| | EYFS | Year 1 | Year 1/2 | Year 2 | Year 3 | Year 3/4 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|----------------------------|---------------|---------------|---------------|--------------|-----------------|-----------------|----------------|-----------------|
| Exploring | | Record and | Record and | Develop | Select and | Select and | Question and | Select and | Question and |
| and | Development matters | explore ideas | explore ideas | their ideas – | record from | record from | make | record from | make |
| Developing | | from first | from first | try things | first hand | first hand | thoughtful | first hand | thoughtful |
| deas | Take opportunities in | hand | hand | out, change | observation, | observation, | observations | observation, | observations |
| S1 - about the ork of a range | class to highlight a | observations. | observations. | their minds. | experience | experience and | about starting | experience and | about starting |
| f artists, craft | child's interests, | | | | and | imagination, | points and | imagination, | points and |
| akers and esigners, | showing you know | Ask and | Ask and | Explore the | imagination, | and explore | select ideas to | and explore | select ideas to |
| escribing the fferences and | them and about them. | answer | answer | work of | and explore | ideas for | use in their | ideas for | use in their |
| milarities etween | | questions | questions | artists, | ideas for | different | work. | different | work. |
| ifferent | Make sure children are | about the | about the | craftspeople | different | purposes. | | purposes. | |
| ractices and isciplines, and | encouraged to listen to | starting | starting | and | purposes. | | Select and | | Explore the |
| aking links to teir own work. | each other as well as | points for | points for | designers | | Explore the | record from | | roles and |
| S2 -about great rtists. architects | the staff. | their work. | their work. | from | Explore the | roles and | first hand | | purposes of |
| nd designers in | | | | different | roles and | purposes of | observation, | | artists, |
| istory. S2 -to create | Ensure children's play | Explore the | Develop their | times and | purposes of | artists, | experience | | craftspeople |
| ketch books to ecord their | regularly involves | work of | ideas – try | cultures for | artists, | craftspeople | and | | and designers |
| bservations and se them to | sharing and | artists, | things out, | differences | craftspeople | and designers | imagination, | | working in |
| eview and | cooperating with | craftspeople | change their | and | and | working in | and explore | | different time |
| evisit ideas | friends and other peers. | and | minds. | similarities. | designers | different times | ideas for | | and cultures. |
| | | designers | | | working in | and cultures | different | | |
| | Undertake specific | from | | | different | | purposes. | | |
| | activities that | different | | | times and | Question and | | | |
| | encourage talk about | times and | | | cultures | make | | | |
| | feelings and | cultures for | | | | thoughtful | | | |
| | their opinions. | differences | | | | observations | | | |
| | | and | | | | about starting | | | |
| | Have high expectations | similarities. | | | | points and | | | |
| | for children following | | | | | select ideas to | | | |
| | instructions, with high | | | | | use in their | | | |
| | levels of support when | | | | | work. | | | |
| | necessary. | | | | | | | | |

| Id | dentify new vocabulary | | | | |
|----|-------------------------|--|--|--|--|
| | efore planning | | | | |
| | ctivities, for example, | | | | |
| | hanges | | | | |
| | n materials: | | | | |
| | dissolving', 'drying', | | | | |
| | evaporating'; in music: | | | | |
| | percussion', | | | | |
| | ambourine'. | | | | |
| | ring in objects, | | | | |
| | ictures and | | | | |
| | hotographs to talk | | | | |
| | bout, for example | | | | |
| | egetables to taste, | | | | |
| | mell and feel. | | | | |
| | | | | | |
| U | se picture cue cards to | | | | |
| | alk about an object: | | | | |
| | What colour is it? | | | | |
| W | Vhere | | | | |
| w | ould you find it? What | | | | |
| sł | hape is it? What does | | | | |
| it | smell like? What does | | | | |
| it | look like? What does | | | | |
| it | feel like? What does | | | | |
| it | sound like? What | | | | |
| de | oes it | | | | |
| ta | aste like?" | | | | |
| | | | | | |
| N | Nodel words and | | | | |
| pl | hrases relevant to the | | | | |
| ar | rea being taught, | | | | |
| de | eliberately and | | | | |

| 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?" | | | | |
| Use the vocabulary | | | | |
| repeatedly through the | | | | |
| week. | | | | |
| Keep a list of previously | | | | |
| taught vocabulary and | | | | |
| review it in different | | | | |
| contexts. | | | | |
| | | | | |
| Use complete | | | | |
| sentences in your | | | | |
| everyday talk. | | | | |
| Help children build | | | | |
| sentences using new | | | | |
| vocabulary by | | | | |
| rephrasing what they | | | | |
| 1 0 0 0 0 0 0 | | | | |

| say and structuring | | | | |
|---------------------------|--|--|--|--|
| their responses using | | | | |
| sentence starters. | | | | |
| | | | | |
| Have fun with phrases | | | | |
| from the story through | | | | |
| the day: | | | | |
| "I searched for a pencil, | | | | |
| but no pencil could be | | | | |
| found." | | | | |
| | | | | |
| Early Learning Goals | | | | |
| <u></u> | | | | |
| 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. | | | | |
| | | | | |
| 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. | | | | |

| colucid on the vertice | <u>гт</u> | | | |
|--------------------------|-----------|--|--|--|
| solved as they arise. | | | | |
| Reflect | | | | |
| with children on how | | | | |
| they have achieved | | | | |
| their aims. | | | | |
| | | | | |
| Teach children different | | | | |
| techniques for joining | | | | |
| materials, such as how | | | | |
| to use | | | | |
| adhesive tape and | | | | |
| different sorts of glue. | | | | |
| | | | | |
| Provide a range of | | | | |
| materials and tools and | | | | |
| teach children to use | | | | |
| them with | | | | |
| care and precision. | | | | |
| care and precision. | | | | |
| Promote | | | | |
| independence, taking | | | | |
| | | | | |
| care not to introduce | | | | |
| too | | | | |
| many new things at | | | | |
| once. | | | | |
| En anvena akildere ta | | | | |
| Encourage children to | | | | |
| notice features in the | | | | |
| natural world. Help | | | | |
| them to | | | | |
| define colours, shapes, | | | | |
| texture and smells in | | | | |

| their own words. | Γ | | | | |
|---------------------------|---|--|--|--|--|
| Discuss | | | | | |
| children's responses to | | | | | |
| | | | | | |
| what they see. | | | | | |
| | | | | | |
| Visit galleries and | | | | | |
| museums to generate | | | | | |
| inspiration and | | | | | |
| conversation about | | | | | |
| art and artists. | | | | | |
| | | | | | |
| Early Learning Goals | | | | | |
| | | | | | |
| Safely use and explore a | | | | | |
| variety of materials, | | | | | |
| tools and techniques, | | | | | |
| experimenting with | | | | | |
| colour, design, texture, | | | | | |
| form and function. | | | | | |
| | | | | | |
| Share their creations, | | | | | |
| explaining the process | | | | | |
| they have used. | | | | | |
| | | | | | |
| What this looks like in | | | | | |
| Reception: | | | | | |
| Encouraging children to | | | | | |
| plan, do and review | | | | | |
| their creations, pictures | | | | | |
| and illustrations | | | | | |
| Opportunities for | | | | | |
| children to share their | | | | | |
| | | | | | |
| learning processes. | | | | | |

| | 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] | Development matters Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: • 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 Offer children activities to develop and further | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Lines and Marks (Pollock, Van Gogh) Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media. | Marks (Pop art, Litchenstein | Control the types of marks made with the range of media. Lines and Marks (Peter Thorpe, Kandinsky and Tinga Tinga African art) Invent new lines. Draw on different surfaces with a range of media. | Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. Lines and Marks (Paul Klee, Frieda Kahlo) Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, | Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information. Draw for a sustained period of time at an appropriate level. Lines and Marks (Steven Brown and Monet) Make marks and lines with a wide range of | Draw for a sustained period of time at an appropriate level. Use journals to collect and record visual information from different sources. Lines and Marks (British artists, Constable, Turner and Banks) Experiment with different grades of pencil and other implements to | 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. Lines, Marks, Tone, Form and Texture | Work from a variety of sources including observation, photographs and digital images. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form and Texture |

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

| holding pencils for | with a wide | pencil and | and | awareness of | Begin to use |
|----------------------------|-------------|-----------------|-----------------|-----------------|------------------|
| writing, scissors | range of | other | background. | composition, | simple |
| and knives and forks. | drawing | implements to | _ | scale and | perspective in |
| Offer regular, gentle | implements. | achieve | Form, Shape | proportion in | their work |
| encouragement and | - | variations in | Tone and | their paintings | using a single |
| feedback. With regular | | tone. | Texture | e.g. | focal point and |
| practice, the physical | | | | foreground, | horizon. |
| skills children need to | | Create textures | Begin to show | middle ground | |
| eat with a | | with a wide | an awareness | and | Show an |
| knife and fork and | | range of | of objects | background. | awareness of |
| develop an efficient | | drawing | having a third | | how paintings |
| handwriting style will | | implements | dimension. | | are created i.e. |
| become | | | | | composition. |
| increasingly automatic. | | Begin to show | Apply tone in a | | |
| | | an awareness | drawing in a | | |
| | | of objects | simple way. | | |
| | | having a third | | | |
| | | dimension. | Apply a simple | | |
| Early Learning Goals | | | use of pattern | | |
| | | Apply tone in a | and texture in | | |
| Hold a pencil effectively | | drawing in a | a drawing. | | |
| in preparation for | | simple way. | | | |
| fluent writing – using | | | | | |
| the tripod grip in | | Apply a simple | | | |
| almost all cases. | | use of pattern | | | |
| | | and texture in | | | |
| Use a range of small | | a drawing. | | | |
| tools, including scissors, | | | | | |
| paintbrushes and | | | | | |
| cutlery. | | | | | |
| Begin to show accuracy | | | | | |
| and care when drawing. | | | | | |

| What it looks like in | | | | |
|---------------------------|--|--|--|--|
| Reception: | | | | |
| Begin to use a variety of | | | | |
| drawing tools (pencil, | | | | |
| finger, coloured pencils, | | | | |
| pastels, chalk) | | | | |
| Use drawings to tell a | | | | |
| story (retelling or | | | | |
| imagination). | | | | |
| Investigate different | | | | |
| lines (thick, thin, wavy, | | | | |
| and straight). | | | | |
| Explore different | | | | |
| textures. Encourage | | | | |
| accurate drawings of | | | | |
| people that include all | | | | |
| visible parts of the body | | | | |
| (head, hands, fingers). | | | | |
| Represent their own | | | | |
| ideas, thoughts and | | | | |
| feelings through art. | | | | |
| To be able to | | | | |
| communicate | | | | |
| something about | | | | |
| themselves in their | | | | |
| drawing | | | | |
| Open ended drawing | | | | |
| tools available in | | | | |
| multiple areas of | | | | |
| provision, both indoor | | | | |
| and outdoor | | | | |

| Digital | | Explore ideas | Explore ideas | Record visual | Record and | Record and | Use a graphics | Record, collect | Use a graphics |
|---------|---|-----------------------|--------------------|---------------------------|---------------------|------------------------|------------------------------------|------------------|-----------------|
| Media | Development matters | using digital | using digital | information | collect visual | collect visual | package to | and store visual | package to |
| | | sources i.e. | sources i.e. | using digital | information | information | create images | information | create and |
| | Teach children to | internet. | internet. | cameras, | using digital | using digital | and effects with; | using digital | manipulate new |
| | develop their colour- | | | video | cameras and | cameras and | lines by | cameras etc. | images. |
| | mixing techniques to | | Record visual | recorders. | video | video | controlling the brush tool with | Present | |
| | enable them | Use a simple | information | | recorders. | recorders. | increased | recorded visual | Understand |
| | to match the colours | graphics | using digital | Use a simple | Present | | precision. | images using | that a digital |
| | they see and want to | package to | cameras, | graphics | recorded | Present | precision | software e.g. | image is |
| | represent, with step-by- | create | video | package to | visual | recorded visual | Create shapes | Photostory, | created by |
| | step | images and | recorders. | create | images | images using | by making | Powerpoint. | layering. |
| | guidance when | effects with: | | images and | using | software. | selections to | | Create layered |
| | appropriate. | lines by | Use a simple | effects with: | software. | | cut, duplicate | Be able to | images from |
| | | changing the | graphics | lines by | | Use a graphics | and repeat. | Import an | original ideas. |
| | Provide opportunities | size of brushes in | package to | changing the | Use a | package to | Experiment with | image | |
| | to work together to | | create | size of | graphics | create images | colours and | (scanned, | |
| | develop and realise | response to ideas; | images and | brushes in | package to | and effects | textures by | retrieved, | |
| | creative ideas. | shapes using | effects - Use | response to | create with; lines. | using effects | taken) into a | | |
| | Duovido skilduou with s | eraser, shape | basic | ideas; | images and | Changethe | and simple | graphics | |
| | Provide children with a | and fill tools; | selection and | shapes using | effects with; | Change the | filters to | package. | |
| | range of materials for children to construct | and | cropping tools. | eraser, shape and fill | lines. | type of brush to an | manipulate and | | |
| | with. | colours and | 10015. | tools; and | | appropriate | create images for a purpose | | |
| | Encourage them to | texture using | | colours and | Change the | style. | | | |
| | think about and discuss | simple filters | | texture using | type of | Style. | | | |
| | what they want to | to | | simple filters | brush to an | Use a graphics | | | |
| | make. | manipulate | | to | appropriate | package to | | | |
| | | and create | | manipulate | style. | create images | | | |
| | Discuss problems and | images. | | and create | | and effects | | | |
| | how they might be | _ | | images. | | with; lines by | | | |
| | solved as they arise. | | | - 0 | | controlling the | | | |
| | Reflect | | | Use basic | | brush tool with | | | |
| | | | | selection and | | | | | |

| with children on how | | cropping | increased | |
|-------------------------|----------|----------|------------------|--|
| they have achieved | | tools. | precision. | |
| their aims. | | | | |
| | | | Create shapes | |
| Teach children differe | ent | | by making | |
| techniques for joining | g | | selections to | |
| materials, such as ho | | | cut, duplicate | |
| to use | | | and repeat. | |
| adhesive tape and | | | | |
| different sorts of glue | <u>.</u> | | Experiment | |
| | | | with colours | |
| Provide a range of | | | and textures | |
| materials and tools a | nd | | by using effects | |
| teach children to use | | | and simple | |
| them with care and | | | filters to | |
| precision. | | | manipulate and | |
| | | | create images | |
| Promote | | | for a purpose. | |
| independence, taking | | | | |
| care not to introduce | | | | |
| too | | | | |
| many new things at | | | | |
| once. | | | | |
| | | | | |
| Encourage children to | | | | |
| notice features in the | | | | |
| natural world. Help | | | | |
| them to define colour | rs, | | | |
| shapes, texture and | | | | |
| smells in their own | | | | |
| words. | | | | |
| | | | | |

| | Discuss children's | | | | | | | | |
|-----------------------------------|----------------------------|---------------|---------------|-----------|------------|----------------|-----------------|-----------------|-------------|
| | responses to what they | | | | | | | | |
| | see. | | | | | | | | |
| | Visit galleries and | | | | | | | | |
| | museums to generate | | | | | | | | |
| | inspiration and | | | | | | | | |
| | conversation about | | | | | | | | |
| | art and artists. | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | Early Learning Goals | | | | | | | | |
| | Safely use and explore a | | | | | | | | |
| | variety of materials, | | | | | | | | |
| | tools and techniques, | | | | | | | | |
| | experimenting with | | | | | | | | |
| | colour, design, texture, | | | | | | | | |
| | form and function. | | | | | | | | |
| | 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 | | | | | | | | |
| Painting | | Use a variety | Use a variety | Work on | Experiment | Experiment | Work on a | Develop a | Create |
| KS1 - to use painting to | Development matters | of tools and | of tools and | different | with | with different | range of scales | painting from a | imaginative |
| develop and share their ideas, | | techniques | techniques | scales. | different | effects and | e.g. thin brush | drawing. | work from a |

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

| Teach children different | Texture | | | | Mix and use | atmosphere | and contrasting |
|--------------------------|--------------|-----------|-----------|-----------------|-----------------|------------|-----------------|
| techniques for joining | | Mix | Use more | Use more | tints and | and light | colours. |
| materials, such as how | Create | secondary | specific | specific colour | shades. | effects. | |
| to use adhesive tape | textured | colours. | colour | language. | | | |
| and different sorts of | paint by | | language. | | Develop a | | |
| glue. | adding sand, | | | | painting from | | |
| | plaster. | | | Mix and use | a drawing. | | |
| Provide a range of | | | | tints and | | | |
| materials and tools and | | | | shades. | Carry out | | |
| teach children to use | | | | | preliminary | | |
| them with care and | | | | | studies, trying | | |
| precision. | | | | | out different | | |
| | | | | | media and | | |
| Promote | | | | | materials and | | |
| independence, taking | | | | | mixing | | |
| care not to introduce | | | | | appropriate | | |
| too | | | | | colours. | | |
| many new things at | | | | | | | |
| once. | | | | | | | |
| 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. | | | | | | | |
| Visit galleries and | | | | | | | |
| museums to generate | | | | | | | |

| inspiration and | | | | |
|--|--|--|--|--|
| conversation about | | | | |
| art and artists. | | | | |
| | | | | |
| Before teaching | | | | |
| children the correct | | | | |
| pencil grip and posture | | | | |
| for writing, | | | | |
| or how to use a knife | | | | |
| and fork and cut with | | | | |
| scissors, check: | | | | |
| 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 | | | | |
| | | | | |
| Offer children activities | | | | |
| to develop and further | | | | |
| refine their small motor | | | | |
| skills. | | | | |
| Suggestions: threading | | | | |
| and sewing, woodwork, | | | | |
| pouring, stirring, | | | | |
| dancing | | | | |

| with common waiter | | | | |
|---------------------------|--|---|---|---|
| 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. | | | | |
| | | | | |
| 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? | | | | |
| | | | | |
| 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 | | | | |
| practice, the physical | | 1 | I | 1 |

| skills children need to | | | | |
|----------------------------|--|--|--|--|
| eat with a | | | | |
| knife and fork and | | | | |
| develop an efficient | | | | |
| handwriting style will | | | | |
| become | | | | |
| increasingly automatic. | | | | |
| | | | | |
| Hold a pencil effectively | | | | |
| | | | | |
| in preparation for | | | | |
| fluent writing – using | | | | |
| the tripod grip in | | | | |
| almost all cases. | | | | |
| | | | | |
| Use a range of small | | | | |
| tools, including scissors, | | | | |
| paintbrushes and | | | | |
| cutlery. | | | | |
| | | | | |
| Begin to show accuracy | | | | |
| | | | | |
| and care when drawing. | | | | |
| | | | | |
| Early Learning Goals | | | | |
| | | | | |
| Use a range of small | | | | |
| tools, including scissors, | | | | |
| paintbrushes and | | | | |
| cutlery. | | | | |
| | | | | |
| Safely use and explore a | | | | |
| variety of materials, | | | | |
| tools and techniques, | | | | |
| | | | | |
| experimenting with | | | | |

| | colour, design, texture, form and function. What this looks like in <u>Reception:</u> 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 | | | | | | | | |
|----------|---|--|--|---|---|--|--|---|--|
| Printing | representations Development matters | Print with a range of hard | Print with a range of hard | Take simple prints i.e. | Create printing | Create printing blocks using a | Use relief or impressed | Create printing blocks by | Create prints with three |
| | Teach children to develop their colour- mixing techniques to enable them to match the colours they see | and soft materials e.g. corks, pen barrels, sponge | and soft materials e.g. corks, pen barrels, sponge | mono - printing Design more repetitive patterns | blocks using a relief Design and create complex | relief Design and create <i>complex</i> repeating patterns | method Print with two colour overlays | simplifying an initial journal idea Use relief or impressed method | overlays Work into prints with a range of media e.g. pens, |

| and want to repre | esent, Build | Build and | Colour | repeating | Print with two | | colour pens |
|---------------------|--------------------|---------------|--------------|-----------|-----------------|--|-------------|
| with step-by-step | repeating | design | Experiment | patterns | colour overlays | | and paints |
| guidance when | patterns and | repeating | with | | | | |
| appropriate. | recognise | patterns and | overprinting | | Use relief or | | |
| | pattern in | recognise | motifs and | | impressed | | |
| Provide opportun | ities the | pattern in | colour | | method | | |
| to work together | to environment | the | | | | | |
| develop and realis | se | environment | Texture | | | | |
| creative ideas. | Make simple | | Investigate | | | | |
| | marks on | Make simple | textures by | | | | |
| Provide children v | with a rollers and | marks on | describing, | | | | |
| range of materials | s for printing | rollers and | naming, | | | | |
| children to constr | uct palettes | printing | rubbing, | | | | |
| with. | | palettes | copying. | | | | |
| Encourage them t | | | (rubbings) | | | | |
| think about and d | | | | | | | |
| what they want to | | Roll printing | | | | | |
| make. | objects to | ink over | | | | | |
| Discuss problems | | found | | | | | |
| how they might b | | objects to | | | | | |
| solved as they aris | | create | | | | | |
| Reflect | stencils | patterns e.g. | | | | | |
| with children on h | | plastic mesh, | | | | | |
| they have achieve | | stencils | | | | | |
| their aims. | simple | | | | | | |
| | printing | Create | | | | | |
| Teach children dif | | simple | | | | | |
| techniques for joi | • | printing | | | | | |
| materials, such as | | blocks with | | | | | |
| to use adhesive ta | | press print | | | | | |
| and different sort | | | | | | | |
| glue. | Make | | | | | | |
| | rubbings to | | | | | | |
| | collect | | | | | | |

| Provide a range of | textures and | Take simple | | | | |
|------------------------------------|--------------|--------------|--|--|---|--|
| materials and tools and | patterns | prints i.e. | | | | |
| teach children to use | | mon-printing | | | | |
| them with care and | | | | | | |
| precision. | | Colour | | | | |
| | | Experiment | | | | |
| Promote | | with | | | | |
| independence, taking | | overprinting | | | | |
| care not to introduce | | motifs and | | | | |
| too many new things at | | colour. | | | | |
| once. | | | | | | |
| | | | | | | |
| 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. | | | | | | |
| | | | | | | |
| Visit galleries and | | | | | | |
| museums to generate | | | | | | |
| inspiration and conversation about | | | | | | |
| art and artists. | | | | | | |
| | | | | | | |
| Before teaching | | | | | | |
| children the correct | | | | | | |
| pencil grip and posture | | | | | | |
| for writing, | | | | | | |
| | l | | | | 1 | |

| or how to use a knife | | | | |
|--|--|--|---|--|
| and fork and cut with | | | | |
| scissors, check: | | | | |
| 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 | | | | |
| | | | | |
| 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 | | | | |
| | | | 1 | |

| kits and malleable | | | | |
|---------------------------|--|--|--|--|
| materials like clay. | | | | |
| 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? | | | | |
| | | | | |
| 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. | | | | |
| | | | | |

| | | | I | | |
|-------------|------------------|--|---|--|--|
| | ncil effectively | | | | |
| in prepar | | | | | |
| fluent wr | iting – using | | | | |
| the tripod | l grip in | | | | |
| almost al | cases. | | | | |
| | | | | | |
| Use a ran | ge of small | | | | |
| | uding scissors, | | | | |
| paintbrus | | | | | |
| cutlery. | | | | | |
| cutiery. | | | | | |
| Desinte | | | | | |
| | show accuracy | | | | |
| and care | when drawing. | | | | |
| | | | | | |
| Early Lea | rning Goals | | | | |
| | | | | | |
| | ge of small | | | | |
| tools, incl | uding scissors, | | | | |
| paintbrus | hes and | | | | |
| cutlery. | | | | | |
| | | | | | |
| Safely use | e and explore a | | | | |
| | materials, | | | | |
| | techniques, | | | | |
| | nting with | | | | |
| | esign, texture, | | | | |
| | function. | | | | |
| | | | | | |
| What the | s looks like in | | | | |
| | | | | | |
| Reception | | | | | |
| Painting r | | | | | |
| | d topic based | | | | |
| – printing | with vehicles, | | | | |

| Textiles KS1 - to use a range of materials creatively to | vegetables, coins, mathematical tools etc. Printing with natural objects Printing opportunities indoor/outdoor Paint Malleable materials Fabric printing Rangoli Pattern printing Development matters | Match and sort fabrics and threads | Match and sort fabrics and threads | Apply decoration using beads, | Use a variety of techniques, | Use a variety of techniques, e.g. printing, | Develop skills in stitching, cutting and | Use fabrics to create 3D structures. | Experiment with batik techniques |
|---|--|--|--|--|--|--|---|---|---|
| design and make products | 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. 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 | for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric | for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting cords for decoration | buttons, feathers etc Apply shapes by stitching Create cords and plaits for decoration | e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material | dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining. Experiment with paste resist. | joining. Experiment with paste resist. | Use different grades of threads and needles. | Experiment with a range of media to overlap and layer creating interesting colours and textures and effects |

| solved as they | arise. using | Cut and | | | |
|-------------------|-------------------|-----------------|--|--|--|
| Reflect | scissors/snips | shape fabric | | | |
| with children o | | using | | | |
| they have achie | | scissors/snips | | | |
| their aims. | with glue or | 30133013/311103 | | | |
| then anns. | by stitching | Apply shapes | | | |
| Teach children | | with glue or | | | |
| techniques for | | by stitching | | | |
| materials, such | | by stitching | | | |
| to use adhesive | | Apply | | | |
| and different so | | decoration | | | |
| glue. | dipping, | using beads, | | | |
| | fabric | buttons, | | | |
| Provide a range | | feathers etc | | | |
| materials and t | ools and | | | | |
| teach children | to use Create and | | | | |
| them with care | and use dyes i.e. | Texture | | | |
| precision. | onion skins, | | | | |
| | tea, coffee | Create | | | |
| Promote | , | fabrics by | | | |
| independence, | taking Texture | weaving | | | |
| care not to intr | | materials i.e. | | | |
| too many new | things at Create | grass | | | |
| once. | fabrics by | through | | | |
| | weaving | twigs, carrier | | | |
| Encourage child | | bags on a | | | |
| notice features | 51433 | bike wheel | | | |
| natural world. | Help through | | | | |
| them to define | emgs, carrier | Colour | | | |
| shapes, texture | bugs on u | | | | |
| smells in their o | own bike wheel | Apply colour | | | |
| words. Discuss | | with printing, | | | |
| | | dipping, | | | |

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

| 3D | | Manipulate | Manipulate | Manipulate | Plan, design | Plan, design | Join clay | Shape, form, | Plan a |
|-------------------------------------|----------------------------|----------------|---------------|----------------|--------------|-----------------|----------------|----------------|--------------------|
| S1 - to use culpture to | Development matters | malleable | malleable | malleable | and make | and make | adequately | model and | sculpture |
| evelop and | | materials in a | materials for | materials for | models from | models from | and construct | construct from | through |
| hare their ideas, Aperiences and | Teach children to | variety of | a purpose in | a purpose, | observation | observation or | a simple base | observation or | drawing and |
| nagination develop a wide | develop their colour- | ways | a variety of | e.g. pot, tile | or | imagination | for extending | imagination. | other |
| nge of art and esign techniques | mixing techniques to | including | ways | | imagination | | and modelling | | preparatory |
| using colour, ttern, texture, | enable them to match | rolling and | including | Explore | | Use papier | other shapes | Use recycled, | work |
| d space | the colours they see | kneading | rolling and | sculpture | Use papier | mache to | | natural and | |
| S2 - to improve | and want to represent, | | kneading | with a range | mache to | create a simple | Create surface | man - made | Develop skills |
| eir mastery of and design | with step-by-step | Explore | | of malleable | create a | 3D object | patterns and | materials to | in using clay |
| chniques, cluding | guidance when | sculpture | Form | media | simple 3D | | textures in a | create | inc. slabs, coils, |
| ultpure with a nge of materials | appropriate. | with a range | | | object | Join clay | malleable | sculptures | slips, etc |
| or example, encil, charcoal. | | of malleable | Experiment | Understand | | adequately and | material. | | |
| int, clay] | Provide children with a | media | with | the safety | | construct a | | | Produce |
| | range of materials for | | constructing | and basic | | simple base for | Shape, form, | | intricate |
| | children to construct | Understand | and joining | care of | | extending and | model and | | patterns and |
| | with. | the safety | recycled, | materials | | modelling | construct from | | textures in a |
| | Encourage them to | and basic | natural and | and tools | | other shapes | observation . | | malleable |
| | think about and discuss | care of | manmade | | | | | | media |
| | what they want to | materials and | materials | | | Create surface | | | |
| | make. | tools | | Form | | patterns and | | | |
| | Discuss problems and | | | | | textures in a | | | |
| | how they might be | | Texture | Use simple | | malleable | | | |
| | solved as they arise. | Form | | 2-D shapes | | material | | | |
| | Reflect | | Change the | to create a 3- | | | | | |
| | with children on how | Experiment | surface of a | D form | | Use recycled | | | |
| | they have achieved | with | malleable | | | materials to | | | |
| | their aims. | constructing | material e.g. | | | create | | | |
| | | and joining | build a | | | sculptures | | | |
| | Teach children different | recycled, | textured tile | | | | | | |
| | techniques for joining | natural and | | Texture | | | | | |
| | materials, such as how | | | | | | | | |

| | 1 1 | | | | rı |
|-------------------------|---------------|---------------|------|--|----|
| to use adhesive tape | manmade | Change the | | | |
| and different sorts of | materials | surface of a | | | |
| glue. | | malleable | | | |
| | Use simple 2- | material e.g. | | | |
| Provide a range of | D shapes to | build a | | | |
| materials and tools and | create a 3-D | textured tile | | | |
| teach children to use | form | | | | |
| them with care and | IOIIII | | | | |
| | | | | | |
| precision. | | | | | |
| Dromoto | | | | | |
| Promote | | | | | |
| independence, taking | | | | | |
| care not to introduce | | | | | |
| too many new things at | | | | | |
| once. | | | | | |
| | | | | | |
| 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. | | | | | |
| | | | | | |
| Visit galleries and | | | | | |
| museums to generate | | | | | |
| inspiration and | | | | | |
| conversation about | | | | | |
| art and artists. | | | | | |
| | | | | | |
| Early Learning Goals | | | | | |
| | | | | | |

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

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

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

| or how to use a knife | | | | |
|--|--|--|--|--|
| and fork and cut with | | | | |
| scissors, check: | | | | |
| 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 | | | | |
| · · · · · | | | | |
| 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 | | | | |

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

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

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

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

| <u>3D</u> Clay, experiment, plasticine, dough, model, materials, | <u>3D</u> kneading, sculpture, joining, 2D shapes. | 3D 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. | 3D 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, Breakdown of s | <u>Collage</u> Tear, overlap, layer. kills in each uni t | <u>Collage</u> Tear, overlap, layer. | | | |

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

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

| with Drawing Name, match and drawdifferent times and cultures for and joining recycled, differences imilarities.Drawing from Drawing3D manmade observations.and beveloping ideas - try things out, change their malleable material e.g. build a things out, change their minds.Drawing rom and arange of media.Drawing textured tile Form, Shape Tone and textured think of my art?L2 Can I continue a things out, change their minds.Drawing Observe and draw shapes from observations.Evaluating and and bstract style?Drawing continue a they have they have they have tone by what they what they what they what they tone by tone think and feel ilght/darkDrawing tevaluatingIght/dark light/darkEvaluatingmates tevaluating | colours make secondary colours. Painting Use more specific colour language. L3 Can I create foliage using different textures and media? Painting Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. L4 Can I experiment with different | explore ideas for different purposes. Exploring and Developing Ideas Year 4 Question and make thoughtful observations about starting points and select ideas to use in their work. 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. Evaluating and developing work Year 4 | Evaluating and Developing Work Annotate work in journal. Evaluating and Developing Work Adapt their work according to their views. L2 Constable – How did Constable portray life in Britain? Drawing Apply tone in a drawing in a simple way. Painting Work on a range of scales e.g. thin brush on small picture etc. | Drawing Lines, Marks, Tone, Form and Texture: Experiment with wet media to make different marks, lines, patterns, textures and shapes. Painting Colour: Mix and match colours to create atmosphere and light effects. Painting Develop a painting from a drawing. Painting Carry out preliminary studies, trying out different media and | Annotate work in their journal using a variety of methods (written, sketch, exploded views) L2 Can I Experiment with wet media to make different marks, lines, patterns, textures and shapes? Drawing Show an awareness of how paintings are created i.e. Composition. Painting Mix and match colours to create atmosphere and light effects |
|--|--|--|--|---|---|
|--|--|--|--|---|---|

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

| Sort and groupobservations. Invent newand techniquesdraw different forms shapes.ideas for different purposes. e.g.and light effects.Painting Plaintingmetrials for different purposes. e.g.Drawing reavingshapes.Mix colours and with different grades of pontanceDrawing scrappingDrawing scrappingMix colours and primary coloursL4 Can I draw colours to colour shapes.L4 Can I draw colours to coloursL4 Can I draw colours to and lightL4 Can I draw colours to and lightL4 Can I draw colours to and lightColoursCollage Collage Collact, sort, name match opropriate olipetsDrawing the tweenDrawing the tweenDrawing the three variation inDrawing the three the three variation inDrawing the three the three the terter the terterDrawing the terter the terter the terter the | Collage | lines/marks from | Experiment with tools | other implements to | creating textural effects. | imagination, and explore | create atmosphere | are created i.e. Composition. |
|--|----------------|---------------------|--------------------------|------------------------|-------------------------------|-----------------------------|----------------------|----------------------------------|
| Imaterials for different purposes e.g. colourlines. insig media, scrappinge.g. layering, mixing media, scrappingshapes.Year 3 mixing media, colours to through.purposes. Mix colours and know which primary colours sketch in the sketch in the sketch in the sketch in the sketch in the | • | , | | , | | | , | composition. |
| different purposes e.g. colourDrawing wing media, scrapping invent new shapes.Drawing media, scrapping through, scrapping through, scrapping through, scrapping through, scrapping through, pencil and other and mem tach, colours,Mix colours and know which through, primitry colours, make secondary colours, the three colours,L4 Can I draw colours to create and light celours, through, pencil and other and mem tach for an image thisten Bailey?L4 Can I draw through, secondary colours, the three transpes, in between objects.Drawing through, the three transpes, colours,Mix colours and know which the three colours, aclours, the three transpes, in between objects.L4 Can I the three transpes, colours, colours, the three transpes, in the style of Hokusa?Drawing the three transpes, the three transpes, the three transpes, the three transpes, in the style of Hokusa?Drawing the three transpes, the three the three transpes, the three the three th | group | Invent new | techniques | forms and | Painting | different | effects. | Painting |
| purposes e.g. colour textureDrawing Scrapping through.media, scrapping through.Drawing scrapping through.Drawing scrapping through.know which primary colours and light grades of pencil and otherL4 How do I sketch in the sketch in the< | materials for | lines. | e.g. layering, | shapes. | Year 3 | purposes. | | Mix and match |
| colourYear 2scrapping Invent new shapes.Scrapping Invent new shapes.Experiment with different grades of pencil and other implements to achieveprimary colours make secondary colours.sketch in the style of?independent way?atmospher and light effectsCollage Collage Collect, sort, name match coloursDrawing Year 2Mix secondary colours.Mix secondary colours.Painting mplements to achieveprimary colours make secondary colours.Painting Year 3Drawing Work in a sustained and independent independent waritons in to reate aDrawing termes termesDrawing termes termesDrawing waritons in to reate aDrawing termes termesDrawing termes termesDrawing termes termesDrawing termes termesDrawing termes termesDrawing termes termesDrawing termesDrawing termes termesDrawing termesDrawing termes termesDrawing termes termesDrawing termesDrawing termes termesDrawing termesD | different | | mixing | | Mix colours and | | L4 Can I draw | colours to |
| texture ColourInvent new shapes.through.with different grades of pencil and othermake secondary colours.style of? (Focus on sketching - children willway?and light effectsCollage Collect, sort, name match coloursDrawing Year 2Drawing MixMixpainting otherPainting otherPainting year 3Children will vorterDrawing usustained and independent independent independentDrawing usustained and independent wariety of objects.L4 Can 1Drawing vorter <td>purposes e.g.</td> <td>Drawing</td> <td>media,</td> <td>Drawing</td> <td>know which</td> <td>L4 How do I</td> <td>in an</td> <td>create</td> | purposes e.g. | Drawing | media, | Drawing | know which | L4 How do I | in an | create |
| Colourshapes.grades of pencil and othercolours.focus on sketchingfocus on sket | colour | Year 2 | scrapping | ' | primary colours | sketch in the | independent | atmosphere |
| Collage Collect, sort, name match DrawingPainting Mix secondary colours.Painting other other achieve variations in achieve variations in thetween appropriate for an imagePainting Ven72 colours.Painting other other variations in thetween appropriate objects.Painting ven72 colours.Painting other variations in thetween achieve variations in thetween appropriatePainting ven72 thetween appropriate objects.Drawing colours.Drawing colours.Drawing thetween achieve variations in thetween thetween adting sand, paint by paint by paint by erast 1Painting thetween thetween and lines with a wide range of Hokusai?Painting thetween thetween and lines with a wide range of drawing.Drawing thetween textured e.g. charcoal, pencil, crayon, chalk pastels.Drawing thetween textured e.g. charcoal, pencil, crayon, chalk pastels.Drawing texture textured textured textured paint by pencil, crayon, chalk pastels.Drawing texture textured textured pencil, crayon, chalk pastels.Drawing texture texture texture pencil, crayon, chalk pastels.Drawing texture texture texture pencil, crayon, chalk pastels.Drawing texture texture texture in a drawing.Drawing texture in a drawing.Drawing texture in a drawing.Drawing texture the collect and to collect and texture in a drawing.Drawing texture the collect and texture in a drawing.Drawing texture the collect and tocollect and texture in a | texture | Invent new | through. | with different | make secondary | style of? | way? | and light |
| Collage Collect, sort, name match colours.Drawing Year 2Mix secondary colours.other implements to achieve variations in tone.Painting Year 3Work in a sustained and independent final pieceL4 Can I be inspired by Kirsten Bailey?L2 Can I draw in the style of Hokusai?L4 Can I reate a textured piece of art?Drawing Make marks and lines with pint by and make marks of Hokusai?Drawing textured piece of art?Drawing Make marks and lines with a wide range implements of drawing pint by plaster.Drawing Vear 3 Create different effects and and lines with paint according to the task.Drawing Begin to show and ware eness of objectsDrawing wariet of sourcesDrawing wariet of and lines with a wide range implements e.c.Drawing Vear 3 Create different effects and and lines with paint according to the task.Drawing Begin to show and wareness of objectsDrawing sources observation observation and digital implements e.c.Drawing Vear 3 Create different e.c.Drawing wariet of wariet of wariet of wariet of textures with paint according to the centre of the | Colour | shapes. | | grades of | colours. | (Focus on | | effects |
| Collect, sort, name match coloursYear 2 Draw shapes in between objects.The accordary colours.The accord accord achieve variations in tone.Year 3 user accord user accord the three studiedCompose of independent sustained and colour languageCompose of the three sustained and colour languageL4 Can I be inspired by Kirsten Bailey?L2 Can I draw in the style of Hokusai?L4 Can I textured piece of art?Drawing Trawing Create textured paint by adding sand, plaster.Drawing of drawing and and shades.Drawing to collect and the centre of the centre of <td>ł</td> <td></td> <td>Painting</td> <td>1</td> <td></td> <td>sketching -</td> <td>Drawing</td> <td></td> | ł | | Painting | 1 | | sketching - | Drawing | |
| colloct, sort, name match coloursDraw shapes in betweenachieve | Collage | Drawing | Mix | | | children will | Work in a | L5 Can I |
| Induct mateDrawingVariations in toneColour languageInterferI | Collect, sort, | Year 2 | secondary | | | choose one of | sustained and | compose my |
| coloursmotiveand objects.L4 Can I create a textured piece of art?tone.Painting Year 3 a wide range of drawing.Drawing drawing.Drawing wariety of sourcesL4 Can I be inspired by Kirsten Bailey?L2 Can I draw in the style of Hokusai?L2 Can I draw textured piece of art?Drawing Make marks a diles with a wide range of drawingDrawing Year 3 a wide range of drawing textured paint according to moles and e.g. charcoal, pens etc.Drawing Year 4Drawing Work from Year 3 Create different effects and implements e.g. charcoal, pens etc.Drawing Year 4Drawing a wide range of drawing matter with paint according to implements e.g. charcoal, pens etc.Drawing Year 4Drawing and shades.Drawing and bicker and a diding sond, pens etc.Exploring and and artists, craftspeople and designersDrawing from flower-paint flower-paintDrawing texture for the centre of the centre of the centre of the centre of and shades.Drawing a drawing.Drawing a drawing.Drawing a drawing.Drawing a drawing.Vear 4 work of and designersInvent new shapes.Drawing flower-paint into paint -Drawing inspired inspired inspiredDrawing and shades.Drawing a drawing.Drawing and shades.Drawing a drawing.L4 Can I and designersInvent new shapes.Create a into paint -Drawing inspired inspired inspiredDrawing and inspired inspiredDrawi | name match | Draw shapes | colours. | | | the three | independent | final piece? |
| Image: Label of an imageLabel of an imageLabel in the style inspired by KirstenL2 Can I draw textured piece of art?Drawing piece of art?Drawing Make marks and lines with a wide range of drawing drawingDrawing drawingDrawing wariety of sourcesKirsten Bailey?Drawing Vear 1Painting reateDrawing piece of art?Drawing of drawing of drawing implements e.g. charcoal, plaster.Drawing of drawing of drawing implements e.g. charcoal, plaster.Drawing of drawing of drawing implements e.g. charcoal, pensit. crayon, chalk pastels, press etc.Drawing variety of view variety of view of objects what they need for the task.Drawing drawing of objects what they need for the task.Drawing variety of view variety of view and digital images.Exploring and work of work of artists, craftspeople and designers shapes.Drawing form plaster.Drawing plaster.Drawing plaster. plaster.Drawing plaster.Drawing variety of view and use tints and shades.Drawing and texture in and texture in | colours | in between | | variations in | colour language | studied | way to create a | |
| Jordinalized plot drivingL2 Can I draw in the style inspired by KirstenL2 Can I draw in the style of Hokusai?Drawing textured piece of art?Year 3 Make marks and lines with a wide range of drawing textured e.g. charcoal pencil, crayon, chalk pastels, pens etc.Year 3 Create different effects and textures with paint according to what they need for the task.Drawing Begin to show an awareness of objects having a third dimension.Drawing variety of variety of observation and digital images.Exploring and and draw shapes kxofDrawing of HokusainDrawing paint by paint by adding sand, plaster.Drawing of drawing pencil, crayon, chalk pastels, pens etc.Painting variety of view paint according to what they need for the task.Drawing bevelop ideas.Drawing observation and digital images.Exploring and and artists, craftspeople and designersDrawing tear 2Drawing plaster.Drawing plaster.Drawing to collect and pens etc.Drawing to collect and and shades.Drawing a drawing.Drawing to collect and a drawing.Vear 2 and designersDrawing shapes.Drawing to cotton. Add into paint -Drawing to cotton. Add into paint -Drawing tear 4 Work on g rangeDrawing to collect and and a shades.Drawing to collect and a drawing.Listor work of and designersDrawing shapes.Drawing to cotton. Add into paint -Drawing tear 4 Work on g rangeDrawing texture a to | appropriate | objects. | L4 Can I | tone. | | artists) | detailed | Drawing |
| L4 Can I be inspired by KirstenL2 Can I draw in the style of Hokusai?L2 Can I draw in the style of Hokusai?Make marks and lines with awide range of drawing implements e.g. charcoal, paintingCreate different effects and and lines with of objectsBegin to show an awarenessDrawing Begin to show an awarenessDrawing sourcesExploring and and draw shapes Explore the work of artists, craftspeople and designersDrawing from flower-paint and designersDrawing flower-paint flower-paint and designersMake marks and lines with awide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.Create different effects and textured wide range of drawing implements e.g. charcoal, pens etc.Begin to show an awareness observation having a third skills using a what they need for the task.Drawing observation having a third skills using a what they need for the task.Drawing and digital mages.Drawing and digital images.L5 How do I and designersDrawing shapes.Drawing flower-silk, into paint -Drawing to collect and cotton. Add into paint -Drawing and shades.Drawing and shades.Drawing and shades.Drawing and shades.L5 How do I sketch in theand composition:and using a sin focal pointStall using a sin sketch in theDrawing andDrawing andDrawing andL5 How do I sketch in theand composition:using a sin focal point | for an image | | create a | | | | drawing. | Work from a |
| LectureIn the styleprece of artand lines with a wide range of Hokusai?and lines with a wide range of drawing implementseffects and textures with paint according to what they need for the task.Develop close observationDotating observationExploring and and draw shapes and method from work of arrists, craftspeople and designersDrawing from the centre of implement for the centre of arrists, craftspeople and designersDrawing flower-paint varietyDrawing textured paint by plaster. the centre of the centre of implementL6 Can I create a and shades.Drawing to collect and perspectiveDrawing perspective their work the centre of the centre of the centre of and designersL6 Can I create a mix and designersDrawing to collect and the centre of the centre of the centre of the centre of the centre of and designersDrawing the centre of the centre of th | l | L2 Can I draw | textured | - | | Drawing | | variety of |
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| NitsteriDrawing Bailey?Drawing Year 1Create textured paint by adding sand, plaster.of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.paint according to what they need for the task.observation having a third dimension.observation skills using a photograp and digital images.Exploring and and and draw shapes ldeas Explore the work of artists, craftspeople and designersDrawing from beservations.Create textured paint by adding sand, plaster. (texture for the centre of flower-paint create a and designersPainting the centre of flower-paint create aDrawing the centre of flower-paint create aDrawing texture for the centre of the centre of the centre of the centre of the centre of flower-paint and designersDrawing flower-paint to collect and the centre of flower-paint create aDrawing texture for the centre of flower-paint create aDrawing texture for the centre of the centre of the centre of the centre of flower-paint create aDrawing texture for the centre of the centre | inspired by | of Hokusai? | | | | an awareness | Develop close | including |
| DaileyrDrawing Year 1Create textured paint by and draw shapesCreate textured paint by plaster.implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.what they need for the task.indving a thind dimension.skins using a photograp and dimension.photograp and digital images.Exploring and draw shapesObserve and draw shapespaint by plaster. (texture for the centre of artists,adding sand, plaster. (texture for the centre of flower-paint artists,Painting the centre of the centre of the centre of the centre of the centre of and designersPainting the centre of the centre of and designersL6 Can I the centre of the | Kirsten | | Painting | 5 | | of objects | observation | observation, |
| Exploring andObserve and paint by andpaint by paint by plaster.e.g. charcoal, pencil, crayon, chalk pastels, pens etc.for the task.Drawing plaster.Drawing use of pattern and shades.Drawing develop ideas.Drawing pens etc.Ideas Explore the work of artists, craftspeople and designersDrawing flower-paint into paint -Ideation paint by plaster.Ideation paint by plaster.Ideation paint by pens etc.Drawing pens e | Bailey? | Drawing | Create | . 5 | , , | having a third | skills using a | photographs |
| Exploring and Developing IdeasObserve and draw shapes adding sand, plaster.pencil, crayon, chalk pastels, pens etc.Painting PaintingDrawing Apply a simple use of pattern and texture in a drawing.Use a journal to collect and develop ideas.Drawing Begin to us simpleIdeas Explore the work of artists, craftspeople and designersDrawing flower-paint into paint -Ideas the centre of flower-paint create a Rosseau into paint -Painting vear 4Drawing Apply a simple use of pattern and shades.Drawing develop ideas.Begin to us simpleDrawing artists, craftspeople and designersPrawing flower-silk, shapes.Invent new shapes.Cotton. Add into paint -Painting vear 4Drawing and shades.Drawing and shades.Drawing perspective to collect and and shades.Drawing and shades | - | Year 1 | textured | | | dimension. | variety of view | and digital |
| and Developing Ideasdraw shapes from observations.adding sand, plaster.pencul, crayon, chalk pastels, pens etc.Painting Year 4Use a journal to collect and develop ideas.Drawing Begin to us simpleideas Explore the work of artists, craftspeople and designersDrawing flower-paint over -silk, craftspeopleDrawing flower-paint over -silk, into paint -Painting Year 4Drawing Apply a simple use of pattern and shades.Use a journal to collect and develop ideas.Drawing Begin to us simpleand designersDrawing flower-saint and designersDrawing flower-saint over -silk, into paint -Painting Year 4Drawing Apply a simple use of pattern and shades.Drawing begin to us and shades.Drawing and shades.into paint -Drawing flower-saint over -silk, and designersNoven on a rangeDrawing andDrawing begin to us and shades.Drawing and shades.into paint -Drawing piece of artPainting Year 4L5 How do I sketch in theand Composition:Using a sin focal point | Exploring | Observe and | paint by | - | for the task. | | finders. | images. |
| Developing Ideasfrom observations.plaster. (texture for the centre of artists,chalk pastels, observations.Painting vear 4Apply a simple use of pattern and shades.to collect and develop ideas.Drawing Begin to us simpleWork of artists, craftspeople and designersDrawing (texture for the centre of antists, craftspeople and designersDrawing flower-paint over -silk, shapes.L6 Can I over -silk, into paint -Apply a simple use of pattern and shades.Drawing develop ideas.Begin to us simpleDeveloping Local and shades.Drawing flower-paint over -silk, into paint -Drawing flower-paint over -silk, into paint -L6 Can I create a RosseauApply a simple use of pattern and shades.Drawing begin to us simpleDeveloping Local piece of artDrawing flower-paint over -silk, work on a rangeDrawing and develop ideas.Drawing begin to us simple | | draw shapes | | | D etertion | Drawing | Use a journal | _ |
| Ideas Explore the work of artists, craftspeople and designersobservations.(texture for the centre of flower-paint action. Add into paint -pens etc.Year 4 Mix and use tints and shades.use of pattern and texture in and texture in a drawing.develop ideas.Begin to us simpleIdeas Explore the work of artists, craftspeople and designersDrawing flower-paint and textDrawing perspective their workL6 Can I create a Rosseau inspireduse of pattern and shades.develop ideas.Begin to us simpleIdeas Mix and use tints and shades.Painting use of pattern and shades.Drawing Perspective their workDrawing perspective their workDerawing perspective their workIdeas work of and designersInvent new shapes.cotton. Add into paint -L6 Can I create a Rosseau inspiredPainting Year 4L5 How do I sketch in theBegin to us simpleIdeas and designersInto paint -piece of art piece of artWork on a rangeUse of pattern and shades.develop ideas.Begin to us simple | Developing | | | | | • | - | Drawing |
| Explore the work of artists, craftspeople and designersDrawing Flower paint over -silk, cotton. Add into paint -L6 Can I create a Rosseau inspired piece of artMix and use tints and shades.and texture in a drawing.and texture in a drawing.Simple perspective their workExplore the work of artists, craftspeople and designersDrawing Invent new shapes.Invent new shapes.L6 Can I create a Rosseau inspired piece of artMix and use tints and shades.and texture in a drawing.Simple perspective their work and shades.Simple perspective their work and texture in a drawing.Drawing perspective their work andSimple perspective their work their work their work their work their work on a rangeIntegen to the section of th | | - | • | pens etc. | | | | Begin to use |
| work of artists,Drawing Year 2flower-paint over -silk, cotton. Add into paint -Lb Can I and shades.and shades.a drawing.Drawing Perspectiveperspective their workwork of artists,Invent new shapes.flower-paint over -silk, cotton. Add into paint -cotton Add piece of artand shades.a drawing.Drawing Perspectiveperspective their workwork of artists,Invent new shapes.cotton. Add into paint -cotton Add piece of artPainting Work on a rangeL5 How do I sketch in theandusing a sin focal point | Explore the | | | | | | | - |
| artists, craftspeople and designersYear 2 Invent new shapes.over -silk, cotton. Add into paint -create a Rosseau inspired piece of artPainting Year 4Perspective anting L5 How do I sketch in thePerspective andtheir work using a sin focal point | work of | Drawing | - | | and shades. | a drawing. | Drawing | , perspective in |
| craftspeople and designersInvent new shapes.cotton. Add into paint –Rosseau | artists, | Year 2 | • | | Deinting | _ | Perspective | their work |
| and designers shapes. into paint – into paint – piece of art Work on a range sketch in the Composition: focal point | craftspeople | | - | | | L5 How do I | | using a single |
| Diece of art Work on a runge | and designers | shapes. | into paint – | | | sketch in the | Composition: | focal point and |
| from of scales e.g. thin style of? Begin to norizon. | from | | | piece of art | - | style of? | Begin to | horizon. |

| different | Drawing | rice, sand, | for our class | brush on small | (Focus on | develop an | |
|------------|-------------------|---------------|-----------------------|----------------------------------|------------------|-------------------|-----------------|
| times an | | beans etc) | gallery? | picture etc. | painting) | awareness of | |
| cultures | | beans etc) | Surrer y . | picture ctc. | panneng) | composition, | Collage |
| difference | | Drawing | | L4 Can I use the | Painting | scale and | Add collage to |
| and | objects | Draw shapes | | techniques I | Develop a | proportion in | a painted, |
| similarit | | in between | Evaluating | have learned to | painting from | their paintings | printed or |
| Similariti | L3 What | objects. | and | produce my | a drawing. | e.g. | drawn |
| Collage | makes the | 0.5,000 | Developing | own still life art? | a arannığı | foreground, | background. |
| Create | best wave? | Drawing | Work | | Painting | middle ground | Suchground |
| images f | | Invent new | Compare | Drawing | Carry out | and | Collage |
| a variety | | shapes. | ideas, | Year 3 | preliminary | background. | Use collage as |
| media e. | | 0.10.000 | methods and | Experiment with | studies, trying | 2 a chigi c annai | a means of |
| photoco | - | L5 Can I help | approaches in | ways in which | out different | L5 Can I | extending work |
| material | | make a | their own and | surface detail can | media and | shape, form, | from initial |
| fabric, ci | | Kandinsky- | others' work | be added to | materials and | model and | ideas. |
| paper, | including | inspired | and say what | drawings. | mixing | construct from | |
| magazin | - | mural? | they think and | | appropriate | observation or | L6 Can I use a |
| etc | brush sizes | | feel about | Drawing | colours. | imagination? | graphics |
| | and types. | Evaluating | them. | <mark>Year 3</mark> | | | package to |
| Collage | | and | | Use journals to | Painting | 3D Shape, | enhance my |
| Create a | nd Painting | Developing | Drawing | collect and record | Work on a | form, model | work? |
| arrange | Year 1 | Work | Create | visual information | range of | and construct | |
| shapes | Mix primary | Identify what | textures with | from different | scales e.g. thin | from | Media |
| appropri | iately shades and | they might | a wide range | sources. | brush on small | observation or | Use a graphics |
| | tones. | change in | of drawing | _ · | picture etc. | imagination. | package to |
| Collage | | their current | implements. | Drawing | | | create and |
| | Painting | work or | | Year 3 | Painting | 3D Use | manipulate new |
| Create, s | select Year 1 | develop in | Painting | Make marks and lines with a wide | Mix and use | recycled, | images. |
| and use | Mix and | future work | Create | | tints and | natural and | |
| textured | match | (and explain | different | range of drawing implements e.g. | shades. | man - made | Media |
| paper fo | r an colours to | their | effects and | charcoal, pencil, | | materials to | Understand that |
| image | artefacts and | reasoning). | textures with | crayon, chalk | L6 How do I | create | a digital image |
| | objects. | | paint according to | pastels, pens etc. | sketch in the | sculptures | is created by |
| | | | | pusicis, peris etc. | | | layering. |

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

| and | aluating and d Developin veloping Work | media. | to collect and record visual information. | techniques, e.g. printing, dyeing, weaving and stitching to | life scene using my own ideas and tools for | observation, experience and imagination, and explore | (written, sketch, exploded views) |
|-------------------|--|--|--|---|---|---|--|
| bai | rks, pen secondary rrels, colours. onge Evaluating | different surfaces with | added to drawings. Use journals | Textiles <mark>Year 3</mark> Use a variety of | L2 Can I construct and draw a still | Ideas Select and record from first hand | Annotate work in their journal using a variety of methods |
| and ma | nge of hard Painting d soft <mark>Year 2</mark> nterials e.g. Mix | lines. Drawing | Experiment with ways in which surface detail can be | breakdown) Textiles | implements to create lines and marks. | Exploring and Developing | Evaluating and Developing Work |
| | nting objects. nt with a | Drawing Invent new | Drawing | overview for lesson | grades of pencil and other | space artwork? | different times and cultures. |
| par pla | create Year 1 tterns e.g. Mix and astic mesh, match encils colours to | Drawing Lines and Marks | experiment with ways details can be added to drawings? | techniques affect a finished product?(Taught through DT unit – see DT | Drawing Experiment with different | Collage L1 Can I collect and develop ideas based on | artists, craftspeople and designers working in different times |
| Roi ink fou | nting shades and Il printing tones. cover und objects Painting | d marks made with the range of media. | different purposes. L2 & 3 Can I | previous lessons." How do | pencil to create lines, marks, and textures? | Space Collage Painting, Printing, | Ideas Explore the roles and purposes of |
| | nting Painting lettes <mark>Year 1</mark> Mix prima | DrawingControl therytypes of | imagination, and explore ideas for | Use the range of techniques covered in | L1 Can I use different grades of | colours in a collage? | Exploring and Developing |

| Developing | Developing | Developing | forms and | Year 4 | other | | their own |
|----------------|---------------------|-----------------------------------|----------------|---------------------|-----------------|-----------------|-----------------------|
| Work | Work | Ideas | shapes. | Develop skills in | implements to | Painting | work. |
| Identify what | <mark>Year 2</mark> | Develop their | | stitching, cutting | create lines | Carry out | |
| they might | ldentify what | ideas – try | L4 Can I | and joining. | and marks. | preliminary | L3 & 4 Can I |
| change in | they might | things out, | create | | | studies, trying | plan Gaudi- |
| their current | change in | change their | texture? | Textiles | Drawing | out different | inspired Art |
| work or | their current | minds. | | Year 4 | Begin to show | media and | from my |
| develop in | work or | | Drawing | Experiment with | an awareness | materials and | surroundings? |
| future work. | develop in | Drawing | Create | paste resist. | of objects | mixing | |
| | future work. | Investigate | textures with | | having a third | appropriate | 3D |
| L7 Can I | (and explain | tone by | a wide range | Can a sculpture | dimension. | colours. | Plan a sculpture |
| make a print | their | drawing | of drawing | show feelings | | | through |
| for my | reasoning) | light/dark | implements. | and emotions? | L3 Can I make | Colour Mix and | drawing and |
| school bag? | | lines, | | | thoughtful | match colours | other |
| | | light/dark | Painting | Artist | observations | to create | preparatory |
| Printing | L5 & 6 How | patterns, | Experiment | focus/theme: | about starting | atmosphere | work. |
| Build | do I create a | light/dark | with different | Henry Moore | points and | and light | |
| repeating | realistic | shapes. | effects and | | select ideas to | effects. | Drawing |
| patterns and | wave? | | textures | 3D | use in my | | Work from a |
| recognise | | Printing | | | work? | L2 Can I mix | variety of |
| pattern in the | Painting | Take simple | Digital | L1 & 2 Who was | | and match | sources |
| environment | <mark>Year 1</mark> | prints i.e. | Media | Henry Moore, | Drawing | colours to | including |
| | Mix and | mono - | Record and | the artist? | Experiment | create | observation, |
| Printing | match | printing | collect visual | | with different | atmosphere | photographs |
| Create simple | colours to | , , | information | Exploring and | grades of | and light | and digital |
| printing | artefacts and | L3 Can I use | using digital | Developing | pencil and | effects? | images. |
| blocks with | objects. | over printing | cameras and | Ideas | other | | |
| press print | - | techniques? | video | <mark>Year 3</mark> | implements to | Colour Mix and | Evaluating and |
| | Painting | | recorders. | Select and record | create lines | match colours | Developing |
| Evaluating | Year 1 | Printing | | from first hand | and marks. | to create | Work |
| and | Use a variety | Experiment | Digital | observation, | | atmosphere | Annotate work |
| Developing | of tools and | with | Media | experience and | Drawing | and light | in their journal |
| Work | techniques | overprinting | Create | imagination,and | | effects. | using a variety |
| | - | · · · · · · · · · · · · · · · · · | textures with | explore ideas for | | | of methods |

| Review what | including | motifs and | a wide range | different | Begin to show | | (written, |
|----------------|---------------------|------------------|---------------|---------------------|-----------------|-----------------------|------------------|
| they have | different | colour | of drawing | purposes. | an awareness | Evaluating and | sketch, |
| done and say | brush sizes | 001001 | implements. | p p c. | of objects | Developing | exploded |
| what they | and types. | Evaluating | unpternents. | Exploring and | having a third | Work | views) |
| think and feel | und types. | and | L5 Can I use | Developing | dimension. | Adapt their | ine in sy |
| about it. | Painting | Developing | graphics and | Ideas | Exploring and | , work according | Exploring and |
| | Year 2 | Work | digital | Year 4 | Developing | to their views | Developing |
| Evaluating | Work on | Review what | software to | Question and | Ideas | and describe | Ideas |
| and | different | they and | present | make thoughtful | Question and | how they | Question and |
| Developing | scales. | others have | images? | observations | make | might develop | make |
| Work | | done and say | | about starting | thoughtful | it further. | thoughtful |
| Identify what | Painting | what they | Digital | points and select | observations | | observations |
| they might | Year 2 | think and feel | Media | ideas to use in | about starting | | about starting |
| change in | Mix | about it. | Present | their work. | points and | L3 Can I use a | points and |
| their current | secondary | | recorded | | select ideas to | range of media | select ideas to |
| work or | colours. | L4 Can I | visual images | L3 & 4 Can I | use in their | to create a | use in their |
| develop in | | create a | using | create a | work. | collage? | work. |
| future work. | Evaluating | repetitive | software. | sculpture in the | | - | |
| | and | pattern and | | style of Henry | Exploring and | Collage | L5 Can I use a |
| Could my | Developing | a moon | Digital | Moore? | Developing | Use a range of | coil technique? |
| Christmas | Work | footprint? | Media | | Ideas | media to | - |
| Card be sold | <mark>Year 1</mark> | - | Use a | 3D | Select and | create collages. | 3D |
| in a shop? | Review what | Drawing | graphics | <mark>Year 3</mark> | record from | | Plan a sculpture |
| | they have | Investigate | package to | Plan, design and | first hand | Collage | through |
| Artist | done and say | textures by | create images | make models | observation, | Use different | drawing and |
| focus/theme: | what they | , describing, | and effects | from observation | experience | techniques, | other |
| Yayoi | think and feel | naming, | with; lines . | or imagination. | and | colours and | preparatory |
| Kasuma and | about it. | rubbing, | | | imagination, | textures etc | work. |
| Jackson | | copying. | Digital | 3D | and explore | when | |
| Pollock - | Evaluating | (rubbings) | Media | <mark>Year 3</mark> | ideas for | designing and | Drawing |
| Christmas | and | | Change the | Use papier mache | different | making pieces | Identify artists |
| | Developing | Printing | type of brush | to create a simple | purposes. | of work | who have |
| Drawing and | Work | Ŭ | to an | 3D object. | | - | worked in a |
| 3D | Year 2 | | | | | | similar way to |

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

| | from | | L1 Can I | think and feel | to overenine cet | might doubles | others' work |
|-----------------|---------------------|-----------------|----------------|-------------------|-----------------------|-----------------------|-----------------|
| Name, match | from | Use a simple | | think and feel | to experiment | might develop | |
| and draw | observations. | graphics | make first | about them. | with colours, | it further. | and say what |
| lines/marks | | package to | hand | | textures, | | they think and |
| from | L2 & 3 What | create | observations | Evaluating and | filters and | L6 Can I | feel about |
| observations. | techniques | images and | about art? | developing | lines? | develop a | them using |
| | are used to | effects with: | | work | | painting from | knowledge of |
| Drawing | create pop | lines by | Exploring | Year 4 | Digital Media | a drawing? | artists to |
| Observe and | art? | changing the | and | Annotate work in | Use a graphics | | validate their |
| draw shapes | | size of | Developing | your journal. | package to | Painting | opinion. |
| from | Drawing | brushes in | Ideas | | create images | Develop a | |
| observations | <mark>Year 1</mark> | response to | Select and | How is light and | and effects | painting from a | |
| | Name, match | ideas; | record from | colour used to | with; lines by | drawing. | Is there a |
| L2 Can I | and draw | shapes using | first hand | create | controlling the | | place in the |
| create rain | lines/marks | eraser, shape | observation, | impressions on | brush tool | Evaluating and | modern world |
| water? | from | and fill tools; | experience | the water? | with increased | Developing | for traditional |
| | observations. | and | and | | precision. | Work | methods of |
| Exploring | | colours and | imagination, | Can I replicate a | | Adapt their | printing and |
| and | Drawing | texture using | and explore | McCoo? | Digital Media | work according | textiles? |
| Developing | Year 2 | simple filters | ideas for | | Create shapes | to their views | |
| Ideas | Year 2 Invent | to | different | Artist | by making | and describe | Artist |
| Ask and | new lines. | manipulate | purposes. | focus/theme: | selections to | how they | focus/theme: |
| answer | | and create | 1 1 | Steven Brown | cut, duplicate | might develop | Batik |
| questions | | images. | Drawing | | and repeat. | it further. | |
| about the | Drawing | | Experiment | Drawing, | | | L1 What are |
| starting points | Year 2 | Digital Media | with different | Collage, Digital | Digital Media | Can I use | the features of |
| for their work. | Invent new | Use basic | grades of | Media | Experiment | Maths in my | Islamic Art? |
| | shapes. | selection and | pencil and | | with colours | artwork? | |
| Drawing | | cropping | other | L1 What is the | and textures | | |
| Draw on | Drawing | 5. 5ppg | implements | art of Steven | by using | Artist/theme: | |
| different | Year 2 | L6 Can I | to draw | Brown? | effects and | Beatriz | Exploring and |
| surfaces with | Draw shapes | produce a | different | | simple filters | Milhazes | Developing |
| a range of | in between | piece of Art | forms and | Exploring and | to manipulate | | Ideas |
| media. | objects. | in the style | shapes. | Developing | and create | Drawing, | Question and |
| | 00,000 | in the style | shapes. | Ideas | | Digital Media | make |
| | | |] | | | Digital media | make |

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

| light/dark | cropping | Identify what | L3 Can I | Year 3 | Exploring and | Drawing | L2 Can I apply |
|----------------|---------------------------------------|----------------|---------------------|---------------------|-----------------|------------------|-----------------------|
| patterns, | tools. | they might | create a | Select and record | Developing | Work in a | the features of |
| light/dark | | change in | textured | from first hand | Ideas | sustained and | Islamic Art to |
| shapes. | Can Food be | their current | cave wall? | observation, | Question and | independent | my own work? |
| 5.1.4p 55. | Art? | work or | | experience and | make | way to create a | , . |
| Drawing | | develop in | Painting | imagination, and | thoughtful | detailed | Drawing |
| Investigate | Artist | future work | Experiment | explore ideas for | observations | drawing. | Use dry media |
| textures by | focus/theme: | (and explain | , with different | different | about starting | Develop close | to make |
| describing, | · · · · · · · · · · · · · · · · · · · | their | effects and | purposes. | points and | observation | different |
| naming, | Giuseppe | reasoning). | textures | | select ideas to | skills using a | marks, lines, |
| rubbing, | Arcimboldo | 5, | including | Exploring and | use in their | variety of view | patterns and |
| copying. | | How is art | blocking in | Developing | work. | finders. | shapes within a |
| | Drawing, | inspired by | colour, | Ideas | | Use a journal to | drawing. |
| L4 Can I | digital media | culture? | washes, | <mark>Year 4</mark> | Exploring and | collect and | 5 |
| make a | and collage | | thickened | Question and | Developing | develop ideas. | Drawing |
| Pollock | | Artist | paint | make thoughtful | Ideas | | Start to |
| inspired | L1 What kind | focus/theme: | , creating | observations | Select and | L3 Can I draw | develop their |
| chocolate | of artist was | Tinga Tinga | textural | about starting | record from | in the style of | own style using |
| lollipop? | Giuseppe | 0 0 | effects. | points and select | first hand | Beatriz | tonal contrast |
| | Arcimboldo? | Drawing, | ,,, | ideas to use in | observation, | Milhazes? | and mixed |
| Exploring | | collage, | 3D | their work. | experience | | media. |
| and | Drawing | painting and | Use papier | | and | Drawing | |
| Developing | Year 1 | 3D | mache to | Drawing | imagination, | Lines, Marks, | Evaluating and |
| Ideas | Observe and | | create a | <mark>Year 3</mark> | and explore | Tone, Form and | Developing |
| Explore the | draw shapes | L1 What are | simple 3D | Make marks and | ideas for | Texture: Explore | Work |
| work of | from | the features | object | lines with a wide | different | colour mixing | Compare ideas, |
| artists, | observations. | of tinga tinga | | range of drawing | purposes. | and blending | methods and |
| craftspeople | | art? | L4 Can I | implements e.g. | | techniques with | approaches in |
| and designers | Drawing | | make my | charcoal, pencil, | L2 Can I | coloured | their own and |
| from different | Year2 | Exploring | own Stone | crayon, chalk | create and | pencils. | others' work |
| times and | Invent new | and | Age painting | pastels, pens etc. | draw a | | and say what |
| cultures for | shapes. | Developing | tool? | | repeating | L4 Can I work | they think and |
| differences | , | Ideas | | Drawing | pattern? | in a sustained | feel about |
| | | | | <mark>Year 3</mark> | | and | - |

| | Dia ta | Develop the in | 20 | E contract til | | the day is a set of the set | the second second |
|----------------|----------------------|----------------|---------------|---------------------|----------------|-----------------------------|-----------------------|
| and | Drawing | Develop their | 3D | Experiment with | Dutations | independent | them using |
| similarities. | Year2 Draw | ideas – try | Plan, design | different grades of | Printing | way to create | knowledge of |
| | shapes in | things out, | and make | pencil and other | Use relief or | a detailed | artists to |
| 3D | between | change their | models from | implements to | impressed | drawing? | validate their |
| Explore | objects. | minds. | observation | draw different | method | | opinion. |
| sculpture with | | | or | forms and shapes. | | Drawing | |
| a range of | L2 & 3 Can I | Exploring | imagination. | | Printing | Work in a | L3 Can I select |
| malleable | make fruit | and | | Drawing | Print with two | sustained and | a final design |
| media | faces? | Developing | 3D | <mark>Year 3</mark> | colour | independent | and produce it |
| | | Ideas | Use papier | Create textures | overlays. | way to create a | using water |
| 3D | Digital media | Explore the | mache to | with a wide range | L3 Can I make | detailed | colours? |
| Understand | <mark>Year 1</mark> | work of | create a | of drawing | a block print | drawing. | |
| the safety and | Explore ideas | artists, | simple 3D | implements. | showing an | Develop close | Evaluating and |
| basic care of | using digital | craftspeople | object | | authentic | observation | Developing |
| materials and | sources i.e. | and designers | - | Drawing | design? | skills using a | Work |
| tools | internet. | from | L5 Can I | <mark>Year 3</mark> | - | variety of view | Compare ideas, |
| | | different | produce my | Experiment with | Printing | finders. | methods and |
| Evaluating | Digital media | times and | piece of | different grades of | Use relief or | Use a journal to | approaches in |
| and | Year 2 | cultures for | Stone Age | pencil and other | impressed | collect and | their own and |
| Developing | Record visual | differences | inspired art? | implements to | method | develop ideas. | others' work |
| Work | information | and | | achieve variations | | | and say what |
| Review what | using digital | similarities. | Drawing | in tone. | L4 Am I able | L5 Can I | they think and |
| they have | cameras, | sinnanties. | Experiment | | to use a | develop my | feel about |
| done and say | video | L2 Can I use | with ways in | Drawing | printing block | drawing using | them using |
| what they | recorders. | collage to | which surface | Year 4 | to create a | digital media? | knowledge of |
| think and feel | | create a | detail can be | Apply tone in a | repeating | | artists to |
| about it. | Digital media | background? | added to | drawing in a | pattern? | Digital Media | validate their |
| | Year 2 | background? | | simple way. | pattern | Record, collect | |
| Evaluating | | | drawings. | | Drinting | and store visual | opinion. |
| and | Use a simple | Collago | Drowing | Drawing | Printing | information | Deinting |
| Developing | graphics | Collage | Drawing | Year 4 | Use relief or | using digital | Painting |
| Work | package to | Fold, | Make marks | Apply a simple | impressed | cameras etc. | Create |
| Identify what | create | crumple, tear | and lines | use of pattern | method | Present | imaginative |
| they might | images and | | with a wide | | | recorded visual | work from a |

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

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

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

| r | 1 | | | | | 1 | |
|---|----------------------|---------------|-----------------|----------------|----------------------------|---|------|
| | | aftspeople | Developing | implements | Digital Media | | |
| | | nd designers | Work | to draw | <mark>Year 3</mark> | | |
| | from first- fro | om different | Identify what | different | Change the type | | |
| | hand tim | nes and | they might | forms and | of brush to an | | |
| | | ltures for | change in | shapes. | appropriate style. | | |
| | dif | fferences | their current | | | | |
| | Exploring and | nd | work or | Painting | Digital Media | | |
| | and sin | nilarities. | develop in | Experiment | <mark>Year 4</mark> | | |
| | Developing | | future work | with different | Use a graphics | | |
| | | How to | (and explain | effects and | package to create | | |
| | Ask and cre | eate a | their | textures | images and | | |
| | | nisley | reasoning). | including | effects with; lines | | |
| | | ittern | 27 | blocking in | by controlling the | | |
| | | yle? | L5 Can I add | colour, | brush tool with | | |
| | starting points | | detail to my | washes, | increased | | |
| | for their work. Pri | inting | tinga tinga | thickened | precision. | | |
| | | ear 1 | tile? | paint | | | |
| | Exploring Bu | uild and | | , creating | Digital Media | | |
| | and de: | esign | Painting | textural | <mark>Year 4</mark> | | |
| | Developing rep | peating | mix paint | effects. | Create shapes by | | |
| | | itterns and | with PVA | -)) | making selections | | |
| | Explore the rec | cognise | Name | L3 Can I | to cut, duplicate | | |
| | work of pa | ittern in the | different | create a print | and repeat. | | |
| | artists, en | vironment | types of paint | to be sewn | | | |
| | craftspeople | | and their | on to my | Digital Media | | |
| | and designers rin | nting | properties. | Roman bag? | <mark>Year 4</mark> | | |
| | from different | ear 1 | properties. | Norman Bug. | Experiment with | | |
| | times and Pri | int with a | Painting | Printing | colours and | | |
| | cultures for rai | nge of hard | Experiment | Create | textures by using | | |
| | differences | nd soft | with tools | printing | effects and simple | | |
| | and mo | aterials e.g. | and | blocks using | filters to | | |
| | cimilarities | rks, pen | techniques | a relief. | manipulate and | | |
| | | nrrels, | e.g. layering, | u i ciicj. | create images for | | |
| | | onge | e.g. iuyeriirg, | | a purpose. | | |
| | 300 | unge | | | | | |

| d b a D I I I I I I I I I I I I I I I I I I | L2 & 3 Can I draw a building and a bucket? Drawing Investigate tone by drawing light/dark Lines, L2 & 3 Can I Year 1 Make simple marks on rollers and printing palettes Year 2 Itaking Year 2 Take simple | mixing media, scrapping through. Evaluating and Developing Work Identify what they might | Evaluating and Developing Work Compare ideas, methods and approaches in their own and others' work and say | L6 What might I develop next time? Evaluating and Developing Work Year 3 Compare ideas, methods and approaches in | | |
|--|--|---|--|---|--|--|
| Li si Li si Li Li M M D N N a i li fr O O C C d fr | patterns, light/dark shapes. Drawing Lines and Marks Drawing Name, match and draw lines/marks from observations. Drawing Observe and draw shapes from observations Printing Year 2 Experiment with overprinting motifs and colour. L3 Can I create a fin design? Printing Year 1 | 9 | think and feel about them. L4 & 5 Can I use sewing techniques to make a Roman bag? Textiles (Art) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects | their own and others' work and say what they think and feel about them. Evaluating and Developing Work Year 4 Annotate work in your journal. Evaluating and Developing Work Year 4 Adapt their work according to views | | |

| L4 & 5 Can I Roll printing create a ink over Textiles (DT) digital piece found objects Match the of art? to create tool to the patterns e.g. material material Digital plastic mesh, Textiles (Art) Explore ideas stencils Textiles (Art) Develop skills on stitching, sources i.e. reat in stitching, internet. Year 1 Digital blocks with priss print Sew on buttors and sour fabrics package to Create images and effects material with: for colour, lines by texture, images changing the texture, images and effects rolour, with: for colour, lines by texture, images changing the texture, images | |
|--|--|
| digital piece of art?found objects to create patterns e.g. plastic mesh, stencilsMatch the tool to the materialDigital Media susing digital sources i.e. internet.Printing Year 1 Create simple printing blocks with press printTextiles (Art) joining.Digital printing printing printing blocks with press printPrinting (Lite) sew on buttons and make loops.Digital printing printing printing blocks with press printPress print buttons and make loops.Digital protocol protocol protocol protocolYear 1 make loops.Digital printing printing priss printYear 1 make loops.Digital protocol protocol protocol protocol protocol protocol protocolYear 1 make loops.Media printing priss printYear 1 make loops.Digital printing protocol press printYear 1 make loops.Media protocol protocol protocol press printYear 1 make loops.Media protocol protocol protocol protocol protocol protocol protocol protocol protocolL6 Would mischester mode set musce mode set protocol protocol protocolMatch and protocol protocol protocol protocol protocol protocol protocolYear 1 make loops. | |
| of art?to create patterns e.g. plastic mesh, stencilstool to the materialDigital Media sung digital sources i.e. internet.plastic mesh, stencilsTextiles (Art) Develop skills in stitching, cutting and joining.Digital with rest package to create images and effectsPrinting Year 1 Disital blocks with press printTextiles (DT) Sew on buttons and make loops.Digital sources i.e. internet.Year 1 Press print Sew on buttons and make loops.Textiles (DT) Sew on buttons and make loops.Digital graphics and effects with: thire for colour, buttomYear 1 Museum use texture,Textiles (DT) muse buttons and make loops. | |
| Digital Mediapatterns e.g. plastic mesh, stencilsmaterial materialDigital Explore ideasplastic mesh, stencilsTextiles (Art) Develop skills in stitching, cutting and joining.Sources i.e. internet.Year 1 Create simple printingcutting and joining.Digital graphicsblocks with press printTextiles (DT) Sew on buttons and make loops.Use a simple graphicsYear 1 match and create images and effects and effects with: the for colour,L6 Would Ribchester Museum use my bag as an | |
| Digital Mediaplastic mesh, stencilsTextiles (Art)Explore ideas using digital sources i.e.Printing Year 1 create simple printingin stitching, cutting and joining.Digital blocks withPrinting Year 1 blocks withTextiles (DT)Media use a simple graphicspress print Vear 1 make loops.Sew on buttons and make loops.Use a simple graphics with: treate images and effects with:Year 1 for colour, texture,L6 Would Museum use mise as an | |
| MediastencilsTextiles (Art) Develop skills in stitching, cutting and joining.Sources i.e.Printing Vear 1 internet.in stitching, cutting and joining.Digital blocks withCreate simple printing blocks withjoining.Digital use a simple graphicsVear 1 rest print sew on buttons and make loops.Textiles (DT) buttons and make loops.Vear 1 printing turnetMatch and create images and effects with:L6 Would Ribchester my bag as an | |
| Explore ideas using digital sources i.e.Printing Year 1 Create simple printingDevelop skills in stitching, cutting and joining.Digital wedia Use a simple graphics package to create images and effects with:Printing texture,Develop skills in stitching, cutting and joining.Lise a simple graphics pockage to create images and effects with:Printing texture,Textiles (DT) Sew on buttons and make loops.Lise by texture,Year 1 for colour, texture,Museum use my bag as an | |
| Explore ideas using digital sources i.e.Printing Year 1 Create simple printingDevelop skills in stitching, cutting and joining.Digital Media graphicsPrinting Press printTextiles (DT) Sew on buttons and make loops.Vear 1 package to create images and effects with:Year 1 for colour, texture,L6 Would Ribchester my bag as an | |
| using digital sources i.e. internet.Printing Year 1 Create simple printingin stitching, cutting and joining.Digital media graphicsblocks with press printTextiles (DT) Sew on buttons and make loops.Vear 1 nackage to create images and effects with:Year 1 nackage to create images and effectsTextiles (DT) mather and threadsUse a simple graphics package to create images and effects with:Year 1 nack and tract and threadsTextiles (DT) press printImage: by texture,Year 1 make loops.Match and sort fabricsL6 Would make loops.Image: by texture,for colour, texture,Museum use my bag as anMuseum use my bag as an | |
| sources i.e. internet.Year 1 Create simple printingcutting and joining.Digital Media graphicsblocks with press printTextiles (DT) Sew on buttons and make loops.Vise a simple graphicsYear 1 nake loops.make loops.package to create images and effects with: lines by choresine theMatch and treatsL6 Would Ribchesterlines by choresine the choresine thefor colour, texture,Museum use my bag as an | |
| internet. Create simple printing joining. Digital blocks with press print Textiles (DT) Media press print Sew on buttons and graphics graphics Year 1 package to create images Match and sort fabrics L6 Would and effects and threads Ribchester with: for colour, texture, Museum use lines by texture, my bag as an | |
| Digital Media Use a simple graphics package to create images and effects with: byprinting blocks with press printTextiles (DT) Sew on buttons and make loops.Vear 1 Match and sort fabricsYear 1 Match and sort fabricsMatch and sort fabricsImage: Digital Use a simple graphics package to | |
| Digital Media Use a simple graphicsblocks with press printTextiles (DT) Sew on buttons and make loops.Job a simple graphicsYear 1 Match and create images and effects with: the for colour, times by changing the workTextiles (DT) Sew on buttons and make loops.L6 Would Ribchester with: the for colour, texture,L6 Would Museum use my bag as an | |
| Media Use a simple graphicspress printSew on buttons and make loops.package to create images and effects with:Year 1 Match and sort fabricsL6 Would Ribchesterinterest by texture,for colour, texture,Museum use my bag as an | |
| Use a simple graphics package to create images and effects with:Year 1 Match and sort fabricsbuttons and make loops.L6 Would Ribchester with: lines by changing theand effects for colour, texture,L6 Would Museum use my bag as an | |
| graphics package to create images and effects with:Year 1 Match and sort fabricsmake loops.L6 Would Ribchester with:and threadsL6 WouldLines by changing thefor colour, texture,Museum use my bag as an | |
| package to create images and effects with:Match and sort fabricsL6 WouldImages and effects with:Images for colour, texture,L6 WouldImages texture,Natch and sort fabricsL6 WouldImages texture,Natch and texture,Natch and texture, | |
| create images and effects sort fabrics and threads L6 Would with: for colour, Ribchester lines by texture, my bag as an | |
| and effects with:and threads for colour, texture,RibchesterWith: lines by changing thefor colour, texture,Museum use | |
| with: for colour, Museum use lines by texture, my bag as an | |
| lines by texture, my bag as an | |
| changing the lexiting, my bag as an | |
| length, size artefact? | |
| size of and shape artefact? | |
| hrushes in | |
| Drusties th Year 1 Apply Evaluate (DT) response to colour with Evaluate (DT) | |
| ideas: shapes Colour with Evaluate | |
| using eraser. printing, their ideas | |
| shape and fill apping, and products | |
| tools: and Jabric against their | |
| colours and crayons own design | |
| texture using criteria | |
| simple filters | |
| to manipulate Year 1 Evaluating | |
| and | |

| and create Create and unages. Create and users i.e. Developing onion skins, onion skins, Compare ideas, ideas, ideas, ideas, evaluating and tea, coffee interiosond Developing Work Textiles approaches in their own Review what they have Change and modify and others' work and say that they dom and syt what they fabrics, fabrics, think and feel throws, fabrics, think and feel about it fraying, fringing, pulling threads, thereds, think and feel threads, vorker and this fabrics, for getconter thereds, thereds, Work decoration thereds, thereds, Work developing thereds, thereds, for decoration Work developing thereds, thereds, for decoration Vork developing thereds, thereds, for decoration thereds, for developing thereds, the s Can 1 work or pulling cords for botto a pencil future work. Who is Reve Magriette? Textiles for colour, texture, | | | I | 1 | | |
|--|----------------|---------------|-------|------------|--|--|
| Evaluating and Developing co. coffee ideos, ideos, teo, coffee compare ideos, ideos Work Extiles approaches Work Year 1 in their own and athers' Review what Change and modify work and say thereads and work at they think and feel John Change modify Work fabrics, fringing, pulling, threads, twisting, for and about them. Veraluating and Developing fringing, pulling threads, twisting, for decoration fringing, pulling threads, twisting, for about them. Work Hereds, twisting, pulling cords for develop in their current work on develop in for corest or ot a pencil case? La S Can I put my print onto a pencil case? Who is Reme Magriette Textiles Year I for colour, | and create | | | | | |
| Evaluating and and peveloping and poveloping Work Textiles approaches in their own approaches in their own approaches in their own addition work and say work and say work and say work and say threads and in their own addition work and say threads and in their own approaches in the | images. | use dyes i.e. | Wo | ork | | |
| and Developing Textiles methods and Developing Textiles approaches Work Year 1 in their own Review what Change and and others' done and say threads and what they done and say threads and what they what they fabrics, think and feel about it. fraying, about them. fraying, threads, about them. poweloping twisting, about them. Work tability what for Identify what for decoration change in etcoration etcoration develop ing twisting, twisting, work or gardity what for decoration etcoration etcoration change in put my print onto a pencil develop ing Year 1 Actist for for.sorf fabrics sorf fabrics develop in put my print dot a pencil case? Who is Rene Year 1 <th></th> <th>onion skins,</th> <th>Con</th> <th>npare</th> <th></th> <th></th> | | onion skins, | Con | npare | | |
| Developing Work Textiles Year 1 approaches in their wom and others' work and say done and say threads and what they what they think and feel think and feel | | tea, coffee | idea | as, | | |
| Work Year 1 in their own and dthers' Review what they have done and say what they what they think and feel about it. modify work and say threads and and work and say what they think and feel about it. Evaluating and Developing Work Identify what they might change in their current work or develop in future work. finaging, pulling threads, twisting, plaiting cords for decoration best of the their current work or develop in future work. Who is Reme Magriette? Textiles Year 1 Match and sort fabrics and threads for colour, textiles for colour, | and | | met | thods and | | |
| Review what they have done and say what they what feel about it. and others' work and say what they for fouring, pulli | Developing | Textiles | app | proaches | | |
| they have modify work and say done and say threads and what they yhat they fabrics, what they yhat they fabrics, think and feel about it. fraying, about it. fraying, pulling about it. for about it. for about it. for about it. for about it. for about it. for about it. for about it. for about it. for about it. for about it. for colour, for colour, Who is Rene frayits: for colour, Matriette | Work | Year 1 | in tl | heir own | | |
| done and say what they think and feel about it.threads and fabrics, knotting, about it.what they think and feel about them.Evaluating and Developing Work Identify what they might change in their current work or develop in future work.threads, twisting, plaiting cords for decorationWo is Rene Magriette?Textiles Year 1 Match and sort fabrics, and threads for colour, | | Change and | and | d others' | | |
| done and say what they think and feel about it. threads and fabrics, knotting, fruging, pulling and threads, twisting, plaiting cords identity what they might change in their current work or develop in future work. threads and threads, twisting, plaiting cords identity what they might change in their current their curent their current their current their curr | they have | modify | wor | rk and say | | |
| what they think and feel about it. fabrics, knotting, friging, pulling and threads, twisting, Work think and feel about them. Evaluating and Developing Work pulling threads, twisting, plaiting cords identify what for decoration think and feel about them. Work pulling threads, twisting, plaiting cords identify what for decoration think and feel about them. Work pulling threads, twisting, plaiting cords identify what for decoration think and feel about them. Why is Rene Magriette: threads for colour, threads for colour, | done and say | | | | | |
| think and feel about it. knotting, fraying, prulling and threads, threads, threads, threads, theread | what they | fabrics, | | | | |
| about it. fraying, fringing, pulling and threads, twisting, plaiting cords Vork plaiting cords Identify what for they might decoration change in t4 & 5 Can I their current ut wy print onto a pencil case? Who is Rene Magriette? Artist focus/theme: Rene Madth and sort fabrics Magriette for colour, | think and feel | | | | | |
| Evaluating and Developing fringing, pulling threads, twisting, plaiting cords for they might fringing, pulling threads, Work Developing twisting, plaiting cords for they might decoration they might decoration they might decoration work or future work. they might decoration they might Artist focus/theme: Rene Magriette Textiles for colour, match and sort fabrics for colour, match and sort fabrics | about it. | - | | | | |
| Evaluating and Developing Vork pulling threads, twisting, plaiting cords for decoration Identify what they might change in their current their current develop in future work. L4 & 5 Can I put my print onto a pencil case? Who is Rene Magriette? Textiles Year 1 Math and sort fabrics and threads for colour, | | | | | | |
| and Developing Work Identify what they might change in their current work onto a pencil case?threads, twisting, plaiting cords for decorationUdentify what they might change in their current work on future work.t4 & 5 Can I put my print onto a pencil case?Who is Rene Magriette?Textiles Year 1 Match and sort fabrics and threads for colour, | Evaluating | | | | | |
| Developing Work Identify what they might change in their current work or develop in future work.twisting, plaiting cords for decorationL4 & 5 Can I put my print onto a pencil case?L4 & 5 Can I put my print onto a pencil case?Who is Rene Magriette?Textiles Year 1 Match and sort fabrics and threads for colour, | and | | | | | |
| Work plaiting cords Identify what for they might decoration change in tecoration their current L4 & 5 Can I work or put my print develop in future work. future work. Textiles Year 1 Match and Magriette Match and sort fabrics and threads for colour, for colour, | Developing | | | | | |
| Identify what they might change in their current work or develop in future work.for decorationL4 & 5 Can I put my print onto a pencil case?L4 & 5 Can I put my print onto a pencil case?Who is Rene Magriette?Textiles Year 1 Match and sort fabrics and threads for colour, | Work | | | | | |
| they might change in their current work or develop in future work.decorationL4 & 5 Can I put my print onto a pencil case?Image: Case in the image: Case in th | Identify what | | | | | |
| change in their current work or develop in future work. L4 & S Can I put my print onto a pencil case? Who is Rene Magriette? Textiles Year 1 Match and sort fabrics and threads for colour, | they might | | | | | |
| their current work or develop in future work.L4 & 5 Can I put my print onto a pencil case?Who is Rene Magriette?Textiles Year 1 Match and sort fabrics and threads for colour, | change in | uecoration | | | | |
| work or put my print develop in onto a pencil future work. zase? Who is Rene Textiles Magriette? Year 1 Artist Match and focus/theme: sort fabrics Rene and threads Magriette for colour, | | 14.8 E Con I | | | | |
| develop in future work.onto a pencil case?Who is Rene Magriette?Textiles Year 1 Match and sort fabrics and threads for colour, | work or | | | | | |
| future work. onto a pench case? Who is Rene Magriette? Textiles Year 1 Match and sort fabrics and threads for colour, | develop in | | | | | |
| Who is Rene Magriette? Textiles Year 1 Artist focus/theme: Rene Rene Magriette Match and sort fabrics and threads for colour, | | | | | | |
| Magriette? Textiles Year 1 Match and Artist Match and focus/theme: sort fabrics Rene and threads Magriette for colour, | | case? | | | | |
| Magnette? Year 1 Artist Match and focus/theme: sort fabrics Rene and threads Magnette for colour, | Who is Rene | Taratila | | | | |
| Year I Artist Match and focus/theme: sort fabrics and threads and threads for colour, for colour, | Magriette? | | | | | |
| Artist sort fabrics focus/theme: and threads Rene for colour, | | | | | | |
| Rene and threads Magriette for colour, | Artist | | | | | |
| Rene and threads Magriette for colour, | focus/theme: | - | | | | |
| Magriette for colour, | | | | | | |
| texture, | | - | | | | |
| | | texture, | | | | |

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

| craftspeople | |
|---------------------------|--|
| | |
| and designers Textiles | |
| from different Year 1 | |
| times and Cut and | |
| cultures for shape fabric | |
| differences using | |
| and scissors/snips | |
| similarities. | |
| Textiles | |
| Evaluating Year 1 | |
| and Apply shapes | |
| Developing with glue or | |
| Work by stitching | |
| Review what | |
| they have Textiles | |
| done and say Year 1 | |
| what they Create fabrics | |
| think and feel by weaving | |
| about it. materials i.e. | |
| | |
| L2 What are through | |
| primary and twias corrier | |
| twigs, curren | |
| bugs on a | |
| bike wheel | |
| Painting Taxtiles | |
| | |
| primary and | |
| sacondany | |
| colours by | |
| name using bedas, | |
| buttons, | |
| Painting feathers etc | |
| | |

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

| · · · · · · · · · · · · · · · · · · · | | | |
|---|--|--|--|
| mixing media, | | | |
| scrapping | | | |
| through. | | | |
| tin ough. | | | |
| | | | |
| L4 How do I | | | |
| create | | | |
| textured | | | |
| paint? | | | |
| | | | |
| Painting | | | |
| Create | | | |
| | | | |
| textured paint | | | |
| by adding | | | |
| sand, plaster | | | |
| | | | |
| Evaluating | | | |
| and | | | |
| Developing | | | |
| Work | | | |
| | | | |
| Identify what | | | |
| they might | | | |
| change in | | | |
| their current | | | |
| work or | | | |
| develop in | | | |
| future work. | | | |
| | | | |
| | | | |
| L5 Can I | | | |
| create a | | | |
| piece of art | | | |
| in the style | | | |
| of | | | |
| Magriette? | | | |
| magnette: | | | |
| | | | |

| rr | | 1 | n | |
|----|----------------|---|---|--|
| | Drawing | | | |
| | Observe and | | | |
| | draw shapes | | | |
| | from | | | |
| | Observations | | | |
| | Observations | | | |
| | | | | |
| | Painting | | | |
| | Mix and | | | |
| | match colours | | | |
| | to artefacts | | | |
| | and objects. | | | |
| | | | | |
| | Painting | | | |
| | | | | |
| | Experiment | | | |
| | with tools and | | | |
| | techniques | | | |
| | e.g. layering, | | | |
| | mixing media, | | | |
| | scrapping | | | |
| | through. | | | |
| | | | | |
| | Painting | | | |
| | Create | | | |
| | textured paint | | | |
| | textured putit | | | |
| | by adding | | | |
| | sand, plaster | | | |
| | | | | |
| | L6 What | | | |
| | might I do | | | |
| | differently | | | |
| | next time? | | | |
| | | | | |
| | Evaluating | | | |
| | Evaluating | | | |
| | and | | | |

| r | | 1 | | |
|---|---------------------|-------|--|--|
| | Developing | | | |
| | Work | | | |
| | Identify what | | | |
| | they might | | | |
| | change in | | | |
| | their current | | | |
| | work or | | | |
| | develop in | | | |
| | future work. | | | |
| | | | | |
| | Can I create a | | | |
| | coat of many | | | |
| | colours? | | | |
| | | | | |
| | Artist | | | |
| | focus/theme: | | | |
| | Joseph & his | | | |
| | coat of many | | | |
| | colours. | | | |
| | | | | |
| | Textiles | | | |
| | (taught | | | |
| | alongside DT | | | |
| | unit) | | | |
| | | | | |
| | L1 What is a | | | |
| | coat of many | | | |
| | colours? | | | |
| | | | | |
| | Exploring | | | |
| | and | | | |
| | | | | |
| | Developing Ideas | | | |
| | lueas | | | |

| Explore the work of artists, craftspeople and designers from Image: Craftspeople and designers a | |
|--|--|
| artists, craftspeople and designers | |
| craftspeople and designers | |
| and designers | |
| | |
| from | |
| | |
| different | |
| times and | |
| cultures for | |
| differences | |
| and | |
| similarities. | |
| | |
| Exploring | |
| and | |
| Developing | |
| Ideas | |
| Record and | |
| explore ideas | |
| from first- | |
| hand | |
| observations. | |
| | |
| Exploring | |
| and | |
| Developing | |
| Ideas | |
| Ask and | |
| answer | |
| questions | |
| about the | |
| starting | |

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

| r | | | | |
|---|--|--|--|--|
| | knotting, | | | |
| | fraying, | | | |
| | fringing, | | | |
| | pulling | | | |
| | threads, | | | |
| | twisting, | | | |
| | plaiting | | | |
| | , and the second s | | | |
| | Evaluating | | | |
| | and | | | |
| | Developing | | | |
| | Work | | | |
| | Review what | | | |
| | they have | | | |
| | done and say | | | |
| | | | | |
| | what they | | | |
| | think and feel | | | |
| | about it. | | | |
| | | | | |
| | Evaluating | | | |
| | and | | | |
| | Developing | | | |
| | Work | | | |
| | Identify what | | | |
| | they might | | | |
| | change in | | | |
| | their current | | | |
| | work or | | | |
| | develop in | | | |
| | future work. | | | |
| | | | | |
| | | | | |
| | | | | |

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

| - · · · | Т | | | 1 |
|----------------|---|--|--|---|
| Evaluating | | | | |
| and | | | | |
| Developing | | | | |
| Work | | | | |
| Review what | | | | |
| they have | | | | |
| done and say | | | | |
| what they | | | | |
| think and feel | | | | |
| about it. | | | | |
| | | | | |
| Evaluating | | | | |
| and | | | | |
| Developing | | | | |
| Work | | | | |
| Identify what | | | | |
| they might | | | | |
| change in | | | | |
| their current | | | | |
| work or | | | | |
| | | | | |
| develop in | | | | |
| future work. | | | | |
| | | | | |
| | | | | |
| L5 Can I help | | | | |
| to create the | | | | |
| coat of many | | | | |
| colours? | | | | |
| | | | | |
| Textiles | | | | |
| Cut and | | | | |
| shape fabric | | | | |

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

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

| | | change in their current work or develop in future work. | | | | | | | |
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| | | | | | | | | | |
| How has the Art curriculum taken into account the needs of our | All topics in EYFS are chosen as they are familiar to and of interest to the children. Therefore, the children should already have some | 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. | | | | | | | |
| children? | experience on which they can base their learning in Art. Specific skills and techniques in Art are modelled to the children in small | designed a curr artistic heritage our art topics a progressive art | iculum that gives a, national artistion nd artists accord istic skills over th | s children a weal c heritage and al ing to these aim le course of the p | th of experiences so appreciate glo s to ensure the cl | pupils on roll with 2 s of other culture. W obal art movements hildren are immerse areer. Some example | /e aim for our chil and artists from d d in wealth of Art | dren to understan lifferent cultures. V | d their local Ve have planned |
| | groups and then | Reception – Rangoli patterns (Diwali topic) Year 1 - Rene Magriette (Belgium), Vincent Van Gogh (Netherlands), Jackson Pollock (American) | | | | | | | |

| placed into | Year 1/2 - The Great Wave off Kanagawa by Katsushika Hokusai (Japanese), Giuseppe Arcimboldo (Italian) |
|------------------------|---|
| continuous provision | Year 2 – Kandinsky (Russian), Peter Thorpe (American), Tinga-Tinga (African), |
| so that children can | Year 3 – Paul Klee (Switzerland) Freda Carlo (Mexican) |
| practice previously | Year 3/4 – Monet (French) |
| taught skills. Art | Year 4 – Balla (Italian) |
| activities in which | Year 5 - Beatriz Milhazes (Brazilian) |
| children can be | Year 6 - Augustin Edouart (French), Gaudi (Catalonian), Batik Art (South East Asia) |
| creative, develop | |
| and extend their | To widen the children's artistic understanding further we study a range of British artists such as Banksy and Grayson Perry and link their |
| learning are available | understanding of these artists to the fundamental British values. |
| to the children every | |
| day in continuous | As a school, our Overall Multiple Deprivation Index is B and our Employment Deprivation Index are C. We therefore aim to give purpose |
| provision. | 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: |
| | |
| | |
| | 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) |
| | 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. |
| | own de dye e sin to, graphical media through music, digital media of their own face among other activities. |
| | 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. |
| | |

| 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: |
| 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 |
| 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. |
| 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. |
| 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: |
| 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 |

| 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 |
| 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. |
| ********* Pupil Voice 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. |

