

EYFS progression map from Nursery (3-4 years) to the end of Reception

Areas of Learning: Physical Development and Expressive Art and Design

Educational Programme from the EYFS framework:

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Concepts: Fine Motor Skills and Creating with Materials - ART

EYFS Vocabulary: painting, thick, thin, brush/es, see, colour, drawing, me, you, pencil/s, crayon/s, repeat/ing, pattern, print, sponge press, roll/rolling, rub/rubbing, stamp/stamping, light, dark, texture, glue, sticking, paper, materials, cut, explore

Nursery

Development Matters Pathway	Ourselves		Animal Kingdom		Our Wonderful World	
	Adult Directed Learning	Enhanced Provision	Adult Directed Learning	Enhanced Provision	Adult Directed Learning	Enhanced Provision
Physical Development <i>Use large – muscle movements to wave flags and streamers, paint and make marks.</i> <i>Choose the right resources to carry out their own plan.</i> <i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i> <i>Use a comfortable grip with good control when holding pens and pencils.</i>	Wiggle me into Squiggle/Squiggle While You Wiggle: An indoor/ outdoor activity which uses movement and messy play to accelerate gross motor and fine muscle. ‘Only One You’ Pebbles: Provide ready mixed paint and a pebble for the children to paint their own unique fish onto. Harvest Fruit and Vegetable printing: Provide fruit and vegetables and ready-mixed paint to explore	Tuff Tray Messy Mark Making: Supply messy play ingredients such as shaving foam, coloured sand, lentils etc. for children to explore movements with their hands and arms. Story themed painting: Provide children with a variety of ready mixed paints for the children to paint characters from the stories read. Spiders: Display images of spiders and add pipe cleaners and googly eyes to the playdough area.	Wiggle me into Squiggle/Squiggle While You Wiggle: An indoor/ outdoor activity which uses movement and messy play to accelerate gross motor and fine muscle. Paper plate pet craft: Children are to paint and decorate paper plates to make their own pet (Cycle A) and wild animals (Cycle B). Colour mixing: Experiment with the three primary colours. Mother’s Day Cards: Children to make and decorate Mother’s Day	Tuff Tray Messy Mark Making: Supply messy play ingredients such as shaving foam, coloured sand, lentils etc. for children to explore movements with their hands and arms. Story themed painting: Provide children with a variety of ready mixed paints for the children to paint characters from the stories read. Chicks/Ducklings: Display images of chicks (Cycle A) and ducklings (Cycle B) and add feathers, card beaks	Wiggle me into Squiggle/Squiggle While You Wiggle: An indoor/ outdoor activity which uses movement and messy play to accelerate gross motor and fine muscle. Printing: Fruit and vegetable printing (Cycle A) and bubble printing (Cycle B). Puppet craft: Wiggly earth worm (Cycle A) Wiggly sea worm (Cycle B) Paper plate animals: Ladybird (Cycle A) Jelly fish (Cycle B)	Tuff Tray Messy Mark Making: Supply messy play ingredients such as shaving foam, coloured sand, lentils etc. for children to explore movements with their hands and arms. Story themed painting: Provide children with a variety of ready mixed paints for the children to paint characters from the stories read. Snipping: Provide long strips of paper for spider (Cycle A) and octopus (Cycle B)
Expressive Arts and Design						

<p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>Join different materials and explore different textures.</i></p> <p><i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><i>Use drawing to represent ideas like movement or loud noises.</i></p> <p><i>Show different emotions in their drawings and paintings.</i></p> <p><i>Explore colour and colour mixing.</i></p>	<p>shapes and colour-mixing affects.</p> <p>Leaf Rubbing: Provide autumnal leaves, wax crayons and paper to explore the patterns on leaves.</p> <p>Big Art Fireworks: Provide a large sheet of black paper and a range of coloured paints, rollers/printers for children to create their own fireworks in the night sky.</p> <p>Trees through the seasons: Colour mix appropriate colours with poster paint and use cotton buds to print leaves, blossom and snow on four trees to represent the four seasons.</p> <p>Christmas Cards: Make and decorate Christmas cards using mixed media.</p> <p>Christmas Crafts: Provide a range of Christmas crafts for the children to enjoy.</p>	<p>Three Little Pigs: Display images of the three little pigs. Add googly eyes and pipe cleaners to the playdough area for children to make their own little pigs.</p> <p>Family collage: Provide magazine/catalogue pages for children to cut out images of people to create a family collage.</p>	<p>cards using mixed media.</p> <p>Easter Cards: Children to make and decorate Easter cards using mixed media.</p> <p>Easter Crafts: Provide a range of Easter crafts for the children to enjoy.</p>	<p>and googly eyes to the playdough area.</p>	<p>Collage: Butterfly (Cycle A) and Rainbow Fish (Cycle B)</p> <p>Observational Drawings: Bean plants (Cycle A) and sunflowers (Cycle B).</p>	<p>legs/tentacles around a tuff tray. Children to make snips in paper using scissors.</p>
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Reception						
Development Matters Pathway	Our Community		Night and Day		Growing and Changing	
	Adult Directed Learning	Enhanced Provision	Adult Directed Learning	Enhanced Provision	Adult Directed Learning	Enhanced Provision
<p>Physical Development <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</i></p> <p><i>Develop overall body-strength, balance, coordination and agility.</i></p> <p>Expressive Arts and Design <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>	<p>Friendship Hearts: Choose a friend to work with, using red, yellow and blue paint, paint hands and press them against the partners to explore colour mixing.</p> <p>Leaf Man: Use leaves, berries, sticks, conkers etc to make a Leaf Man collage.</p> <p>Collage Gingerbread Man: Use brown tissue paper, buttons, ribbon, googly eyes to make a Gingerbread Man collage for lost posters.</p> <p>Diva Lamps: Create and decorate a Diva Lamp from plasticine to use in our Diwali parade.</p> <p>Christmas Cards: Make and decorate Christmas cards using mixed media.</p>	<p>Harvest Fruit and Vegetable printing: Provide fruit and vegetable and ready-mix paint to explore patterns and colour-mixing effects.</p> <p>Leaf Rubbing: Provide autumnal leaves, wax crayons and paper to explore leaves.</p> <p>Picture Frames: Provide card frames in a range of sizes and a variety of resources, such as pasta, feathers and beads to decorate.</p> <p>Rangoli Patterns: Provide bright paint, cotton buds and black cards with white patterns drawn on to make Rangoli patterns by dipping cotton buds in paint.</p> <p>Sparklers: Provide straws, foil tape and scissors to create sparklers for bonfire night.</p>	<p>Mother's Day Cards: Children to make and decorate Mother's Day cards using mixed media.</p> <p>Easter Cards: Children to make and decorate Easter cards using mixed media.</p>	<p>Icy scenes: Display pictures of ice sculptures by artist Andy Goldsworthy. Provide ready-mixed paint in white, blue and silver to explore making cold-coloured paintings. Provide a variety of paper and silver foil to paint on.</p> <p>Wild Animals: Display pictures of wild animals. Provide variety of paper and materials to tear, cut and stick to make an animal collage.</p> <p>Spring Flowers: Display a variety of spring flowering plants. Provide pastels and colouring pencils to draw a spring flower picture.</p>	<p>Sunflowers: Display sunflowers and copies of Vincent Van Gogh's Sunflowers paintings. Provide ready-mixed paint thickened with cornflour, paper, glue spreaders, lollipop sticks and paintbrushes. Explore the thickened paint to create a Vincent van Gogh-style sunflower painting.</p> <p>Pebble Minibeasts: Provide pictures of mini beasts, ready-mix paints and pebbles to decorate to create minibeasts to display in garden.</p> <p>Matisse's Snail Art: Share a copy of The Snail by Henri Matisse. Provide sheets of coloured paper, scissors and glue. Make snail artwork by cutting coloured shapes and placing them in a spiral.</p>	<p>Farm Animals: Provide paper, pastels and ready-mix paint to create observational drawings or paintings of favourite farm animals.</p> <p>Dream Flowers: Set up a colour-mixing station with red, yellow and blue ready-mixed paint, mixing palettes, brushes and paper. Create a dream flower by mixing the colours and painting onto a template.</p> <p>Butterflies: Provide ready-mix paint in various bright colours, brushes and folded butterfly shaped paper to make symmetrical print butterfly paintings.</p>
<p>Continuous Provision: Throughout the year children in Nursery and Reception have access to both indoor and outdoor continuous provision, including the outdoor classroom. The continuous provision offered in these areas enables children to select from a range of resources and equipment e.g. art materials, scissors, paintbrushes, pencils, pens etc. to create their own child-initiated projects which also meet the skills of the Development Matters Pathway.</p>						

Progression steps within the concepts		Physical Development	Creating with Materials		
	Nursery	<ul style="list-style-type: none"> I can use one-handed tools and equipment. I can use scissors to snip paper. I can use a cylindrical or modified tripod grasp with improving control when holding pens and pencils. 	<ul style="list-style-type: none"> I can look at pictures and real objects to help me decide what to paint, draw or make. I can begin to make decisions about what I want to create and what I want to use to make it. 	<ul style="list-style-type: none"> I can explore a range of materials and textures and begin to experiment with them. I can explore some simple joining techniques (glue, tape). I can begin to select tools independently for a given purpose. I can draw simple representations e.g. head, body, arms, legs which show a range of simple emotions. 	<ul style="list-style-type: none"> I can say what I have made and how I have made it.
	Reception	<ul style="list-style-type: none"> I can use one-handed tools and equipment with increasing control and accuracy. I can use scissors to cut out more complex shapes and cut outs. I can use an effective tripod grasp with good control when holding pens and pencils. 	<ul style="list-style-type: none"> I can talk about my ideas and express my feelings. I can look at pictures or real objects and talk about their features with others to help develop my ideas. 	<ul style="list-style-type: none"> I can use a variety of media independently and explore artistic effects to express my ideas and feelings. I can use colour for a purpose e.g. correct eye/hair colour. I can use appropriate patterns when creating observational drawings of simple objects, animals and people. I can select an appropriate tool for a given purpose. I can safely use and explore tools to achieve a texture, form or function e.g. cutting, printing. I can work with my peers to create a shared project. 	<ul style="list-style-type: none"> I can say what I like about what have made and explain the processes I have used. I can reflect and make choices about how to improve and refine my work. I can listen to feedback from others to improve my work. I can transfer skills and techniques from previous learning into new projects.
Early Learning Goal: Physical Development: Fine Motor Skills: Children at the expected level of development will: <ul style="list-style-type: none"> 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. 			Early Learning Goal: Expressive Art and Design: Creating with Materials: Children at the expected level of development will: <ul style="list-style-type: none"> 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. 		

Pupils should develop knowledge, understanding and skills in Responding to art, Developing ideas, Drawing, Painting, Printing, Sculpture and Form, Textiles and Collage.						
PoS Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to art	✓	✓	✓	✓	✓	✓
Developing ideas	✓	✓	✓	✓	✓	✓
Drawing	✓	✓	✓	✓	✓	✓
Painting	✓	✓	✓	✓	✓	✓
Printing	✓		✓		✓	
Sculpture and Form		✓	✓		✓	
Textiles	✓			✓		✓
Collage		✓		✓		✓

<u>National Curriculum KS1 Subject Content</u>	Year 1 Autumn Textiles	Year 1 Spring Painting	Year 1 Summer Printing	Year 2 Autumn Collage	Year 2 Spring Painting	Year 2 Summer Sculpture and form
Pupils should be taught:						
to use a range 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, shape, form and space	✓	✓	✓	✓	✓	✓
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	✓	✓	✓	✓	✓	







Year 1 Art & Design ARE:

- investigate ideas from observation and imagination
- use mark making tools (pencils, felt tips, pastels, crayons, rubbers, chalk) to create a variety of lines
- name, identify and mix primary colours
- create a repeating pattern in print
- create a printed piece of artwork using pressing, rolling, rubbing and stamping
- describe what I see and give an opinion about my work, (other pupils' work) and the work of a chosen artist
- ask questions about a piece of art to help me evaluate it

Year 2 Art & Design ARE:



- record and explore ideas from observation and imagination, and begin to develop my ideas
- choose, use, control and experiment with pencils, pastels, chalks and felt tips
- name, identify and mix paint to create secondary colours, tints and shades
- use a variety of tools to apply paint and work on a variety of scale
- cut, tear, roll, coil materials to create my art work
- join clay pieces together to make a piece of art work
- suggest how artists have used colour, pattern, line and shape and can create a piece of art in response to an artist
- evaluate my work and identify what I might change

Year 1			
	Autumn 2	Spring 2	Summer 1
	<u>Textiles</u> Responding to Art Developing ideas Drawing	<u>Painting</u> Responding to Art Developing ideas Drawing	<u>Printing</u> Responding to Art Developing ideas Drawing
Vocabulary	Sort, Thread, Fabric, Weave, Materials, Painting, Drawing, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Join, Glue, Sew, Create, View, Tone/s, Light, Dark, Texture, Stitch, Form, Padding, Detail, Shade	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line	Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Design, Printing block, Painting, Drawing, Feelings, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Press, Roll/rolling, Rub/rubbing, Stamp/stamping, View, Tone/s, Light, Dark, Texture
Skills	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Children can explore the work of a range of artists, craft makers and designers and making some simple links to their own work. Children can look at and talk about their own work and can express simple observations and justified opinions (likes/dislikes) <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children start to record simple media explorations in a sketch book. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Children begin to experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. Children can name, match and draw lines and marks from observation. Children continue working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively. Children can observe and draw shapes from observation e.g. circles <p><u>Textiles</u></p> <ul style="list-style-type: none"> Match and sort fabrics and threads for colour and texture. Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads. Cut and shape fabrics. Join two pieces of fabric. Add shapes with glue or stitching. Apply decoration using beads, buttons, feathers etc. Weave materials (e.g. natural materials on a weaving board) looking at colour and texture. 	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Children can explore the work of a range of artists (Van Gogh), describing the differences and similarities and making some simple links to their own work. Children can look at and talk about the work of other artists and the techniques they have used and can express simple observations and justified opinions (likes/dislikes) <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children continue to record simple media explorations in a sketch book and begin to show some progression of their work. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Children continue to experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. Children can name, match and draw lines and marks from observation. Children can draw on different surfaces with a range of media and verbally express opinions. Children continue working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively. Children can observe and draw shapes from observation e.g. swirls, curved edge shapes <p><u>Painting</u></p> <ul style="list-style-type: none"> Children experiment with painting with different brush sizes and types. Children can name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines. 	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Children can explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making some simple links to their own work. Children can look at and talk about their own work and can express simple observations and justified opinions (likes/dislikes) about the work of other artists and the techniques they had used. <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children continue to record simple media explorations in a sketch book and show progression. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Children experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. Children can name, match and draw lines and marks from observation. Children continue working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively. Children can observe and draw shapes from observation e.g. straight edge shapes Children can make large- and small-scale observational drawings <p><u>Printing</u></p> <ul style="list-style-type: none"> Children can print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges and vegetables. Children can take rubbings to understand and inform their own textured prints and patterns.

		<ul style="list-style-type: none"> Children can mix primary colours to make secondary colours, predicting resulting colours. Children can explore lightening and darkening paint without the use of black or white. Children can experiment with different types of paint – powder, ready mix. Children can explore and create textured paint by adding sand, plaster etc. Children can paint on different surfaces with a range of media. 	<ul style="list-style-type: none"> Children can create a simple mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure Children understand how to create repeating patterns. Children can independently create simple relief printing blocks e.g. with string and card and understand which part will print the image. Children can make simple monochrome prints.
Knowledge and Understanding	<ul style="list-style-type: none"> Explore different materials and mediums e.g. different pencils, charcoal, crayons, chalk, pens. Explore mark making on a range of surfaces e.g. newspaper, wallpaper, kitchen roll, sandpaper, cardboard. Experiment with amount of pressure applied and smudging techniques. Explore creating patterns with yarns, fabric and string weaving onto mesh, wire, wide hessian etc. Create patterns e.g. zigzags, joined loops, arches etc with wax crayon on sugar paper experiment with yarn, ribbon etc to create pattern on top. Mark making with chalks/ crayons on paper in style of Wassily Kandinsky. Repeat using fabric e.g. cotton Create a portrait incorporating techniques and materials used previously. 	<ul style="list-style-type: none"> Experiment with oil pastels and wax crayons. Explore using different parts of drawing tool (wax crayon) to create a pattern e.g. swirls, dots, dashes. Create a wash and experiment using different shades of colour. Mix primary colours to create secondary colours and discuss how they can create different shades of orange to create a sunrise/set scene.  <ul style="list-style-type: none"> Use a range of materials to create a starry night scene in the style of Van Gogh's painting "The Starry Night" 	<ul style="list-style-type: none"> Collect examples of animals to show different lines/ textures e.g. tortoise shell, hedgehog spikes, mouse fur Use mark making techniques to show texture of animal fur/ skin with a range of materials. Use primary colours and a variety of objects to explore printing. Experiment printing on different surfaces. Use a range of stencilling techniques by tearing, cutting and folding paper. Explore stippling to create patterns and images (Link to The Dot by Peter Reynolds) Create relief printing block 9 use plasticine and an object to create pattern link to topic i.e animal footprints Create animal outline prints using above techniques in the style of Karen Lederer 
Learning beyond the classroom			Outdoor classroom

Year 2			
	Autumn 2	Spring 2	Summer 1
	<u>Collage</u> Responding to Art Developing ideas (media exploration) Drawing	<u>Painting</u> Responding to Art Developing ideas Drawing	<u>Sculpture and form</u> Responding to Art Developing ideas Drawing and painting (media exploration)
Vocabulary	Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials Colour, Drawing, Pencil/s, Line, Pattern, Make, Create, Repeated pattern, Light, Dark	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon, Line, Mix, Match, Tint, Tones, View, Light, Dark, Texture,	Cut, Roll, Coil, Texture, Tools, Shape, Painting, Primary, Secondary, Thick, Thin, Brush/es, Colour, Drawing, Pencil/s, Line, Pattern, Make, Clay, Join, Charcoal, Pastel, View, Tone/s, Light, Dark,
Skills	Responding to Art <ul style="list-style-type: none"> Children continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Children can express thoughts and feelings about a piece of art. Children can begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Developing Ideas <ul style="list-style-type: none"> Children use a sketchbook to plan and develop simple ideas. Begin to collect textures and patterns to inform other work Drawing <ul style="list-style-type: none"> name, match and draw lines and marks from observation. continue working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively. observe and draw shapes from observation. make large and small scale observational drawings Look at objects from different angles. Collage <ul style="list-style-type: none"> Create images from a variety of media e.g. magazines, fabric, crepe paper. Arrange and glue materials to different backgrounds. Sort and group materials by properties e.g. colour and textures. Collect, sort, name and match colours appropriate for an image. 	Responding to Art <ul style="list-style-type: none"> Children continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Children can express thoughts and feelings about a piece of art. Children can begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Developing Ideas <ul style="list-style-type: none"> Children use a sketchbook to plan and develop simple ideas. Drawing <ul style="list-style-type: none"> begin to understand tone through the use of different grades of pencils (HB, 2B, 4B) and that pressure can impact this. continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Painting <ul style="list-style-type: none"> Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture. Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. Mix paint to make secondary colours, adding them to the colour wheel. Independently explore adding white to a colour to make tints. Independently explore adding black to a colour to make shades. Mix and match colours to artefacts, objects, given colours. Work on different scales. 	Responding to Art <ul style="list-style-type: none"> Children continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Children can express thoughts and feelings about a piece of art. Children can begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Developing Ideas <ul style="list-style-type: none"> Children use a sketchbook to plan and develop simple ideas. Drawing <ul style="list-style-type: none"> continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Sculpture and Form <ul style="list-style-type: none"> Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. Begin to experiment with constructing and joining recycled, natural and manmade materials. Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. Manipulate malleable materials for a purpose e.g. salt dough, play dough, plasticine, clay for a purpose e.g. animal. Start to develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.

Whole School Art and Design Scheme

	<ul style="list-style-type: none"> Create and arrange shapes appropriately. Select and use textured paper for an image. Fold, crumble, tear and overlap papers and other materials. 	<ul style="list-style-type: none"> Use a brush to produce marks appropriate to work e.g. small brush for small marks. 	
Knowledge and Understanding	<p>Curriculum link- Class text The owl who was afraid of the dark:</p> <ul style="list-style-type: none"> Understand what the term collage means and that a variety of materials can be used to create a collage Recognise other artists work as collage eg. Lauren Child's expressing thoughts and feelings about a piece of art. Begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Develop a growing understanding of what glue and materials might be suitable for a specific purpose. Create a drawing of an owl to be collaged Collage of an owl 	<p>History/ Geography link- Local area:</p> <ul style="list-style-type: none"> Explore and evaluate existing work of artists from local area eg Lucy Pitman, Makenzie Thorpe, William Tyler, Philip Meadows expressing thoughts and feelings about a piece of art. Begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Begin to understand the colour wheel, colour spectrum and explore colour mixing. Understand that different painting techniques create different results. Develop knowledge of different painting techniques to select appropriate ones for specific purpose. Understand texture to create different textured paint for an intended effect. Know how to mix primary colours to make brown. Create a painting based on local artist 	<p>Science link – Living things and their habitats</p> <ul style="list-style-type: none"> Understand what the term sculpture means Explore and evaluate different sculpture of insects and mini beasts expressing thoughts and feelings about a piece of art. Begin to explain (simply, e.g. happy/sad) how a piece of art makes them feel – link to emotions. Understand that different types of materials will create different sculpture. Develop a growing understanding of clay techniques and what might be appropriate to create a sculpture of a mini beast Create a clay sculpture of a mini beast.
Learning beyond the classroom			



Whole School Art and Design Scheme

National Curriculum KS2 Subject Content	Year 3 Autumn & Spring Drawing	Year 3 Spring Sculpture & Form	Year 3 Summer Printing	Year 4 Autumn Collage	Year 4 Spring Textiles	Year 4 Summer Painting	Year 5 Autumn Printing	Year 5 Spring Painting	Year 5 Summer Sculpture & Form	Year 6 Autumn Painting	Year 6 Spring Textiles	Year 6 Summer Collage
Pupils should be taught:												
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.		✓		✓	✓		✓		✓	✓	✓	✓

Year 3 Art & Design ARE:

- select and record ideas from observation, experience, imagination and use a viewfinder to focus my art
- use different grades of pencil to shade and to show different tones and textures
- name different types of paint and mix my paint to a good consistency to apply on a variety of scales
- use a range of brushes to experiment with and create different effects and textures
- compare the work of different artists and identify the techniques they used
- sculpt clay and other mouldable materials
- recognise art from different cultures and historical periods
- evaluate my work and others then adapt my work accordingly

Year 4 Art & Design ARE:

- question my work, selecting and developing my ideas
- draw for a sustained period of time and use sketches to produce a final piece of art work
- show facial expression in my sketches and paintings
- experiment with the styles used by other artists (line, shapes, tone, effect, texture, form and movement)
- use a variety of techniques (printing, stitching, dyeing, weaving, joining)
- create a collage, developing ideas by experimenting with techniques, colours and textures
- use a variety of mediums to create a piece of art
- recognise and explain art from different cultures and historical periods
- evaluate my work and others then adapt my work accordingly



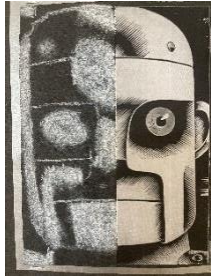

Year 5 Art & Design ARE:

- select, question and explore ideas for different purposes using preliminary sketches
- use line, tone, shape and colour to represent figure and form in movement
- use shading to create mood and feeling
- express emotion in my art
- create an accurate print design following criteria
- create and develop ideas, images, items by using a range of techniques.
- Identify the most effective method for sculpting clay to create a piece of sculpture (e.g. pinching, coil pots)
- over print to create different patterns
- research the work of an artist and use their work to replicate a style
- evaluate my work and others then adapt my work accordingly


Year 6 Art & Design ARE:

- select and record ideas from observation, experience and imagination and explore ideas for different purposes
- evaluate their own work
- explain why they have chosen different techniques
- discuss work by famous artists and how it makes them feel
- use digital media to import edit and present visual information
- use a variety of techniques (printing, dyeing, stitching, weaving, joining) to create and develop textiles
- express emotion in my art



Year 3			
	Autumn 1 & 2	Spring 2	Summer 1
	Drawing Responding to Art Developing ideas Media Exploration	Sculpture and form Responding to Art Developing ideas Drawing	Printing Responding to Art Developing ideas Drawing and painting (media exploration)
Vocabulary	Paper, Design, Drawing, Feelings, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade, Press, Roll/rolling, Rub/rubbing, Drawing, View, Tone/s, Light, Dark, Texture, Expression, Facial, Shade, Chalk, Charcoal, Sketch/es, Explanation,	Cut, Roll, Coil, Texture, Tools, Shape, Painting, Primary, Secondary, Thick, Thin, Brush/es, Colour, Drawing, Pencil/s, Line, Pattern, Make, Clay, Join, Charcoal, Pastel, View, Tone/s, Light, Dark, Add to, Create, Life size, Material/s, Shade, Sketch, Marks, Sculpt, Mouldable, Experiment, Processes, Design, 3-D form, Represent, Figures, Forms, Movement, Reflection,	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon, Line, Mix, Match, , Secondary, Tint, Tones, View, Light, Dark, Texture, Colour wheel, Background, Wash, Range, Different effects, Predict, Accuracy, Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Design, Printing block, Thick/ness, Thin, Line, Grade, Press, Roll/rolling, Rub/rubbing, Stamp/stamping, View, Expression, Shade, Explanation,
Skills	Responding to Art <ul style="list-style-type: none"> Children can discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Developing Ideas <ul style="list-style-type: none"> Children identify interesting aspects of objects as a starting point for work. Children begin to use a sketch book to express feelings about a subject. Children start to make notes in a sketch book about techniques used by artists. Drawing <ul style="list-style-type: none"> Children can make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil. Children begin to experiment ways in which surface detail can be added to drawings. Children continue to experiment with different grades of pencil to create lines and marks and use these to draw different forms and shapes. Children can explore shading with different media to achieve a range of light and dark tones, black to white. Children can apply simple use of pattern and texture in a drawing. Children begin to draw objects from different viewpoints: above, below, front, back. Children begin to develop closer observation skills using a simple viewfinder. Children can, refine and alter their drawings as necessary. 	Responding to Art <ul style="list-style-type: none"> Children continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work, both verbally and using written annotation. Children can discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Children begin to respond to art from other cultures and periods of time (verbally and written through artist study.) Developing Ideas <ul style="list-style-type: none"> Children identify interesting aspects of objects as a starting point for work. Children begin to use a sketch book to express feelings about a subject. Children start to make notes in a sketch book about techniques used by artists. Drawing <ul style="list-style-type: none"> Children can make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil. Children begin to experiment ways in which surface detail can be added to drawings. Children continue to experiment with different grades of pencil to create lines and marks and use these to draw different forms and shapes. Children can apply simple use of pattern and texture in a drawing. 	Responding to Art <ul style="list-style-type: none"> Children continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work, both verbally and using written annotation. Children can discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Developing Ideas <ul style="list-style-type: none"> Children identify interesting aspects of objects as a starting point for work. Children begin to use a sketch book to express feelings about a subject. Children start to make notes in a sketch book about techniques used by artists. Painting <ul style="list-style-type: none"> Children can experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. Children can experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing. Children can use light and dark when painting, mixing shades and tints with increasing confidence. Children build on understanding of the colour wheel, storing information through investigation on a colour spectrum during the planning process.

		<ul style="list-style-type: none"> Children begin to draw objects from different viewpoints: above, below, front, back. Children can, refine and alter their drawings as necessary. <p><u>Sculpture and Form</u></p> <ul style="list-style-type: none"> Children can plan, design and make models from observation or imagination. Children understand how to join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form. Children become more confident manipulating clay using pinch, slab and coil techniques. Children can create surface patterns and textures onto clay looking at cultural decoration from historic time periods. 	<ul style="list-style-type: none"> Children can explore complementary colours (colours opposite each other on the colour wheel). Children continue to work on different scales, selecting suitable brush size and type. Experiment with different types of paint and making custom paint (textured) if appropriate to composition. <p><u>Printing</u></p> <ul style="list-style-type: none"> Children can work in greater detail when relief printing - making printing blocks. Children can use two colour overlays when relief printing and can predict the effect this will have. Children further explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles.) Children can print with two colour overlays. Children can create repeating patterns. Children can design a complex pattern made up from two or more motifs and print a tiled version.
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> Develop understanding of how to create different patterns and textures using lines in different ways. (Sketching skills) Develop understanding of how to use different media to create light and dark tones. (Pencil, chalk and charcoal.) Develop the use of a viewfinder to select a focused aspect of a Middlesbrough landmark and use sketching skills to create own interpretation incorporating colour. Develop own Iron Man image incorporating sketching skills and use of light and dark tones. Develop own sketchbook and annotations. 	<ul style="list-style-type: none"> Explore the craftwork of the Bell Beaker people and their impact on prehistoric pots. Experiment with and create surface patterns and textures using natural items. Plan, design and make a clay pot with their own surface design using joining and manipulating techniques. 	<ul style="list-style-type: none"> Explore and respond to the artwork of Lee Herring (textured paint artist from Sunderland). Explore creating different paint textures by adding a range of materials to paint colours and exploring how best to apply the paint to the page. Explain and identify which types of textured paint would be suitable for different art pieces e.g. coastal landscapes using sand. Design and make a simple print block using a polystyrene tile. Explain how the relief tile works (the image drawn will remain blank when printed) Create a monochrome print and a dual colour print.
<p>Learning beyond the classroom</p>	<p>Line and pattern in nature in the Outdoor Classroom.</p>	<p>Collecting natural items to use to create surface patterns and textures.</p>	<p>Collect materials to create texture.</p>

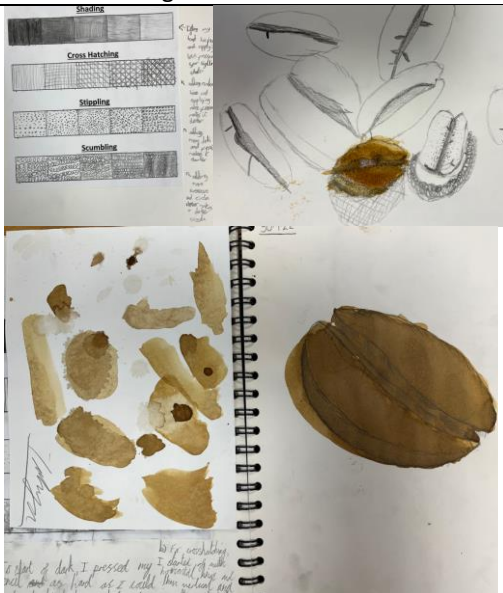
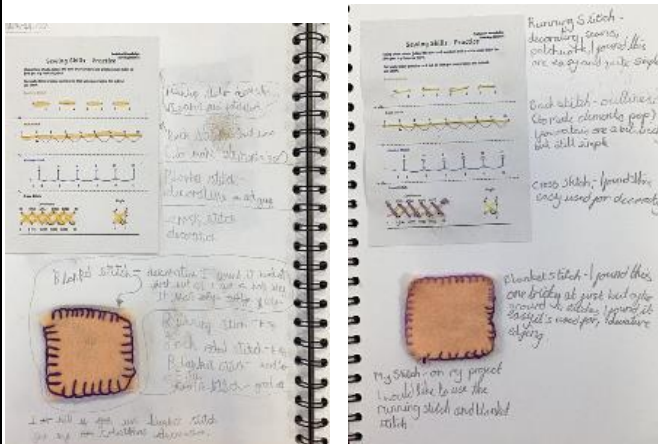
Year 4			
	Autumn	Spring	Summer
	<u>Collage</u> Responding to Art Developing ideas (media exploration) <u>Drawing</u>	<u>Textiles</u> Responding to Art Developing ideas <u>Drawing</u>	<u>Painting</u> Responding to Art Developing ideas <u>Drawing</u>
Vocabulary	Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials, Painting, Primary, Secondary, Thick, Thin, Brush/es, Colour, Drawing, Pencil/s, Line, Pattern, Make, Create, Repeated pattern, Light, Dark, Accurate, Overlap, Experiment, Mosaic, Montage, Design, Represent, Forms, Movement, Reflection,	Sort, Thread, Fabric, Weave, Materials, Painting, Drawing, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade, Join, Glue, Sew, Create, View, Tone/s, Light, Dark, Texture, Create, Stitch, Form, Padding, Detail, Shade, Chalk, Charcoal, Sketch/es, Explanation, Skills, Project, Colours, Accurate, Marks, Shape, Pastel, Blend, Represent, Figures, Forms, Movement, Reflection,	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon, Line, Mix, Match, Predict outcomes, Secondary, Tint, Tones, View, Light, Dark, Texture, Colour wheel, Background, Wash, Range, Different effects, Predict, Accuracy, Colour wheel, Expression, Facial, Shade, Sketch, Explanation, Create, Mood, Marks, Shape, Represent, Forms, Movement, Reflection.
Skills	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Children can discuss and review their own and others work, expressing thoughts and feelings and explaining their views. Children have begun to explore a range of great artists, architects and designers in history. Children can reflect and explain the successes and challenges in a piece of art they have created. Children can identify changes they might make or how their work could be developed further. <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Children can express likes and dislikes through annotations. Children can use a sketchbook to adapt and improve original ideas. Children can make notes to indicate their intentions/purpose of a piece of work. <p><u>Drawing</u></p> <ul style="list-style-type: none"> In Year 4, skills taught in Year 3 should continue, alongside the following: Children begin to show in their drawings that objects have a third dimension. Children can use different grades of pencils and other drawing implements to achieve variation in tone. Children can apply tone to a drawing in a simple way. Children begin to experiment with different shading techniques of hatching and cross hatching. 	<p><u>Responding to Art</u></p> <p>Children can discuss and review their own and others work, expressing thoughts and feelings and explaining their views.</p> <ul style="list-style-type: none"> Children have begun to explore a range of great artists, architects and designers in history. Children can reflect and explain the successes and challenges in a piece of art they have created. Children can identify changes they might make or how their work could be developed further. <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Children can express likes and dislikes through annotations. Children can use a sketchbook to adapt and improve original ideas. Children can make notes to indicate their intentions/purpose of a piece of work. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Children begin to show in their drawings that objects have a third dimension. Children can use different grades of pencils and other drawing implements to achieve variation in tone. Children can apply tone to a drawing in a simple way. Children begin to experiment with different shading techniques of hatching and cross hatching. Children develop closer observation skills using a variety of view finders. 	<p><u>Responding to Art</u></p> <ul style="list-style-type: none"> Children can discuss and review their own and others work, expressing thoughts and feelings and explaining their views. Children have begun to explore a range of great artists, architects and designers in history. Children can reflect and explain the successes and challenges in a piece of art they have created. Children can identify changes they might make or how their work could be developed further. <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> Children use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Children can express likes and dislikes through annotations. Children can use a sketchbook to adapt and improve original ideas. Children can make notes to indicate their intentions/purpose of a piece of work. <p><u>Drawing</u></p> <ul style="list-style-type: none"> Children begin to show in their drawings that objects have a third dimension. Children can use different grades of pencils and other drawing implements to achieve variation in tone. Children can apply tone to a drawing in a simple way. Children begin to experiment with different shading techniques of hatching and cross hatching. Children develop closer observation skills using a variety of view finders.

	<ul style="list-style-type: none"> Children develop closer observation skills using a variety of view finders. <p>Collage</p> <ul style="list-style-type: none"> Develop skills of overlapping and overlaying to place objects in front or behind in a collage. Experiment with techniques to make mosaics. Experiment with creating mood, feeling, movement and areas of interest using different media. Use collage as a means of collecting ideas and information and building a visual vocabulary 	<p>Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects. Extend understanding of joining fabrics by using more than one type of stitch (running and back stitch.) Experiment with adding detail to fabric by gluing or stitching. Add colour and pattern to fabric using dyes, printing and resist paste and batik. Weave paper and found materials to represent an image. 	<p>Painting</p> <ul style="list-style-type: none"> Children can create different effects and textures with paint according to what they need for a task. Children can use light and dark within painting and show understanding of complimentary colours. Children can mix tints and shades with increasing confidence. Children continue to experiment with creating tones – adding grey to a colour. Children can use their responding skills to investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades. Children can look at how artists paint foregrounds and backgrounds for perspective. Children can introduce watercolour paints to create wash backgrounds. Children can work with increasing detail, using appropriate brushes. <p>Children can work with a range of paints: poster, acrylic and watercolour and investigate effect</p>
Knowledge and Understanding	<ul style="list-style-type: none"> Study the work of Julian Opie, with a focus on his representation of the human body (link to Science – Digestive system). Annotate and evaluate the work Julian Opie and the techniques he uses. Demonstrate the use of different drawing mediums e.g. felt tips, coloured pencils, black markers etc Comment and evaluate the preferred use of mediums. To draw a human body in their preferred media. Explore a range of mountain landscapes images using viewfinders. To use the hatching techniques building on previous learning from Year 3. To create a collage of a mountain landscape. 	<ul style="list-style-type: none"> With a link to our Historical learning about Vikings and DT project 'How did the Vikings hold their money?' To understand the difference between types of stitches, such as running, back or cross stitch. Choose an appropriate stitch to create a Viking purse. Create coloured fabrics using dye. To create a Viking purse with an appropriate design. 	<ul style="list-style-type: none"> Compare different styles of drawings with a minibeast theme. Make their own textured paint appropriate that fits the composition and design. e.g. sand, soil, grass etc. Annotate experimentations of different artists using textured paint and/or minibeast drawings. Create minibeasts in their sketchbooks using complementary colours. To create their own Minibeast painting. Compare different styles of chalk drawings. Explore how to convey light and dark using chalk and blending techniques. To draw their own version of a Hogwarts style Castle using chalk.
Learning beyond the classroom	Roseberry Topping	Visit to Jorvik/ Workshop from a Viking.	Outdoor Classroom/Owl Centre

Year 5			
	Autumn 2	Spring 2	Summer 1
	<u>Printing</u> Responding to Art Developing ideas Drawing	<u>Painting</u> Responding to Art Developing ideas Drawing	<u>Sculpture and form</u> Responding to Art Developing ideas Drawing and painting (media exploration)
Vocabulary	Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Design, Printing block, Painting, Drawing, Feelings, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade, Press, Roll/rolling, Rub/rubbing, Stamp/stamping, Painting, Drawing, Observation/al View, Tone/s, Light, Dark, Texture, Expression, Facial, Shade, Chalk, Charcoal, Sketch/es, Explanation, Materials, Colours, Accurate, Marks, Shape, Pastel, Blend, Represent, Figures, Forms, Movement, Reflection, Mood, Express emotion, Design criteria, Overprint, Effectiveness of printing,	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon, Line, Mix, Match, Predict outcomes, Secondary, Tint, Tones, View, Light, Dark, Texture, Colour wheel, Background, Wash, Range, Different effects, Predict, Accuracy, Colour wheel, Expression, Facial, Shade, Sketch, Explanation, Create, Mood, Marks, Shape, Represent, Forms, Movement, Reflection, Materials, Express emotion, Organise	Cut, Roll, Coil, Texture, Tools, Shape, Painting, Primary, Secondary, Thick, Thin, Brush/es, Colour, Drawing, Pencil/s, Line, Pattern, Make, Clay, Join, Charcoal, Pastel, View, Tone/s, Light, Dark, Add to, Create, Life size, Material/s, Shade, Sketch, Marks Sculpt, Mouldable, Experiment, Processes, Design, 3-D form, Represent, Figures, Forms, Movement, Reflection, Body language, Facial expression, Express emotion, Models, Range of scales, Open to interpretation, Audience
Skills	<u>Responding to Art</u> <ul style="list-style-type: none"> Discuss and review own, and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. <u>Developing Ideas</u> <ul style="list-style-type: none"> Keep notes which consider how a piece of work may be developed further- evaluating what has worked well/ not worked well Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Begin to develop their own style using tonal contrast and mixed media. <u>Drawing</u> <ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. 	<u>Responding to Art</u> <ul style="list-style-type: none"> Discuss and review own, and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history. Compare different styles and approaches and apply this when evaluating their own work. <u>Developing Ideas</u> <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Begin to develop their own style using tonal contrast and mixed media. <u>Drawing</u> <ul style="list-style-type: none"> Confidently control types of marks made and experiment with different effects and textures. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background. <u>Painting</u> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. 	<ul style="list-style-type: none"> Manipulate materials to make a new 3D form e.g. human figure. Use covering materials such as Modroc or modelling clay to create 3D models. Add final finishes to models using paint/glazing techniques. Use smoothing techniques to create a desired finish before painting. Confidently control types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Develop further understanding of tone by creating images with lots of tone but using only one colour – monochrome. Confidently mix colours, shades, tones and tints. Work in a sustained and independent way to create a detailed drawing. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Keep notes which consider how a piece of work may be developed further- evaluating what has worked well/ not worked well.

	<ul style="list-style-type: none"> Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background. Use drawing techniques to work from a variety of sources including observation, photographs, and digital images. <p>Printing</p> <ul style="list-style-type: none"> Create designs for prints by simplifying initial drawings/sketches. Extend printing methods such as using Collagraph (on card/lino) Through printing, show increasing use of tools to control line, shape, texture and tone. Colour mix through printing, create prints with at least three colour overlays. 	<ul style="list-style-type: none"> Confidently mix colours, shades, tones and tints. Begin to develop a painting from a drawing. Use watercolour paints and small brushes to develop detail, whilst applying their knowledge of tints and shades. Compose using fore, middle and background. Begin to develop an awareness of composition, scale and proportion in their paintings. Develop further understanding of tone by creating images with lots of tone but using only one colour – monochrome. 	<ul style="list-style-type: none"> Begin to adapt work as and when necessary and explain why.
Knowledge and Understanding	<ul style="list-style-type: none"> Study the work of William Morris, with a focus on his animal themed repeat patterns (link to Geography topic- Rainforests in Brazil). Annotate and evaluate the work of other print artists (tbc) and the techniques they use. Develop understanding of how different materials behave when printed on. Understand how different printing methods work and which are most effective for specific purpose. Demonstrate a range of drawing and mark making techniques through the development of ideas 	<ul style="list-style-type: none"> Science topic link- Space: Explore images of the planets in our solar system, commenting on colour and how these evoke emotion. Music link- The Planets Suite Explore and evaluate existing work of artists from different time periods (pinnacle points in art history, through to modern day artwork). Develop an understanding of depth and viewpoints through the study of landscape and dimensional sketching. Begin to develop understanding of perspective (one-point). Understand that prints are layered over one another to incorporate a range of colours and textures. Create an original 'Space' inspired picture, in the style of Peter Thorpe. 	<ul style="list-style-type: none"> History topic link: Ancient Greece: Research and annotate images of famous examples of sculpture and 3-Dimensional art from the time period. Compare Ancient Greek pottery to that from other historical periods studied. Understand the representation and importance of sculpture to the Ancient Greeks. Develop further understanding of clay and how it can be manipulated to create a range of forms. Further improve knowledge of decorating and smoothing.
Learning beyond the classroom	Outdoor Classroom- mixed materials, observational drawing.		

Year 6			
	Autumn	Spring	Summer
	<u>Painting</u> Responding to Art Developing ideas Drawing	<u>Textiles</u> Responding to Art Developing ideas Drawing	<u>Collage</u> Responding to Art Developing ideas (media exploration) Drawing
Vocabulary	Painting, Pattern, Primary, Secondary, Thick, Thin, Brush/es, See, Colour, Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon, Line, Mix, Match, Predict outcomes, Secondary, Tint, Tones, View, Light, Dark, Texture, Colour wheel, Background, Wash, Range, Different effects, Predict, Accuracy, Colour wheel, Expression, Facial, Shade, Sketch, Explanation, Create, Mood, Marks, Shape, Represent, Forms, Movement, Reflection, Materials, Express emotion, Organise, Running stitch, Cross stitch, Backstitch, Applique, Embroidery, Visual elements, Tactile elements, Impact, Accuracy, Imagination, Combine tools	Sort, Thread, Fabric, Weave, Materials, Painting, Drawing, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade, Join, Glue, Sew, Create, View, Tone/s, Light, Dark, Texture, Create, Stitch, Form, Padding, Detail, Shade, Chalk, Charcoal, Sketch/es, Explanation, Skills, Project, Colours, Accurate, Marks, Shape, Pastel, Blend, Represent, Figures, Forms, Movement, Reflection, Sewing, Project, Running stitch, Cross stitch, Backstitch, Applique, Embroidery, Visual elements, Tactile elements, Impact, Accuracy, Imagination, Combine tools	Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials, Painting, Primary, Secondary, Thick, Thin, Brush/es, Colour, Drawing, Pencil/s, Line, Pattern, Make, Create, Repeated pattern, Light, Dark, Accurate, Overlap, Experiment, Ceramic, Mosaic, Montage, Design, Represent, Forms, Movement, Reflection, Combine, Visual, Tactile, Qualities
Skills	<ul style="list-style-type: none"> Use a sketchbook to plan a range of skills (e.g. painting and sculpture) through drawing and other preparatory work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Work from a range of sources including observation and photographs. Work in a sustained and independent way to create detailed drawings. Continue to develop close observational skills using a variety of view finders. Use different techniques for different purposes e.g. shading, hatching etc. Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes. Start to develop their own style using tonal contrast and media. Work with sustained independence and confidence to develop their own style of painting. Mix colour, shades, tints and tones with confidence and to achieve an intended effect. Create a painting from a drawing. Use painting techniques as part of a mixed media at project. Further develop their own style using tonal contrast and mixed. 	<ul style="list-style-type: none"> Add colour and pattern to a fabric using batik with more than one colour. Combine techniques to produce an end piece e.g. embroidery over tie-dyed fabric. Embellish a surface using a variety of techniques, including drawing, painting. Use fabric to create a 3D art form. Use a number of different stitches creatively to join fabrics and create patterns/textures. Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing. Use a sketchbook to plan a range of skills (e.g. painting and sculpture) through drawing and other preparatory work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Work with sustained independence and confidence to develop their own style of painting. Work in a sustained and independent way to create detailed drawings. Mix colour, shades, tints and tones with confidence and to achieve an intended effect. <p>DT: (Autumn- Link to textiles skills)</p> <ul style="list-style-type: none"> Use fabric to create a 3D art form. Use a number of different stitches creatively to join fabrics and create patterns/textures. 	<ul style="list-style-type: none"> Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects. Embellish a surface using a variety of techniques, including drawing, painting and printing. Select and use found materials with art media and adhesives to assemble and represent an image or stimulus. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Identify a range of artists who have worked in a similar way to their own work, whether it be through media, technique or composition. Continue to explore a range of great artists, architects and designers in history. Recognise the art of key artists and begin to place them in key movements or historical events.

	 <ul style="list-style-type: none"> DT: Use fabric to create a 3D art form. Use a number of different stitches creatively to join fabrics and create patterns/textures. Use a range of techniques to add decoration e.g. pinning, stitching, sewing. 	<ul style="list-style-type: none"> Use a range of techniques to add decoration e.g. pinning, stitching, sewing. 	
Knowledge and Understanding	<ul style="list-style-type: none"> Geography topic link- Fairtrade: Explore a variety of images of coffee beans where different media have been used. Demonstrate a range of drawing and mark making techniques through the development of ideas. Understand how applying different pressures changes our shading. Explore work of different artists and their use of mark making - including stippled artwork by Katsushika Hokusai called 'A Thunderstorm over Mount Fuji in Japan'. Understand how to create different tones by adding/reducing amount of media/water. 	<ul style="list-style-type: none"> Geography topic link- Mexico: Explore a variety of images of Mexican Folk-Art. Understand the process of the resist technique, batik. Explore work of different examples of Mexican Folk-Art using batik technique. Select designs appropriate for batik technique. Produce a final piece of batik using a glue-resist technique, embellished with embroidery. DT: (Autumn) Understand which is most appropriate stitch for joining fabrics and adding embellishments. 	<ul style="list-style-type: none"> Study the work of Frida Kahlo, with a focus on her use of collage and portrait techniques (link to Geography topic-Mexico). Understand how applying different pressures changes our shading. Create a collage in the style of Frida Kahlo, using mixed materials. Create a self-portrait using a range of mark-making techniques.
Learning beyond the classroom			Outdoor Classroom- mixed materials for collage.