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| 218i0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| National Curriculum | To use a rage of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shapes , form and spaceAbout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.  | To create sketch books to record their observations and use them to review and revisit ideasTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) About great artists, architects and designers in history. |
| Exploring and Developing Ideas | Record and explore ideas from first hand observationsAsk and answer questions about the starting points for their workDevelop their ideas- try things out, change their mindsExplore the work of artists, crafts people and designers from different times and cultures for differences and similarities | Select and record from first from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting pints and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work . |
| Drawing | Sketch books | Experiment with pencils, rubbers, crayons, felt tips, chalk Control the types of marks made with the range of media. | Experiment with pencils, rubbers, pastels, charcoal, ballpoints Control the types of marks made with the range of media. | Use sketchbooks to generate ideas and observations and to express thoughts.  Making records of experiments with various media. | Use sketchbooks for planning and refining ideas. Record ideas for materials and composition Develop skill and technique using various media in sketchbooks. | Work collaboratively to explore ideas for meeting a design briefDevelop and discuss ideas through sketches. Enhance knowledge of skill and technique using various medial in sketchbooks. | Develop and discuss ideas through sketches.  Make personal investigations of interest and record observations in sketchbooks.  Record experiments with various media and try out techniques and process in sketch books before applying them . |
| Lines and Marks | Name and draw a variety of lines including straight, curved and wavy. | Name and draw a variety of lines including straight, curved, wavy, spirals, continuous lines | Experiment with different grades of pencils. | Know the relationship between shading codes on pencils and the marks they produce. | Begin to experiment with using ‘wet media’ e.g. ink/watercolour pencils | Draw lines using ‘negative space’ e.g. with a rubber |
| Form and Shape | Observe and draw basic shapes from observations | Know how shapes can be joined together to create an image. | Begin to have an awareness of 3D shapes | Use shading to show an awareness of objects having a third dimension. | Use shading more effectively to show the shape of an object. | Use different techniques to show the different forms and shapes of objects. |
| Tone | Know the difference between light and dark colours. | Know how to use a pencil to create lighter and darker lines. | Use shading to show an object and its shadowApply tone in a simple way (adding pressure to a pencil) | Apply tone using techniques such as cross hatching/dots | Explore colour mixing and blending techniques with coloured pencils. | Draw upon the range of skills learnt to select the most appropriate technique needed. |
| Texture/Perspective | Draw on a variety of surfaces with a range of textures using different media | Draw on different surfaces with a range of media and discuss the similarities and differences in textures.  | Apply a simple use of pattern and texture in drawing.  | Create textures using a wide range of drawing implements.  | Begin to show an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground, back ground. | Begin to use simple perspective in their work using a single focal point and the horizon.  |
| Key Artists/ Focus | Van Gogh (pencils and crayons) | Durer (pencil) | Picasso (chalk) | Sargent (charcoal) | Moore (pencil)Cross hatching etc  | Lowry (chalk) |
| Key Sticky Vocabulary  | Marks LineCurvedWavy Light Dark  | StraightCurvedWavySpiralsContinuous lines Lighter Darker  | Recap Y2 vocab.ShadowTone PatternTexture  | ShadowTone PatternTexture ShadingShading codes  | Media Blending Composition ScaleProportion ForegroundMiddle groundBack ground. | Recap Y5 vocabPerspective Focal point Horizon |
| Painting | General | Know which size brush to use to create different sized piecesWork on different scales. Use different sizes and types of brushes to create different effects | **Learn More, Remember More** ART DAY Revisit Year 1 Painting Skills | Choose the most suitable brush for the job.Work on a range of scales thin brush on small picture. | **Learn More, Remember More**ART DAYRevisit Year 3 Painting Skills | Develop a painting from a drawing. Carry out preliminary studies, trying out different medial and materials and mixing appropriate colours. Create imaginative work from a variety of sources .g observational drawing, themes, poetry, music. | **Learn More, Remember More**ART DAYRevisit Year 5 Painting Skills |
| Colour  | Identify primary colours and mix these to create secondary coloursCan mix primary shades and tones.Match colours to artefacts and objects they are painting. | Know which primary colours make secondary colours and begin to experiment making different shades of these colours. Use more specific colour language to describe tints and shades. Mix and use tints and shade (primary and secondary) | Experiment with using different colours to create different moods and effects. (E.g. atmosphere, lighting, temperature etc.)Be able to identify and work with complementary and contrasting colours. |
| Texture | Use a variety of different tools to apply paint; brushes, hands, drippingUse techniques such as layering , mixing media or scrapping through. Create textured paint by adding things like sand. | Experiment with creating colour washes and thickened paint to create textural effects. | Choose an appropriate paint e.g. oils vs watercolours. |
| Key Artists/Focus | Klee  | Monet – water colour | O’Keefe  | Van Gogh (starry night) | Kandinsky – expressionism  | Matisse (Open window) |
| Key Sticky Vocabulary  | Primary coloursSecondary colours Layering Media  | Primary coloursSecondary colours Layering Media | Recap Y2 vocabShade Tones Texture  | Shade Tones Texture | Recap Y4 vocab Mood EffectAtmosphere Lighting ComplementaryContrasting  | Mood EffectAtmosphere Lighting ComplementaryContrasting |
| Printing | **Learn More, Remember More** ART DAY Introduction to Printing Skills | Print with a range of hard and soft materials. E.g. corks, pen barrels, sponge Make rubbings to collect textures and patterns.Make simple marks on rollers and printing palettes.Roll printing ink over found objects to create patterns. E.g. plastic, mesh, stencilsBuild repeating patterns and recognise pattern in the environmentCreate simple printing blocks with press print. | **Learn More, Remember More** ART DAY Revisit Year 2 Printing Skills | Create printing blocks using a relief or impressed method.Create repeating patterns.Print with two colour overlays | **Learn More, Remember More** ART DAY Revisit Year 4 Printing Skills | Create printing block by simplifying an initial journal idea.Use relief or impressed methodCreate prints with three overlaysWork into prints with a range of media e.g. pens, colour pens, paints, needle and thread. |
| Key Artists/ Focus | No specific artists – various seasons inspired artwork to be explored and used to inspire  | Lucy Arnold | Wahol | William Morris – layered printing | No specific artists – various Mayan inspired artwork to be explored and used to inspireSee the source image | Banksy – street art |
| Key Sticky Vocabulary  | Materials Print Repeating  | Materials Print RepeatingTextures  | Materials Print RepeatingTextures  | Recap Y3 vocabImpressReliefOverlay  | Recap Y3 vocabImpressReliefOverlay  | Recap Y3 vocabImpressReliefOverlay  |
| Sculpture | **Learn More, Remember More**ART DAYIntroduction to Sculpture | Manipulate malleable materials in a variety of ways including rolling and kneading.Explore sculpture with a range of malleable mediaManipulate malleable material for a purpose (e.g. tile/pot)Understand the basic care of materials and tools.Experiment with constructing and joining recycled, naturals and manmade materials.Use simple 2Dshapres to create a 3D form.Change the surface of a malleable material e.g. build a textured tile. | **Learn More, Remember More**ART DAYRecap Year 2 Sculpture skills. | Plan, design and make models from observations or imagination. Join clay adequately,Create surface patterns and textures in a malleable material. | **Learn More, Remember More**ART DAYRecap Year 4 Sculpture skills. | Shape, form, model and construct from observation or imagination.Used recycled, natural and manmade materials to create sculptures.Plan a sculpture through drawing and other preparatory work.Develop skills in using class including slabs, coils, slips etc.Produce intricate patterns and textures in malleable media. |
| Key Artists/ Focus | Salt dough – Christmas decoration  | Clay – African animals  | Clay – Egyptian canopic slabs | Modroc – Roman pottery  | Paper mache – Mayan Masks  | Clay – Ancient Greek pottery  |
| Key Sticky Vocabulary  | PushPullSmooth Join Shape  | PushPullSmooth Join Shape Manipulate Malleable  | PushPullSmooth Join Shape Manipulate MalleableAdjoinTexture  | Join Manipulate MalleableAdjoinTexture | Join Manipulate MalleableAdjoinTextureForm Construct  | Manipulate MalleableAdjoinTextureForm Construct |
| Collage | Create images from a variety of media. E.g. photocopies, material, fabric, crepe paper, magazine etc.Arrange and glue materials to different backgrounds.Sort and group materials for different purposes e.g. colour textureFold, crumple tear and overlap papers.Work on different scalesCollect, sort, name, match colour appropriate for an image.Create and arrange shapes appropriately | **Learn More, Remember More**ART DAYRecap Year 1 collage objectives | Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.Use collage as a means of collecting ideas and information and building a visual vocabulary | **Learn More, Remember More**ART DAYRecap Year 3 Collage skills. | Add collage to a painted, printed or drawn backgroundUse a range of media to create collagesUse different techniques, colours and textures etc. when designing and making pieces of work.Use collage as a means of extending work from an initial idea. | **Learn More, Remember More**ART DAYRecap Year 5 Collage skills. |
| Key Artists/ Focus |  |  |  |  |  |  |
| Key Sticky Vocabulary  | Crumple Rip Fold Overlap Materials Sort  | Crumple Rip Fold Overlap Materials Scale Texture  | Crumple Rip Fold Overlap Materials Scale Texture | Crumple Rip Fold Overlap Materials Scale Texture | Recap Y4LayeringEffect  | Recap Y4LayeringEffect |
| Evaluating and Developing Work | Recognise and describe key features of their own and the work of othersDescribe what they think about the work of others | Express clear preferences and give some reasons for these using some basic language of art | Reflect on preferences about their work in order to improve itDiscuss art using a n increasingly sophisticated use of language | Use their own and others’ opinions of their work to identify how to improveBuild a more complex vocabulary when discussing art | Analyse and reflect on their progress taking account of intention and opinionsDevelop a greater understanding of vocabulary when discussing work. | Give reasoned evaluations of both their own and others’ work which takes account of the starting points, intention and context behind the work.Use the language of art with greater sophistication to discuss art. |

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| Year 1 | Painting: Klee(maths link – shape) | Sculpture: Salt dough Christmas decoration  | Drawing: Van Gogh Flowers (science link)  |  | Collage:  | Printing: String printing on cardboard (Science link – seasons/ seaside) |
| Year 2 | Drawing: Durer Animals(science link) | Painting: Monet(Geography link – Bridgewater Canal) | Collage: | Sculpture: African animals  | Printing: Lucy Arnold(science and maths link – insects and symmetry)  |  |
| Year 3 | Drawing: Picasso Self portraits  | Printing: Wahol Three colours  | Painting: O’Keeffe |  | Sculpture: Cartouche (History link – Egyptians)  | Collage |
| Year 4 | Drawing (charcoal): Sargent Self portraits  | Printing: Morris Layers multi-coloured printing on material (could be sewn together to create one whole class piece)  | Collage: | Painting: Van Gogh (starry night)  | Sculpture: Modroc(History link – Roman pottery)  |  |
| Year 5 | Printing: Layered printing on other media | Sculpture: Papermache – Masks(history links Mayan masks) | Collage: | Drawing: Moore | Painting: Kandinsky expressionism  |  |
| Year 6 | Collage:  | Sculpture: Clay (History link – ancient Greek pottery) | Painting: Matisse (French link – painting from a French window) |  | Drawing: Lowry  | Printing: Various textures to create a background for Banksy inspired image  |