



## Art Curriculum Overview and Progression Map



**EYFS**

**Early Learning Goals**

**Expressive Arts and Design : Creating with Materials ELG**

Children at the expected level of development will:

- 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;

**Exploring and Using Media and Materials**

- Can children experiment with ways of changing media and materials?
- Can they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?

**Being Imaginative**

- Can children use what they have learnt about media and materials in original ways, thinking about uses and purposes?
- Can they represent their own ideas, thoughts and feelings through art?

**Drawing**

- Can they express their feelings and experiences through drawing?
- Can they draw controlled lines and use the skill to make different shapes
- Can they interpret an object through drawing?

**Knowledge**

- Can they describe what they can see and like in the work of another artist/craft maker/designer?
- Can they express their feelings about their own piece of art?
- Can they express their feelings about a peer's piece of art?

**Digital Media**

- Can they use a simple painting program to create a picture?
- Can they recognise the different tools and how to use them?
- Can they go back and change their picture?

**Painting**

- Can they express their feelings through painting?
- Can they interpret an object through painting?
- Do they have an understanding of basic colour theory?

**Printing**

- Can they recognise different marks through printing with different objects?
- Can they repeat a print to make a pattern?

**Textiles**

- Can they group fabrics and threads by colour and texture?
- Can they weave a pattern?
- Can they identify when patterns are used in textile design?

**3-D**

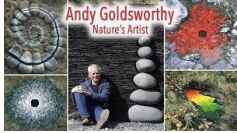












- Can they recognise different textures in different surfaces?
- Can they use different materials to create raised texture?
- Can they scrunch, roll, shape materials to make a 3D form?

**Collage**

- Can they cut and tear paper and card for their collages?
- Can they colour sort materials?
- Can they build layers of materials to create an image?

**Greater Depth**

- Can they make links between their own artwork and other artists'?
- Can they evaluate their own and others' artwork and make suggestions for improvement?
- Can they comment how an artist/designer has used colour, pattern and shape?
- Can they plan their art using a range of techniques e.g. sketches, discussion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>EYFS Cycle 1</b>	<b>Environmental Art</b> Andy Goldsworthy 	<b>Portraits</b> Frida Kahlo 	<b>Flora and Fauna</b> Eric Carle Rosseau Van Gough 			
<b>Cycle 2</b>	<b>Pattern and Print</b> Alma Thomas Bisa Butler 	<b>Installation and Sculpture</b> Yayoi Kusama 	<b>Architecture and Shape</b> Zaha Hadid Paul Klee Yinka Ilori 			
<b>Forest School Projects</b>	<b>Stick transformation project</b>   <b>Nature Mandalas</b> 	<b>Nature Portraits</b>   <b>Magic wands</b> 	<b>Making Minibeasts</b>   <b>Sun Catchers</b>   <b>Fairy Houses</b> 			

## Key Stage 1 National Curriculum Objectives

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

#### 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, craftspeople and designers from different times and cultures
- Use a range of materials creatively to design and make products
- Use drawing, sculpture and painting to develop ideas
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space

#### Evaluating and developing work

- Share ideas, experiences and imagination
- Explore the work of artists, craftspeople and designers from different times and cultures,
- making links to own work
- Review what they have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Annotate work in sketch books

### Drawing

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with a range of media Use sketch books to collect and record visual information from different sources	<u>Lines and Marks-</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape-</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone-</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture-</u> Investigate textures by describing, naming, rubbing, copying
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Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> <li>• Explore ideas using digital sources e.g. Internet, CD-ROMs</li> <li>• Record visual information using digital cameras and recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge</li> <li>• Make simple marks on rollers and printing palettes</li> </ul>	<ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>• Change and modify threads and fabrics,</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> </ul>	<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc...</li> </ul>




<ul style="list-style-type: none"> <li>• Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</li> <li>• Use eraser, shape and fill tools</li> <li>• Use basic selecting and cropping tools</li> </ul>	<ul style="list-style-type: none"> <li>• Work on different scales</li> <li>• Experiment with tools and techniques eg. Layering, mixing media, scrapping through</li> <li>• Name different types of paint and their properties</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Identify primary colours by name</li> <li>• Mix primary shades and tones</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create textured paint by adding sand, plaster</li> </ul>	<ul style="list-style-type: none"> <li>• Take simple prints e.g. Mono-print</li> <li>• Roll printing ink over found objects to create patterns e.g. Plastic mesh, stencils</li> <li>• Build repeating patterns and recognise patterns in the environment</li> <li>• Create simple printing blocks with press print</li> <li>• Design more repetitive patterns</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Experiment with overlapping motifs and colours</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Make rubbings to collect textures and patterns</li> </ul>	<p>knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <ul style="list-style-type: none"> <li>• Cut and shape fabric using scissors/snips</li> <li>• Apply shapes with glue or by stitching</li> <li>• Apply decoration using beads, buttons, feathers etc...</li> <li>• Create cords and plaits for decoration</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Apply colour with printing, dipping, fabric crayons</li> <li>• Create and use dyes e.g. onion skins, tea, coffee</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose, e.g. Pot, tile</li> <li>• Understand the safety and basic care of materials and tools</li> </ul> <p><u>Form-</u></p> <ul style="list-style-type: none"> <li>• Experiment with construction and joining recycled, natural and manmade materials</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Change the surface of a malleable material e.g. Build a textured tile</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange and glue materials to different backgrounds</li> <li>• Sort and group materials for different purposes e.g. Colour, texture</li> <li>• Fold, crumple, tear and overlap papers</li> <li>• Work on different scales</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Collect, sort and match colours appropriate for an image</li> </ul> <p><u>Shape-</u></p> <ul style="list-style-type: none"> <li>• Create and arrange shapes appropriately</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create, select and use textured paper for an image</li> </ul>
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**Greater Depth**

- Can they make comparisons between their own artwork and other artists'?
- Can they articulate what they are trying to express in their own artwork?
- Can they make suggestions for improvement in their own and others' artwork?
- Can they transfer skills into a different medium e.g. using drawing skills when painting?

Year 1

<p>Year 1</p>	<p><b>Painting and Collage</b> Wax resist paintings/ African Masks</p>  	<p><b>Drawing and Painting</b> London Buildings</p> 	<p><b>Drawing, Printing and Sculptures</b> Fossils</p>     <p>Access Art Units adapted</p>	<p><b>Drawing, Painting and Sculpture (2D-3D)</b> Making Birds</p>  <p>Access Art Unit</p> <p><b>Forest School Project:</b> Making Nests</p> 	<p><b>Painting</b> Exploring watercolour</p>  <p>Access Art Unit</p>	<p><b>Art: Take One Picture</b></p>
<p>Year 1 Featured Artists/ Art Works</p>	<p>Lois Mailou Jones</p> 	<p>Vincent Alexander Booth</p>  <p>Jo Peel</p>	<p>Scientific Journals</p>  <p>Hamish Mackie</p>	<p>Andrea Butler</p> 	<p>Paul Klee</p>  <p>Emma Burleigh</p>	

					 Quentin Blake	
<b>Enrichment</b>	Portrait Gallery – The search for Mary Seacole		Natural History Museum		Quentin Blake Gallery	

**Year 2**

**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, craftspeople and designers from different times and cultures
- Use a range of materials creatively to design and make products
- Use drawing, sculpture and painting to develop ideas
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space

**Evaluating and developing work**

- Share ideas, experiences and imagination
- Explore the work of artists, craftspeople and designers from different times and cultures,
- making links to own work
- Review what they have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
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**Drawing**

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with a range of media Use sketch books to collect and record visual information from different sources	<p align="center"><u>Lines and Marks-</u></p> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<p align="center"><u>Shape-</u></p> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<p align="center"><u>Tone-</u></p> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<p align="center"><u>Texture-</u></p> Investigate textures by describing, naming, rubbing, copying
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<b>Digital Media</b>	<b>Painting</b>	<b>Printing</b>	<b>Textiles</b>	<b>3-D</b>	<b>Collage</b>
<ul style="list-style-type: none"> <li>• Explore ideas using digital sources e.g. Internet, CD-ROMs</li> <li>• Record visual information using digital cameras and recorders</li> <li>• Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> <li>• Work on different scales</li> <li>• Experiment with tools and techniques e.g. Layering, mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge</li> <li>• Make simple marks on rollers and printing palettes</li> <li>• Take simple prints e.g. Mono-print</li> <li>• Roll printing ink over found objects to create patterns e.g. Plastic mesh, stencils</li> </ul>	<ul style="list-style-type: none"> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>• Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> <li>• Cut and shape fabric using scissors/snips</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Explore sculpture with a range of malleable media</li> <li>• Manipulate malleable materials for a purpose, e.g. Pot, tile</li> <li>• Understand the safety and basic care of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc...</li> <li>• Arrange and glue materials to different backgrounds</li> <li>• Sort and group materials for different purposes e.g. Colour, texture</li> </ul>

<ul style="list-style-type: none"> <li>• Use eraser, shape and fill tools</li> <li>• Use basic selecting and cropping tools</li> </ul>	<p>media, scrapping through</p> <ul style="list-style-type: none"> <li>• Name different types of paint and their properties</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Identify primary colours by name</li> <li>• Mix primary shades and tones</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create textured paint by adding sand, plaster</li> </ul>	<ul style="list-style-type: none"> <li>• Build repeating patterns and recognise patterns in the environment</li> <li>• Create simple printing blocks with press print</li> <li>• Design more repetitive patterns</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Experiment with overlapping motifs and colours</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Make rubbings to collect textures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Apply shapes with glue or by stitching</li> <li>• Apply decoration using beads, buttons, feathers etc...</li> <li>• Create cords and plaits for decoration</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Apply colour with printing, dipping, fabric crayons</li> <li>• Create and use dyes e.g. onion skins, tea, coffee</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel</li> </ul>	<p><u>Form-</u></p> <ul style="list-style-type: none"> <li>• Experiment with construction and joining recycled, natural and manmade materials</li> <li>• Use simple 2-D shapes to create a 3-D form</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Change the surface of a malleable material e.g. Build a textured tile</li> </ul>	<ul style="list-style-type: none"> <li>• Fold, crumple, tear and overlap papers</li> <li>• Work on different scales</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Collect, sort and match colours appropriate for an image</li> </ul> <p><u>Shape-</u></p> <ul style="list-style-type: none"> <li>• Create and arrange shapes appropriately</li> </ul> <p><u>Texture-</u></p> <ul style="list-style-type: none"> <li>• Create, select and use textured paper for an image</li> </ul>
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**Greater Depth**

<ul style="list-style-type: none"> <li>• Can they make comparisons between their own artwork and other artists'?</li> <li>• Can they articulate what they are trying to express in their own artwork?</li> <li>• Can they make suggestions for improvement in their own and others' artwork?</li> <li>• Can they transfer skills into a different medium e.g. using drawing skills when painting?</li> </ul>
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Year 2

<p>Year 2</p>	<p><b>Drawing and Painting</b> Portrait of Rosa Parks</p>  <p><b>Forest School project:</b> <b>Nature Prints</b> Explore printing using different materials. Printing into different materials e.g. clay and using different natural materials to print with</p> 	<p><b>Painting and Digital Media</b> Wax and watercolours/ink paintings: Long paper with flames. Use of warm colours (create backdrop for DT project)</p>  <p><b>Making animated drawings (link to DT)</b></p>  <p>Access Art unit adapted to GFOL project</p> 	<p><b>Drawing and Sculpture</b> Clay Dragon's Eyes</p> 	<p><b>Printing</b> Make packaging for British Bake Off (DT/Art project)</p> <p>Access Art Food: Great British Bake Off <a href="https://www.accessart.org.uk/talking-points-packaging-design/">https://www.accessart.org.uk/talking-points-packaging-design/</a> <a href="https://www.accessart.org.uk/redesigning-food-packaging/">https://www.accessart.org.uk/redesigning-food-packaging/</a></p>	<p><b>Textiles - Cloth, Thread and Paint</b></p> 	<p><b>Art: Take One Picture</b></p>
<p>Year 2 Featured Artists/ Art Works</p>	<p>Chris Ofili No Woman No Cry</p>	<p>Holly Summerson</p>  <p>Lauren Child</p>	<p>Images and paintings of dragons in folklore e.g. Gustave Moreau (1826–1898), Saint George and the Dragon (1889-90)</p>	<p>Rachel Reynolds</p> 	<p>Charlie French</p>  <p>Van Gogh</p>	



Paintings of the Great Fire of London



Unknown Artist



Lieve Verschuier  
Rotterdam, ca. 1630 –  
Rotterdam, 1686



Photos of real reptiles eyes



Alice Kettle



Hannah Rae



**Enrichment**

Tate Britain

Guildhall Gallery

Portrait Gallery -  
Meet the Tudors

National Gallery  
Take One Picture  
Workshop

## Key Stage 2 National Curriculum Objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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

#### Exploring and Developing Ideas

- Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- Learn about great roles and purposes of artists, architects, designers and crafts people from different times and cultures
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work

#### Evaluating and developing work

- Create sketch books to record observations and use them to review and revisit ideas
- Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it
- Adapt work according to their views and describe how they might develop it further
- Annotate work in sketch books

### Drawing

Experiment with ways in which surface detail can be added to drawings Use sketch books to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level	<u>Line and Marks-</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... Experiment with different grades of pencil and other implements to create lines and marks	<u>Form and shape-</u> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension	<u>Tone-</u> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way	<u>Texture-</u> Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing	
Digital Media	Painting	Printing	Textiles	3-D	Collage

<ul style="list-style-type: none"> <li>Record and collect images using digital cameras and video recorders</li> <li>Present recorded visual images using software e.g. Photo story, Photoshop</li> <li>Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision</li> <li>Changing the type of brush to an appropriate style e.g. charcoal</li> <li>Create shapes by making sections to cut, duplicate and repeat</li> <li>Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects</li> <li>Work on a range of scales e.g. Thin brushes on small picture etc...</li> <li>Create different effects and textures with paint according to what they need for the task</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>Mix colours and know which primary colours make secondary colours</li> <li>Use more specific colour language</li> <li>Mix and use tints and shades</li> </ul>	<ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method</li> <li>Create repeating patterns</li> <li>Print with two colour overlays</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects</li> <li>Match the tool to the material</li> <li>Develop skills in stitching, cutting and joining</li> <li>Experiment with paste resist</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes</li> <li>Create surface patterns and textures in a malleable material</li> <li>Use paper mache to create a simple 3D object</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary</li> </ul>
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**Greater Depth**

- Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?
- Can they adapt or improve their original ideas?
- Can they explain why they have selected specific materials for their artwork?
- Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature?

Year 3

Year 3

Textiles  
Inspired by Africa



<https://www.vam.ac.uk/articles/design-and-make-a-talking-textile>

Painting /  
Sculpture  
Reflections on water (colour  
mixing)



Painting Landscapes



Forest School Project: Making Rafts



Drawing  
Gestural Drawing with  
Charcoal- Cave paintings



Access Art/ Gomersal

Take One Picture

Year 3  
Featured  
Artists/  
Art  
Works

Ibrahim Mahama



Adekunle Adeleke



Monet



Minamo by Torafu Architects



Turner



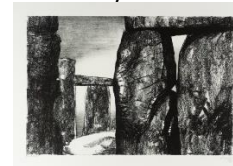
David Hockney






Cave Art



Henry Moore



	<p>Siwa Mgoboza</p> 	<p>School by Richard Howie</p> 			
<p><b>Enrichment</b></p>		<p>Courtauld Gallery – Art and Impressionism</p>	<p>Wallace Collection – Landscapes and Seascapes</p>		<p>National Gallery – Take One Picture workshop</p>

**Year 4**

**Exploring and Developing Ideas**

- Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- Learn about great roles and purposes of artists, architects, designers and crafts people from different times and cultures
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work

**Evaluating and developing work**

- Create sketch books to record observations and use them to review and revisit ideas
- Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it
- Adapt work according to their views and describe how they might develop it further
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**Drawing**

<p>Experiment with ways in which surface detail can be added to drawings Use sketch books to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level</p>	<p align="center"><u>Line and Marks-</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... Experiment with different grades of pencil and other implements to create lines and marks</p>	<p align="center"><u>Form and shape-</u> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension</p>	<p align="center"><u>Tone-</u> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way</p>	<p align="center"><u>Texture-</u> Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing</p>
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<p align="center"><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Record and collect images using digital cameras and video recorders</li> <li>• Present recorded visual images using software e.g. Photo story, Photoshop</li> <li>• Use a graphics package to create images and effects</li> </ul>	<p align="center"><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects</li> <li>• Work on a range of scales e.g. Thin brushes on small picture etc...</li> </ul>	<p align="center"><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns</li> <li>• Print with two colour overlays</li> </ul>	<p align="center"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects</li> <li>• Match the tool to the material</li> <li>• Develop skills in stitching, cutting and joining</li> </ul>	<p align="center"><b>3-D</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> </ul>	<p align="center"><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> <li>• Use collage as a means of collecting ideas and information</li> </ul>
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<p>with lines by controlling the brush tool with increased precision</p> <ul style="list-style-type: none"> <li>• Changing the type of brush to an appropriate style e.g. charcoal</li> <li>• Create shapes by making sections to cut, duplicate and repeat</li> <li>• Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Create different effects and textures with paint according to what they need for the task</li> </ul> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Use more specific colour language</li> <li>• Mix and use tints and shades</li> </ul>		<ul style="list-style-type: none"> <li>• Experiment with paste resist</li> </ul>	<ul style="list-style-type: none"> <li>• Create surface patterns and textures in a malleable material</li> <li>• Use paper mache to create a simple 3D object</li> </ul>	<p>and building a visual vocabulary</p>
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Greater Depth

- Can they critique their own and others' artwork throughout the learning process to develop and support each other?
- Can they use a range of sources e.g. books, internet, galleries to influence their ideas?
- Can they experiment with combining different materials and discuss their effectiveness?
- Can they discuss how a range of factors influences art from different cultures?

Year 4

Year 4

**Painting**  
Lorna Simpson style  
Collage



**Digital Media**  
Portraits

Humans of London –  
Photography



Digital collage



**Printing, collage, design**  
Exploring Pattern



Access Art Unit

**Drawing/ Sculpture**  
Canopic Jars



**Textiles**  
Talking Textiles  
(Art/DT project)  
Create a textiles piece  
based on a Greek Myth.

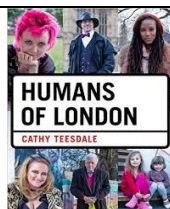


**Forest School Project**  
Using natural materials to  
make images



Year 4  
Featured  
artists/  
art  
works

Lorna Simpson



Romare Bearden

Rachel Parker



Shaheen Ahmed








Andy Gilmore

Niki de Saint Phalle



Art representing Ancient  
Greece



		 <p>Deborah Roberts</p> 	 <p>Louise Despont</p> 		 <p>Jackie Cardy</p> 	
<b>Enrichment</b>		Portrait Gallery – Significant People in Black British History	V and A – Pattern, Shape and Me	British Museum Petrie Museum	Wallace Collection- Classical Myths, Gods, Heroes and Monsters	National Gallery Take One Picture Workshop

**Year 5**

**Exploring and Developing Ideas**

- Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- Learn about roles and purposes of artists, architects, designers and crafts people from different times and cultures
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work

**Evaluating and developing work**

- Create sketch books to record observations and use them to review and revisit ideas
- Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it
- Adapt work according to their views and describe how they might develop it further
- Annotate work in sketch books

**Drawing**

Work from a variety of sources including observation, photographs and digital images  
 Work in a sustained and independent way to create detailed drawing  
 Develop close observation skills  
 use view finders  
 Use a sketchbook to collect and develop ideas  
 Identify artists who have worked in similar ways to their own work

Lines, marks, tone, form and texture-  
 Use dry media to make different marks, lines, patterns and shapes within drawing  
 Experiment with wet media to make different marks, lines, patterns, textures and shapes  
 Explore colour mixing and blending techniques with coloured pencils  
 Use different techniques for different purposes e.g. shading, hatching within own work  
 Start to develop their own style using tonal contrast and mixed media

Perspective and composition-  
 Begin to use simple perspective in their work using a single focal point and horizon  
 Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background  
 Show an awareness of how paintings are created

**Digital Media**

- Record, collect and store images using digital cameras and video recorders
- Present visual images using software e.g. photo story, PowerPoint
- Use a graphics package to create and

**Painting**

- Develop a painting from drawing
- Carry out preliminary studies, trying out different media, materials and mixing appropriate colours
- Create imaginative work from a variety of sources e.g. Observational

**Printing**

- Create printing blocks by simplifying a sketch book idea
- Use relief or impressed method
- Create prints with three overlays
- Work into prints with a range of media e.g. Pens or paints

**Textiles**

- Use fabric to create 3-d structures
- Use different grades of threads and needles
- Experiment with batik technique
- Experiment with a range of media to overlap and layer to create interesting

**3-D**

- Shape, model and construct from observation or imagination
- Use recycled, natural and man-made materials to create sculptures
- Plan a sculpture through drawing and

**Collage**

- Add collage to a painted, printed or drawn background
- Use a range of media to create collages
- Use different techniques, colours and textures when designing and making pieces of work

<p>manipulate their images</p> <ul style="list-style-type: none"> <li>• Be able to import an image (scanned, retrieved, taken) into a graphics package</li> <li>• Understand that a digital image is created by layering</li> <li>• Create layered images from original ideas (sketch books etc...)</li> </ul>	<p>drawing, themes, poetry and music</p> <p><u>Colour-</u></p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects</li> <li>• Be able to identify primary, secondary, complimentary and contrasting colours</li> <li>• Work with complimentary colours</li> </ul>		<p>colours, textures and effects</p>	<p>other preparatory work</p> <ul style="list-style-type: none"> <li>• Develop skills in using clay including slabs, coils, slips etc...</li> <li>• Produce intricate textures in malleable media</li> </ul>	<ul style="list-style-type: none"> <li>• Use collage as a means of extending work from initial ideas</li> </ul>
<b>Greater Depth</b>					
<ul style="list-style-type: none"> <li>• Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone</li> <li>• Can they plan carefully their art, taking into account layout, composition and perspective?</li> <li>• Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history</li> </ul>					

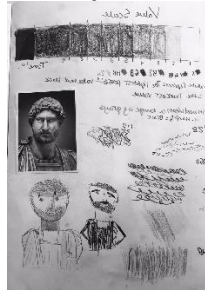
Year 5

Year 5

3D Collage:  
Layered Silhouettes



Drawing / Sculpture  
Roman Portraits  
Clay Pots



Forest School Project:  
Decorate a Tree



Drawing  
Architecture – Buildings  
and cityscapes



(Access Art Unit)

Painting and Sculpture –  
Paper Icebergs



Take One Picture

Y5  
Featured  
Artists/ Art  
Works

Kara Walker

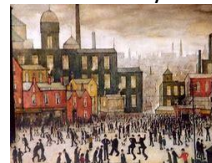


Vanessa Marsh

Roman Sculpture



LS Lowry








Shoreditch Sketcher

Kody Kato



Gabby O'Connor

		<p>Roman Pots</p> 	 <p>Zaha Hadid</p> 		
<b>Enrichment</b>	Queen's House – Diversity, Art and Citizenship	British Museum – Roman Gallery	Zaha Hadid Office Tower Bridge Skyline workshop	Oragami workshop	

**Year 6**

**Exploring and Developing Ideas**

- Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- Learn about roles and purposes of artists, architects, designers and crafts people from different times and cultures
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work

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Perspective and composition-  
 Begin to use simple perspective in their work using a single focal point and horizon  
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 Show an awareness of how paintings are created

**Digital Media**

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**Printing**

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**Textiles**

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<b>Greater Depth</b>					
<ul style="list-style-type: none"> <li>• Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements?</li> <li>• Are they able to work independently, confidently and take creative risks in their work?</li> <li>• Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history</li> </ul>					

Year 6

Year 6

Printing (stencils)/  
Graffiti  
Protest Art / Activism  
Access Art Unit



Painting / Collage  
The Art of the Book Cover  
Design and create their own cover for A Christmas Carol.



Upcycled Fashion Design  
(Art/ DT Project)



Access Art Unit

Drawing/ Painting  
Self Portraits - Identity



Sculpture  
Benin Art  
Clay masks/ sculptures



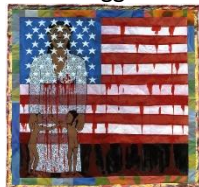
Take One Picture

Forest School Project:  
Hapa Zome



Year 6  
Featured  
Artists/ Art  
Works

Suggested Artists:  
Faith Ringgold



Luba Lukova



Bob and Roberta Smith

Ben Goodman



Choose from designers:  
Alice Fox  
Rahul Mishra  
Pyer Moss  
Tatyana Antoun  
Hormazd Narielwalla  
Vivienne Westwood

Nijideka Akunyili Crosby



Yinka Shonibare



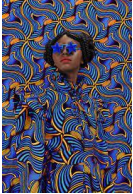
Thandiwe Muriu

Benin Bronzes





Banksy



Mike Barrett



Jean Michel Basquiat



**Enrichment**

Tate Modern – P is for  
Position or  
Banksy street art walk

Quentin Blake Centre for  
Illustration

V and A

Courtauld Gallery- Art,  
Portraits and Identity

British Museum

Or Tate Modern

All Year Groups:

Use of sketchbooks:

- a place of discovery, used to gather, collect, experiment and reflect.
- to record thoughts on the artwork that children have produced.

Start the day with a 5 minutes sketchbook exercise, which focuses pupils or challenges them to think creatively.

Throughout the day when pupils would benefit from thinking around subjects (mathematical symbols, Science, Topic, English: poetry, setting or character description).

**End the day with a sketchbook session, which aids reflection and absorption of learning. Read a story and let children draw.**