		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 products* *To 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 space* *About 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 ideas* *To 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 observations* *Ask and answer questions about the starting points for their work* *Develop their ideas- try things out, change their minds* *Explore 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 brief* *Develop 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 shadow* *Apply 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*	*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*	*Begin to use simple perspective in their work*

			discuss the similarities and differences in textures.			e.g. Foreground, middle ground, back ground.	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		*Line* *Curved* *Wavy* *Light* *Dark*	*Curved* *Wavy* *Spirals* *Continuous lines*	*Recap Y2 vocab.* *Shadow* *Tone* *Pattern* *Texture*	*Tone* *Texture* *Shading* *Shading codes*	*Media* *Blending* *Composition* *Scale* *Proportion*	*Recap Y5 vocab* *Perspective* *Focal point* *Horizon*
Painting	*General*	*Know which size brush to use to create different sized pieces* *Work 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 DAY* *Revisit Year 3 Painting Skills* *Experiment with creating colour washes and thickened paint to create textural effects.*	*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, observational drawing, themes, poetry, music.*	**Learn More, Remember More** *ART DAY* *Revisit Year 5 Painting Skills* *Be able to identify and work with complementary and contrasting colours.*
	Colour	*Identify primary colours and mix these to create secondary colours* *Can 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.)*	
	Texture	*Use a variety of different tools to apply paint; brushes, hands, dripping* *Use techniques such as layering , mixing media or scrapping through.* *Create textured paint by adding things like sand.*				*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 colours Secondary colours Layering Media	Primary colours Secondary colours Layering Media	Recap Y2 vocab Shade Tones Texture	Shade Tones Texture	Recap Y4 vocab Mood Effect Atmosphere Lighting	Effect Lighting Complementary Contrasting
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, vegetables* *Make rubbings to collect textures and patterns.*	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, stencils Build repeating patterns and recognise pattern in the environment Create 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 method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens, paints, needle and thread.
Key Artists/ Focus	No specific artists –explore online examples of children exploring printing using a variety of equipment – including fruits and vegetables (see KO)	Lucy Arnold	Wahol	William Morris – layered printing	No specific artists – various Mayan inspired artwork to be explored and used to inspire 	Banksy – street art
Key Sticky Vocabulary	Materials Print Repeating	Materials Print Repeating Text	Materials Print Repeating Textures	Recap Y3 vocab Impress Relief Overlay	Recap Y3 vocab Impress Relief Overlay	Recap Y3 vocab Impress Relief Overlay

Sculpture	**Learn More, Remember More** *ART DAY* *Introduction to Sculpture*	*Manipulate malleable materials in a variety of ways including rolling and kneading.* *Explore sculpture with a range of malleable media* *Manipulate 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 DAY* *Recap 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 DAY* *Recap 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	*Push* *Pull* *Smooth* *Join* *Shape*	*Push* *Pull* *Smooth* *Join* *Shape* *Manipulate* *Malleable*	*Push* *Pull* *Smooth* *Join* *Shape* *Manipulate* *Malleable* *Adjoin* *Texture*	*Join* *Manipulate* *Malleable* *Adjoin* *Texture*	*Join* *Manipulate* *Malleable* *Adjoin* *Texture* *Form* *Construct*	*Manipulate* *Malleable* *Adjoin* *Texture* *Form* *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 texture* *Fold, crumple tear and overlap papers.* *Work on different scales* *Collect, sort, name, match colour appropriate for an image.* *Create and arrange shapes appropriately*	**Learn More, Remember More** *ART DAY* *Recap 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 DAY* *Recap Year 3 Collage skills.*	*Add collage to a painted, printed or drawn background* *Use a range of media to create collages* *Use 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 DAY* *Recap 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 Y4* *Layering* *Effect*	*Recap Y4* *Layering* *Effect*

Evaluating and Developing Work	Recognise and describe key features of their own and the work of others Describe 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 it Discuss art using a n increasingly sophisticated use of language	Use their own and others' opinions of their work to identify how to improve Build a more complex vocabulary when discussing art	Analyse and reflect on their progress taking account of intention and opinions Develop 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.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Painting: Klee (maths link – shape)	Sculpture: Salt dough Christmas decoration	Drawing: Van Gogh Flowers (science link)		Collage:	Printing: general children's repeating patterns
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: Warhol 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)	Painting: Kandinsky expressionism	Drawing: Moore	Collage	
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