Marks</p> <p>Drawing</p>	<p>Identify what they might change in their current work or develop in future work. (and explain their reasoning)</p> <p>Who was Roy Lichtenstein?</p> <p>Artist focus/theme: Roy Lichtenstein</p> <p>Digital media and drawing</p> <p>L1 Who is Roy Lichtenstein and what is pop art?</p> <p>Drawing Year 1 Observe and draw shapes</p>	<p>Design more repetitive patterns</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>L5 Can I use Purple Mash to create a Peter Thorpe style piece of Space Art?</p> <p>Digital Media Record visual information using digital cameras, video recorders.</p> <p>Digital Media</p>	<p>appropriate style.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>What would it look like if we brought the Stone Age to class 6?</p> <p>Artist focus/theme: The Stone Age</p> <p>Drawing and 3D</p>	<p>3D Year 4 Create surface patterns and textures in a malleable material.</p> <p>3D Year 4 Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>L5 What do I and my peers think of my completed piece?</p> <p>Evaluating and developing work Year 3 Compare ideas, methods and approaches in their own and others' work and say what they</p>	<p>Evaluating and Developing Work Annotate work in journal.</p> <p>L4 Can I use collage to collect ideas for my own work?</p> <p>Collage Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Collage Use different techniques and colours when designing and making pieces of work</p> <p>L5 Can I use digital media</p>	<p>L4 Can I use relief or impressed printing methods?</p> <p>Printing Use relief or impressed method</p> <p>L5 Can I create printing blocks by simplifying an initial journal idea?</p> <p>Printing Create printing blocks by simplifying an initial journal idea</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they</p>	<p>their own work.</p> <p>3D Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>L6 Can I make a Gaudi-inspired jar?</p> <p>3D Produce intricate patterns and textures in a malleable media</p> <p>3D Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and</p>
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Art Overview

		<p>Name, match and draw lines/marks from observations.</p> <p>Drawing Observe and draw shapes from observations</p> <p>L2 Can I create rain water?</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p> <p>Drawing Draw on different surfaces with a range of media.</p>	<p>from observations.</p> <p>L2 & 3 What techniques are used to create pop art?</p> <p>Drawing Year 1 Name, match and draw lines/marks from observations.</p> <p>Drawing Year 2 Year 2 Invent new lines.</p> <p>Drawing Year 2 Invent new shapes.</p> <p>Drawing Year 2 Draw shapes in between objects.</p>	<p>Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images.</p> <p>Digital Media Use basic selection and cropping</p> <p>L6 Can I produce a piece of Art in the style</p>	<p>L1 Can I make first hand observations about art?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Drawing Experiment with different grades of pencil and other implements to draw different forms and shapes.</p>	<p>think and feel about them.</p> <p>Evaluating and developing work Year 4 Annotate work in your journal.</p> <p>How is light and colour used to create impressions on the water?</p> <p>Can I replicate a McCoo?</p> <p>Artist focus/theme: Steven Brown</p> <p>Drawing, Collage, Digital Media</p> <p>L1 What is the art of Steven Brown?</p> <p>Exploring and Developing Ideas</p>	<p>to experiment with colours, textures, filters and lines?</p> <p>Digital Media Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Digital Media Create shapes by making selections to cut, duplicate and repeat.</p> <p>Digital Media Experiment with colours and textures by using effects and simple filters to manipulate and create</p>	<p>might develop it further.</p> <p>L6 Can I develop a painting from a drawing?</p> <p>Painting Develop a painting from a drawing.</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p> <p>Can I use Maths in my artwork?</p> <p>Artist/theme: Beatriz Milhazes</p> <p>Drawing, Digital Media</p>	<p>others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Is there a place in the modern world for traditional methods of printing and textiles?</p> <p>Artist focus/theme: Batik</p> <p>L1 What are the features of Islamic Art?</p> <p>Exploring and Developing Ideas Question and make</p>
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Art Overview

		<p>Evaluating and Developing Work <i>Review what they have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>L3 What is the art of Jackson Pollock like?</p> <p>Drawing <i>Investigate tone by drawing light/dark lines,</i></p>	<p>L4 Can I create digital art in the style of Roy Lichtenstein?</p> <p>Digital media Year 1 <i>Explore ideas using digital sources i.e. internet.</i></p> <p>Digital media Year 2 <i>Record visual information using digital cameras, video recorders.</i></p> <p>Digital media Year 2 <i>Use a simple graphics package to create images and effects - Use basic selection and</i></p>	<p>of Peter Thorpe?</p> <p>Drawing <i>Form, Shape Tone and Texture</i></p> <p>Drawing <i>Draw shapes in between objects.</i></p> <p>Drawing <i>Invent new shapes</i></p> <p>Evaluating and Developing Work <i>Review what they and others have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work</p>	<p>Drawing <i>Use journals to collect and record visual information from different sources.</i></p> <p>L2 Can I create cave art images?</p> <p>Drawing <i>Experiment with ways in which surface detail can be added to drawings.</i></p> <p>Drawing <i>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i></p>	<p>Year 3 <i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</i></p> <p>Drawing Year 3 <i>Experiment with ways in which surface detail can be added to drawings.</i></p> <p>Drawing Year 4 <i>Experiment with different grades of pencil and other implements to create lines and marks.</i></p> <p>L2 Can I explore and develop ideas?</p> <p>Exploring and Developing Ideas</p>	<p><i>images for a purpose.</i></p> <p>Evaluating and Developing Work <i>Annotate work in journal.</i></p> <p>Evaluating and Developing Work <i>Adapt their work according to their views.</i></p> <p>How did the people of the Indus Valley use printing?</p> <p>Artist focus/theme: History – The Indus Valley</p> <p>L1 What is a printing block?</p>	<p>L1 Can I select and record from first hand observation, experience and imagination, and explore ideas for different purposes?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>L2 Can I develop close observation skills using a variety of view finders?</p>	<p><i>thoughtful observations about starting points and select ideas to use in their work.</i></p> <p>Exploring and Developing Ideas <i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</i></p> <p>Evaluating and Developing Work <i>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</i></p>
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Art Overview

		<p>light/dark patterns, light/dark shapes.</p> <p>Drawing Investigate textures by describing, naming, rubbing, copying.</p> <p>L4 Can I make a Pollock inspired chocolate lollipop?</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences</p>	<p>cropping tools.</p> <p>Can Food be Art?</p> <p>Artist focus/theme:</p> <p>Giuseppe Arcimboldo</p> <p>Drawing, digital media and collage</p> <p>L1 What kind of artist was Giuseppe Arcimboldo?</p> <p>Drawing Year 1 Observe and draw shapes from observations.</p> <p>Drawing Year 2 Invent new shapes.</p>	<p>Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>How is art inspired by culture?</p> <p>Artist focus/theme:</p> <p>Tinga Tinga</p> <p>Drawing, collage, painting and 3D</p> <p>L1 What are the features of tinga tinga art?</p> <p>Exploring and Developing Ideas</p>	<p>L3 Can I create a textured cave wall?</p> <p>Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>3D Use papier mache to create a simple 3D object</p> <p>L4 Can I make my own Stone Age painting tool?</p>	<p>Year 3 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Exploring and Developing Ideas Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Drawing Year 3 Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Drawing Year 3</p>	<p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>L2 Can I create and draw a repeating pattern?</p>	<p>Drawing Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>L3 Can I draw in the style of Beatriz Milhazes?</p> <p>Drawing Lines, Marks, Tone, Form and Texture: Explore colour mixing and blending techniques with coloured pencils.</p> <p>L4 Can I work in a sustained and</p>	<p>L2 Can I apply the features of Islamic Art to my own work?</p> <p>Drawing Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Drawing Start to develop their own style using tonal contrast and mixed media.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about</p>
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Art Overview

		<p>and similarities.</p> <p>3D Explore sculpture with a range of malleable media</p> <p>3D Understand the safety and basic care of materials and tools</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might</p>	<p>Drawing Year2 Draw shapes in between objects.</p> <p>L2 & 3 Can I make fruit faces?</p> <p>Digital media Year 1 Explore ideas using digital sources i.e. internet.</p> <p>Digital media Year 2 Record visual information using digital cameras, video recorders.</p> <p>Digital media Year 2 Use a simple graphics package to create images and</p>	<p>Develop their ideas – try things out, change their minds.</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>L2 Can I use collage to create a background?</p> <p>Collage Fold, crumple, tear</p>	<p>3D Plan, design and make models from observation or imagination.</p> <p>3D Use papier mache to create a simple 3D object</p> <p>L5 Can I produce my piece of Stone Age inspired art?</p> <p>Drawing Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Make marks and lines with a wide</p>	<p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Drawing Year 3 Create textures with a wide range of drawing implements.</p> <p>Drawing Year 3 Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Drawing Year 4 Apply tone in a drawing in a simple way.</p> <p>Drawing Year 4 Apply a simple use of pattern</p>	<p>Printing Use relief or impressed method</p> <p>Printing Print with two colour overlays. L3 Can I make a block print showing an authentic design?</p> <p>Printing Use relief or impressed method</p> <p>L4 Am I able to use a printing block to create a repeating pattern?</p> <p>Printing Use relief or impressed method</p>	<p>independent way to create a detailed drawing?</p> <p>Drawing Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>L5 Can I develop my drawing using digital media?</p> <p>Digital Media Record, collect and store visual information using digital cameras etc. Present recorded visual</p>	<p>them using knowledge of artists to validate their opinion.</p> <p>L3 Can I select a final design and produce it using water colours?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Painting Create imaginative work from a</p>
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Art Overview

		<p>change in their current work or develop in future work.</p> <p>L5 Can I make a Christmas bauble?</p> <p>3D Explore sculpture with a range of malleable media</p> <p>3D Understand the safety and basic care of materials and tools</p> <p>3D Manipulate malleable materials in a variety of ways including rolling and kneading</p>	<p>effects - Use basic selection and cropping tools.</p> <p>L4 Can I create a collage of a face?</p> <p>Collage Year 1 Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Collage Year 1 Collect, sort, name match colours appropriate for an image</p> <p>Collage</p>	<p>and overlap papers.</p> <p>Collage Work on different scales</p> <p>L3 Can I use tone to add detail to my drawing?</p> <p>Drawing Control the types of marks made with the range of media.</p> <p>Drawing Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Evaluating and developing work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Would Ribchester Museum use my bag as an artefact?</p> <p>Artist focus/theme: Romans</p>	<p>and texture in a drawing.</p> <p>L3 Can I draw in the style of Steven Brown?</p> <p>Drawing Year 3 Use journals to collect and record visual information from different sources.</p> <p>Drawing Year 3 Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing Year 4 Draw for a sustained period of time at an appropriate level.</p> <p>Drawing</p>	<p>Printing Print with two colour overlays.</p> <p>L5 Can I design my own Indus Valley artefact?</p> <p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and</p>	<p>images using software e.g. Photostory, Powerpoint.</p> <p>Digital Media Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>L6 Can I adapt my work according to my views and describe how I might develop it further?</p> <p>Evaluating and Developing Work Adapt their work according to their views and describe how they might develop it further.</p>	<p>variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Painting Be able to identify and work with complementary and contrasting colours.</p> <p>L4 Can I create an Islamic art – inspired motif through printing?</p> <p>Printing Create prints with three overlays.</p> <p>Printing Work into prints with a range of media e.g. pens, colour pens and paints.</p>
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Art Overview

		<p>L6 Can I create a Christmas card?</p> <p>3D Experiment with constructing and joining recycled, natural, and manmade materials.</p> <p>3D Use simple 2-D shapes to create a 3-D form.</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p>	<p>Year 1 Create and arrange shapes appropriately</p> <p>Collage Year 1 Create, select and use textured paper for an image</p> <p>Collage Year 1 Arrange and glue materials to different backgrounds</p> <p>Collage Year 2 Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear</p>	<p>L4 Can I make a tinga tinga style animal tile?</p> <p>3D Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>3D Explore sculpture with a range of malleable media –make with playdough first, how to make it stand</p> <p>3D Understand the safety and basic care of materials and tools</p> <p>3D</p>	<p>Textiles</p> <p>L1 What are the features of a Roman bag?</p> <p>Exploring and Developing Ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Drawing Experiment with ways in which surface detail can be added to drawings.</p> <p>Drawing</p>	<p>Year 4 Begin to show an awareness of objects having a third dimension.</p> <p>L4 Can I use collage to enhance my artwork?</p> <p>Collage Year 3 Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Collage Year 4 Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>imagination, and explore ideas for different purposes.</p> <p>L6 Can I create my own Indus Valley Artefact?</p> <p>3D Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>3D Create surface patterns and textures in a malleable material.</p> <p>Evaluating and Developing Work</p>	<p>L5 Can I use Baitk techniques?</p> <p>Textiles Experiment with batik techniques.</p> <p>Textiles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>L6 Have I successfully created a piece of Islamic art?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and</p>
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Art Overview

		<p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work.</p> <p>Can I create a tool to help put out the Great Fire of London?</p> <p>Artist focus/theme: The Great Fire of London</p> <p>Digital media</p> <p>L1 How do I create fire?</p> <p>Exploring and Developing Ideas</p>	<p>and overlap papers.</p> <p>Collage Year 2 Work on different scales</p> <p>What materials make the best printing blocks?</p> <p>Artist focus/theme: Paisley patterns</p> <p>Printing and textiles</p> <p>L1 What is paisley?</p> <p>Exploring and Developing Ideas Year 1 Explore the work of artists,</p>	<p>Use simple 2 - D shapes to create a 3 - D form - sketch animal and add notes - legs same length etc.</p> <p>3D Change the surface of a malleable material e.g. build a textured tile</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p> <p>Evaluating and</p>	<p>Use journals to collect and record visual information.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own work and say what they think and feel about them.</p> <p>L2 Can I create a design inspired by the Romans?</p> <p>Drawing Experiment with different grades of pencil and other</p>	<p>Collage Year 4 Use different techniques and colours when designing and making pieces of work</p> <p>L5 Would the use of digital media improve my work?</p> <p>Digital Media Year 3 Record and collect visual information using digital cameras and video recorders.</p> <p>Digital Media Year 3 Present recorded visual images using software.</p> <p>Digital Media Year 3 Use a graphics package to create images and effects with; lines.</p>	<p>Annotate work in journal.</p>	<p>others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Evaluating and Developing Work Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p>
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Art Overview

		<p>Record and explore ideas from first-hand observations.</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p> <p>Exploring and Developing Ideas Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>craftspeople and designers from different times and cultures for differences and similarities.</p> <p>L2 How to create a paisley pattern style?</p> <p>Printing Year 1 Build and design repeating patterns and recognise pattern in the environment</p> <p>Printing Year 1 Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p>	<p>Developing Work Identify what they might change in their current work or develop in future work (and explain their reasoning).</p> <p>L5 Can I add detail to my tinga tinga tile?</p> <p>Painting mix paint with PVA Name different types of <i>paint</i> and their properties.</p> <p>Painting Experiment with tools and techniques e.g. layering,</p>	<p>implements to draw different forms and shapes.</p> <p>Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>L3 Can I create a print to be sewn on to my Roman bag?</p> <p>Printing Create printing blocks using a relief.</p>	<p>Digital Media Year 3 Change the type of brush to an appropriate style.</p> <p>Digital Media Year 4 Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Digital Media Year 4 Create shapes by making selections to cut, duplicate and repeat.</p> <p>Digital Media Year 4 Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p>			
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Art Overview

		<p>L2 & 3 Can I draw a building and a bucket?</p> <p>Drawing Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p> <p>Drawing Lines and Marks</p> <p>Drawing Name, match and draw lines/marks from observations.</p> <p>Drawing Observe and draw shapes from observations</p>	<p>Printing Year 1 Make simple marks on rollers and printing palettes</p> <p>Printing Year 2 Take simple prints i.e. mono-printing</p> <p>Printing Year 2 Experiment with overprinting motifs and colour.</p> <p>L3 Can I create a final design?</p> <p>Printing Year 1</p>	<p><i>mixing media, scrapping through.</i></p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work (and explain their reasoning).</p>	<p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>L4 & 5 Can I use sewing techniques to make a Roman bag?</p> <p>Textiles (Art) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p>	<p>L6 What might I develop next time?</p> <p>Evaluating and Developing Work Year 3 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Evaluating and Developing Work Year 4 Annotate work in your journal.</p> <p>Evaluating and Developing Work Year 4 Adapt their work according to views</p>			
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Art Overview

		<p>L4 & 5 Can I create a digital piece of art?</p> <p>Digital Media Explore ideas using digital sources i.e. internet.</p> <p>Digital Media Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Printing Year 1 Create simple printing blocks with press print</p> <p>Year 1 Match and sort fabrics and threads for colour, texture, length, size and shape Year 1 Apply colour with printing, dipping, fabric crayons</p> <p>Textiles Year 1</p>		<p>Textiles (DT) Match the tool to the material</p> <p>Textiles (Art) Develop skills in stitching, cutting and joining.</p> <p>Textiles (DT) Sew on buttons and make loops.</p> <p>L6 Would Ribchester Museum use my bag as an artefact?</p> <p>Evaluate (DT) Evaluate their ideas and products against their own design criteria</p> <p>Evaluating and</p>				
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Art Overview

		<p>and create images.</p> <p>Evaluating and Developing Work Review what they have done and say what they think and feel about it.</p> <p>Evaluating and Developing Work Identify what they might change in their current work or develop in future work.</p> <p>Who is Rene Magritte?</p> <p>Artist focus/theme: Rene Magritte</p>	<p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Textiles Year 1 Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration</p> <p>L4 & 5 Can I put my print onto a pencil case?</p> <p>Textiles Year 1 Match and sort fabrics and threads for colour, texture,</p>		<p>Developing Work Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>				
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Art Overview

		<p>Painting</p> <p>L1 Who was Rene Magritte?</p> <p>Exploring and Developing Ideas Record and explore ideas from first-hand observations.</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work.</p> <p>Exploring and Developing Ideas Explore the work of artists,</p>	<p><i>length, size and shape</i></p> <p>Textiles Year 1 <i>Apply colour with printing, dipping, fabric crayons</i></p> <p>Textiles Year 1 <i>Create and use dyes i.e. onion skins, tea, coffee</i></p> <p>Textiles Year 1 <i>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration</i></p>						
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Art Overview

		<p><i>craftspeople and designers from different times and cultures for differences and similarities.</i></p> <p>Evaluating and Developing Work <i>Review what they have done and say what they think and feel about it.</i></p> <p>L2 What are primary and secondary colours?</p> <p>Painting <i>Identify primary and secondary colours by name.</i></p> <p>Painting</p>	<p>Textiles Year 1 <i>Cut and shape fabric using scissors/snips</i></p> <p>Textiles Year 1 <i>Apply shapes with glue or by stitching</i></p> <p>Textiles Year 1 <i>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</i></p> <p>Textiles Year 2 <i>Apply decoration using beads, buttons, feathers etc</i></p>						
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Art Overview

		<p><i>Mix primary shades and tones.</i></p> <p>Painting <i>Use a variety of tools and techniques including different brush sizes and types.</i></p> <p>L3 Can I draw still life vegetables?</p> <p>Drawing <i>Observe and draw shapes from Observations</i></p> <p>Painting <i>Mix and match colours to artefacts and objects.</i></p> <p>Painting <i>Experiment with tools and techniques e.g. layering,</i></p>							
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Art Overview

		<p><i>mixing media, scrapping through.</i></p> <p>L4 How do I create textured paint?</p> <p>Painting <i>Create textured paint by adding sand, plaster</i></p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>L5 Can I create a piece of art in the style of Magritte?</p>							
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Art Overview

		<p>Drawing Observe and draw shapes from Observations</p> <p>Painting Mix and match colours to artefacts and objects.</p> <p>Painting Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Painting Create textured paint by adding sand, plaster</p> <p>L6 What might I do differently next time?</p> <p>Evaluating and</p>							
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Art Overview

		<p>Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>Can I create a coat of many colours?</p> <p>Artist focus/theme: Joseph & his coat of many colours.</p> <p>Textiles (taught alongside DT unit)</p> <p>L1 What is a coat of many colours?</p> <p>Exploring and Developing Ideas</p>							
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Art Overview

		<p><i>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</i></p> <p>Exploring and Developing Ideas <i>Record and explore ideas from first-hand observations.</i></p> <p>Exploring and Developing Ideas <i>Ask and answer questions about the starting</i></p>							
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Art Overview

		<p><i>points for their work.</i></p> <p>L2 What would be a suitable material to use for the coat?</p> <p>Textiles <i>Match and sort fabrics and threads for colour, texture, length, size, and shape</i></p> <p>L3 How can I alter my materials?</p> <p>Textiles <i>Cut and shape fabric using scissors/snips</i></p> <p>Textiles <i>Change and modify threads and fabrics,</i></p>							
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Art Overview

		<i>knotting, fraying, fringing, pulling threads, twisting, plaiting</i>							
		Evaluating and Developing Work <i>Review what they have done and say what they think and feel about it.</i>							
		Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i>							

Art Overview

		<p>L4 How can I add to my material?</p> <p>Textiles <i>Apply shapes with glue or by stitching</i></p> <p>Textiles <i>Apply colour with printing, dipping, fabric crayons</i></p> <p>Textiles <i>Create and use dyes i.e. onion skins, tea, coffee</i></p> <p>Textiles <i>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</i></p>							
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Art Overview

		<p>Evaluating and Developing Work <i>Review what they have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work <i>Identify what they might change in their current work or develop in future work.</i></p> <p>L5 Can I help to create the coat of many colours?</p> <p>Textiles <i>Cut and shape fabric</i></p>							
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Art Overview

		<p><i>using scissors/snips</i></p> <p>Textiles <i>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</i></p> <p>Textiles <i>Apply shapes with glue or by stitching</i></p> <p>Textiles <i>Apply colour with printing, dipping, fabric crayons</i></p> <p>Textiles <i>Create and use dyes i.e. onion skins, tea, coffee</i></p>							
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Art Overview

		<p>Textiles <i>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</i></p> <p>L6 What do I think of the completed coat?</p> <p>Evaluating and Developing Work <i>Review what they have done and say what they think and feel about it.</i></p> <p>Evaluating and Developing Work <i>Identify what they might</i></p>							
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Art Overview

		<i>change in their current work or develop in future work.</i>							
How has the Art curriculum taken into account the needs of our children?	All topics in EYFS are chosen as they are familiar to and of interest to the children. Therefore, the children should already have some experience on which they can base their learning in Art. Specific skills and techniques in Art are modelled to the children in small groups and then	<p>The curriculum was designed to meet the requirements of the National Curriculum in a way that inspires and motivates the pupils at St George's. We aim for children to be determined and confident in all that they do. Therefore, the Art units all start with a problem (in the form of a question) for children to explore using their own ideas and research into existing artists or artistic styles to help guide their learning. Through exploring this question, we encourage children at St George's to be determined, confident, resilient and creative in their approach to researching, experimenting, making/creating and evaluating their pieces of Art.</p> <p>When the curriculum was reviewed in 2021, St George's had 296 pupils on roll with 284 pupils of White-British ethnicity. We therefore designed a curriculum that gives children a wealth of experiences of other culture. We aim for our children to understand their local artistic heritage, national artistic heritage and also appreciate global art movements and artists from different cultures. We have planned our art topics and artists according to these aims to ensure the children are immersed in wealth of Art and develop a broad range of progressive artistic skills over the course of the primary school career. Some examples include;</p> <p>Reception – Rangoli patterns (Diwali topic) Year 1 - Rene Magritte (Belgium), Vincent Van Gogh (Netherlands), Jackson Pollock (American)</p>							

Art Overview

	<p>placed into continuous provision so that children can practice previously taught skills. Art activities in which children can be creative, develop and extend their learning are available to the children every day in continuous provision.</p>	<p>Year 1/2 - The Great Wave off Kanagawa by Katsushika Hokusai (Japanese), Giuseppe Arcimboldo (Italian) Year 2 – Kandinsky (Russian), Peter Thorpe (American), Tinga-Tinga (African), Year 3 – Paul Klee (Switzerland) Freda Carlo (Mexican) Year 3/4 – Monet (French) Year 4 – Balla (Italian) Year 5 - Beatriz Milhazes (Brazilian) Year 6 - Augustin Edouart (French), Gaudi (Catalonian), Batik Art (South East Asia)</p> <p>To widen the children’s artistic understanding further we study a range of British artists such as Banksy and Grayson Perry and link their understanding of these artists to the fundamental British values.</p> <p>As a school, our Overall Multiple Deprivation Index is B and our Employment Deprivation Index are C. We therefore aim to give purpose to our Art teaching by showing the children at St George’s how the skills they learn can be used in future employment in a range of industries. These include:</p> <p>Reception – Alabaster Jar – Ceramicist from Chorley visit to school Year 2 – Illustrator visit – (Ian McDonald) Year 3 - – Graffiti artist visit to school (Tony Kelzo) Year 4 – Landscape gardener visit to school (Sarah Calvert) Year 5 – Curating artwork for Arts Week Year 6 – Fashion design topic (Viv Dean visit to school)</p> <p>During 2020-2021 school year Arts Week, when the whole school came off timetable for a full week and were immersed in the world of the Arts, the children journeyed through the ages and studied the chronology of art and artists from 60s to present day, deepening their appreciation and understanding of how Art develops and changes over time. All children experienced working with a graffiti artist to design the school mural, worked with a textile artist to create art on fabric to be displayed in school (Viv Dean), designed and made their own tie-dye t-shirts, graphical media through music, digital media of their own face among other activities.</p> <p>In January 2023, the whole school came off timetable for an Arts Weeks focused on Great Explorers. The children explored the lives and times of famous explorers, using a wide range of skills to create different pieces of work including three ships that were constructed and decorated by the children and placed around the school premises.</p>
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Art Overview

		<p>As a school our Income Deprivation Domain is B. We therefore aim to widen the children's experiences of using resources not usually available at home or in others areas of their life. These include:</p> <p>Reception – chalk, different grades of paintbrushes, sponging Year 1- water colours, different grades of pencil, rubbings Year 1/2 – working with canvases and pastels Year 2 – oil based paints, air drying clay Year 3 – collage using different materials Year 3/4 – sewing, paste-resist printing Year 4 – artistic digital packages, block printing Year 5 – digital photography Year 6: Batik printing</p> <p>The Early Years curriculum for Design Technology is taken from Development Matters but steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discuss ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills. Children are given choice of media in each topic. For example in their minibeast topic the children choose what they would like to make using a variety of media readily available e.g. hoops worms, butterfly printing, beetle sculpting and ladybird printing. The children choose the tools, technique and materials they would like to use.</p> <p>The Art curriculum has been designed to be fully inclusive. All children, regardless of any special needs, take part fully in all art activities. If children are physically unable to take part in a particular activity or skill, the activity is adapted to ensure they can access the learning.</p> <p>We aim to give all children skills and knowledge through meaningful real life experiences including trips and visits from people who have jobs in the Art industries. This gives our Art teaching purpose and inspires children to be determined and confident in using their own ideas and experiences to solve problems. These experiences include:</p> <p>Reception – work with an Indian artist (Prags) to create Rangoli patterns Year 1 – trip into local woodland to take rubbings of natural environment using different media. Year 1/2 – observational drawings of local areas Year 2 – Sculpture Walk (Beacon Fell) Year 3- Liverpool Just Imagine visit</p>
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Art Overview

		<p>Year 3/4 – Manchester art gallery visit Year 4 – Manchester art gallery visit Year 5 – Manchester Science and Industry Museum including opportunities to sketch machinery Year 6 – London art gallery visit</p> <p>Whole school experiences have included designing a logo for our school radio station, working with a graphic designer to produce a whole school artwork, working with a graffiti artist to design a school mural, designing and creating numerous book benches that are displayed around the local area.</p> <p>*****</p> <p><u>Pupil Voice</u></p> <p>The pupils' views have also inspired the way our curriculum has been designed. On reflection the structure of the infant lessons will be encouraged to be more experimental with techniques and the artists studied discussed rather than annotated. We will continue to encourage the use of line and form experimentation as an introduction (on different scales). The concept of evaluating at the end of a project could be done as a vocal evaluation on seesaw rather than a written.</p>
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Art Overview

[illegible]

What do you do?	Wife & mother, owner print / design business a family artist. 161 of pictures
What do you like most about it?	meeting customers, making art about what's in line, wedding "line being either
What do you like least?	getting messy!
Which projects have inspired you?	wedding print, music page, day's wedding, with color, the. Theater the day's art. All with water colors
What makes you proud of your business?	colour, detail - adding extra details.
Can you name any artistic you inspired?	Michaela Wink Mary Hadley
What piece could you live with the better if you didn't have it?	An artist musician or books - an Illustrator design, cinema

What is Art?

Art is the creative process of making something new, often using imagination and skill. It can be a hobby or a profession.

What do you like most about it?

I like the feeling you get when you create something new. It's a great feeling.

What do you like least?

I like the feeling you get when you create something new. It's a great feeling.

What do you like most about it?

I like the feeling you get when you create something new. It's a great feeling.

What do you like least?

I like the feeling you get when you create something new. It's a great feeling.

Which projects have inspired you?

Many projects have inspired me, but I like the feeling you get when you create something new. It's a great feeling.

What makes you proud?

When I see my work in a gallery or museum, I feel proud.

Art success?

Art success is when you create something new and it is appreciated by others.

Can you name any artists you have studied?

Yes, I have studied many artists, including Leonardo da Vinci, Michelangelo, and Rembrandt.

When will you go to the future?

I will go to the future when I have the technology to do so.

What do you study Art?

I study Art because I love it and I want to be a professional artist.

<p>What is Arts?</p>	<p>Year 6</p> <ul style="list-style-type: none"> • Creating pictures/models • Expressing yourself to be who you are • Being free • Understanding/analysing • Building research/visual • Drawing • Courage • Organizing color materials • Skills like perspective & perspective • Order in artwork lessons • Repetitive drawing with research etc. • Some topics are restricted
<p>What do you like most about it?</p>	
<p>What do you like least?</p>	
<p>Which projects have inspired you?</p>	<ul style="list-style-type: none"> • Guards • Books • Silhouette
<p>What makes your piece of art successful?</p>	<p>When you think there is no improvement</p>
<p>• Turn spirit on 10.</p>	<ul style="list-style-type: none"> • Combination
<p>Can you name any artists you have studied?</p>	<ul style="list-style-type: none"> • When you feel confident • "Loving" • Guards • Ray Lichtenstein • Andy Warhol • Banksy
<p>What jobs could you get in the future if you study Art?</p>	<ul style="list-style-type: none"> • Silhouette • Design artist • Interior designer

What is your name?	Shane
What do you like best about school?	the way of thinking, the activities to do, the people, the learning about ourselves and learning about others
What do you like best about your teacher?	the way she explains things, the way she makes it so interesting and easy and also that she's different from others
What do you like about your class?	I don't like having lots of reading and writing, I like a different subject, I like researching things
Which projects have you enjoyed most?	learning to do drawings and space - planets
What would you like to do in the future?	to be a scientist, an art work looking your time practicing before you do the work piece
Can you name any artists you have studied?	Henry Banks Larry Brown Andy Warhol Jackson Pollock
What job could you do in the future and what kind of activity would it be?	Biological Artist Teacher Designer Artist Teacher Artist