

Year Group	Drawing	Painting	Sculpture	Printing	Textiles	Digital media
N	<p>To explore and use a variety of drawing tools and media</p> <p>To make marks on a variety of paper and surfaces</p> <p>To use mark making to represent familiar objects</p>	<p>Explore mixing different paint types such as powder paints and ready mixed paints and naming colours</p> <p>Develop understanding and discuss what happens when we mix paint</p> <p>Create different textures of paint by adding other materials such as flour, sand, etc.</p> <p>Learn housekeeping- brush care, aprons, drying</p>	<p>Cut shapes using scissors and other modelling tools.</p> <p>Enjoy using a variety of malleable media including clay, salt dough.</p> <p>Experiment with 3d junk modelling</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Create simple pictures by printing from objects. Stones, leaves, twigs etc.</p> <p>Notice repeating patterns</p> <p>Sponge printing Vegetable printing</p> <p>Impress and apply simple decoration to create pattern on sculptures, paintings, drawings etc.</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Explore simple weaving: paper, twigs.</p> <p>Explore fabric collage: layering fabric.</p> <p>Discuss language needed to describe colours, media, equipment and textures</p>	<p>Create live sculptures using their own bodies and take pictures.</p>
R	<p>To use a variety of drawing tools and media</p> <p>To develop and discuss different line types, curved, straight, wavy, thick, thin (C&L)</p> <p>To use drawing to tell a story from experience by drawing a picture to go with your story</p>	<p>Recognise and name the primary colours being used</p> <p>Explore working with paint on different surfaces using a variety of tools including different brushes, sponges, twigs fingers etc.</p> <p>Learn housekeeping- brush care, aprons, drying</p>	<p>Complete one clay project (Diwali diva lamp- in thumb pot style)</p> <p>Explore sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Create simple pictures by printing from objects including natural and manmade materials</p> <p>Continue repeating patterns and create their own by Impressing and applying simple decoration</p> <p>Sponge printing Vegetable printing</p>	<p>Arrange and glue materials to different backgrounds</p> <p>Explore simple stitch and weaving work by creating own work from natural and manmade objects on a large scale e.g. Weaving with a group or class to make a giant project using ribbons, string, wool etc.</p> <p>Decorate a piece of fabric.</p> <p>Choose fabrics to make collages</p> <p>Discuss language needed to describe colours, media, equipment and textures.</p>	
1	<p>Explore pattern in nature with different pencils and other drawing media including charcoal (1,2)</p> <p>Observe and draw anatomy – faces and limbs and landscapes and seascapes (Van Gogh)</p>	<p>Make the secondary colours on a colour wheel, and predict resulting colours</p> <p>Experiment with paint using a range of tools, on different surfaces, to create different marks, and begin to show control over marks made</p> <p>Explore techniques such as lightening and darkening</p> <p><i>Ask questions and describe what can be seen in a painting.</i> <i>Ask questions about a piece of artwork</i></p> <p><u>Artists: Klimt, Marc, Klee, Hockney Van Gogh</u></p>	<p>Create a dinosaur by Experimenting in a variety of malleable media such as clay, salt dough with techniques such as rolling and kneading. Shape and model materials from observation and imagination.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Explore printing simple pictures, and impressed print with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Explore and discuss the Sensory experience of different materials by matching and sorting fabrics and threads for colour, texture, length, size and shape</p> <p>Make Simple collages using glue or stitching to attach</p> <p>Make simple weaving</p> <p>Fold crumple tear and overlap papers</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Take a self-portrait or a photograph. Use a simple computer paint program to create a picture</p>

2	<p>To use a variety of media and drawing tool including; rubbers, crayons, pastels, felt tips, ballpoints, chalk (Picasso – Great Fire of London)</p> <p>Discuss and Investigate drawing by focusing on shading light and dark; and by adding detail to pictures (1, 3, 4</p> <p>Sketch to make quick records and as a way of recording experiences and feelings</p>	<p>Identify and mix colour wheels of primary and secondary and tertiary colours (including brown); and mix and match colours to artefacts and objects</p> <p>Use a variety of tools and techniques to develop brush control by working on different scales</p> <p>Name different types of paint and their properties and create textured paint by adding sand, plaster</p> <p>Create tints with paint by adding white and tones by adding black.</p> <p>Create and reflect on a piece of art in response to the work of an artist</p> <p><u>Artists: Pollock, Riley, Monet, Aboriginal</u></p>	<p>Explore sculpture with a range of malleable media e.g. different types of clay, types of dough, by using a variety of methods such as rolling, kneading, pinching</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Change the surface of a malleable material e.g. build a textured tile or decorate with mark making <i>Possible artists: Hepworth, Arp, Nevelson, Gabo, Britton</i></p>	<p>Demonstrate experience at impressed printing i.e. printing from objects onto different background effects e.g. colour wheels, colour collections, textured paint,</p> <p>Make simple marks on rollers and printing palettes to take simple prints i.e. mono printing.</p> <p>Experiment with overprinting motifs and colour using man-made and natural patterns</p>	<p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Introduce basic stitches e.g. running stitch,</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Work on different scales</p> <p>Create images from a variety of media e.g. photocopy, materials etc.</p>	<p>Understand how to use ‘zoom’ to show an object in detail to focus on a specific part of an artefact before drawing it and explain what they have focused on</p>
3	<p>To create a Stone Age Cave Painting by Demonstrating experience in choosing different grades of pencil and other implements to draw different forms, positive and negative shapes and variation in tone (b)</p> <p>Use sketchbooks to collect and record visual information from different sources. (a)</p> <p>Begin to make accurate drawings of people – particularly faces and indicate facial expressions (b, c)</p> <p>Draw initial sketches as a preparation for painting (a b)</p> <p>Begin to develop understanding of 3D and perspective. (b) <i>Artists: Da Vinci, Michelangelo Dzirirsky Mondrian</i></p>	<p>Use a range of brushes to identify, experiment with techniques used by different artists such as blocking in colour, washes, using dotting, splashing, scratching.</p> <p>Mix colour, shades, tones and texture with increasing confidence and begin to explore complimentary colours, and create moods with colour</p> <p>Recognise and reflect on differences from different cultures and different historical periods.</p> <p>Begin to experiment with 3d using tints and tones of colour</p> <p><u>Artists/movements: Rothko, Rivera, Indian Miniatures, O’Keefe, Pollock Abstract, Expressionism</u></p>	<p>Begin to show an awareness of objects having a third dimension and perspective by using simple 2-D shapes to create a 3-D form, and constructing simple bases for them.</p> <p>Join two parts of a model or sculpture successfully using glue, clay slip or other method by applying knowledge of tools and methods to change the surface of a textured tile e.g. make a face tile, or flower tile</p> <p>Use a sketchbook to plan, collect and develop ideas, comparing sculpture across countries, and create a model from these sketches using clay/Modroc.</p> <p>Learn to secure work to continue later.</p>	<p>Print simple pictures on different surfaces using printing techniques such as relief printing, mono printing, press print (foam)</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece, with some focus on 3D or perspective.</p> <p>Look for, explore and record textures/patterns in sketchbook; manmade and natural, and use to create 3 colour printing</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p>	<p>Use smaller eyed needles and finer threads, and introduce new stitches e.g. blanket stitch, cross stitch</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Understand and begin to experiment with tearing, and layering to create images using inspiration from other artists</p> <p>Introduce basic Tie dye, and batik</p> <p>Project – Sew a bag for a Roman soldier – Dye, stitch, embellish</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce artwork</p> <p>Use IT programs to create a piece of work that includes their own work and that of others to explore and compare their work with a range of artists</p>
4	<p>Start to develop their own style by focusing on line, tone, pattern or texture, using sketch books to try different techniques(b)</p> <p>Draw for sustained periods of time over several sessions on one piece at an appropriate level (b)</p>	<p>Experiment with and compare different techniques, effects and textures incl. blocking in colour, washes, thickened paint according to what they need for the task.</p> <p>Work on a range of scales e.g. thin brush on small picture etc. and on 3D perspective in paint</p>	<p>To create a Victorian Rose by Planning, design and make models from observation or imagination using clay or Modroc to create a 3d artefact Artist: William Morris</p> <p>Create surface patterns and textures in a malleable material to create a 3-D effect when making objects etc.</p>	<p>Create printing blocks using a relief or impressed method or lino print by drawing own design, then making it, using other artists for inspiration</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Use sketchbook for recording</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-</p>

	<p>Identify and draw the effect of light. Using shading and hatching as techniques (shadows and tone) (b c)</p> <p>Begin to explore and understand scale and proportion – draw whole people (b)</p> <p>Attempt to show reflections in a drawing (b c) <i>Artists: Da Vinci, Michelangelo Dzimirsky Picasso</i></p>	<p>Use more specific colour language</p> <p>Mix and use tints, tone and shades to reflect mood</p> <p>Continue to compare the work of different artists and begin to use it as base for their own work</p> <p><u>Artists: Hopper, Rembrandt.</u></p>	<p>Demonstrate awareness in environmental sculpture and found object art by comparing sculpture across countries and cultures through work in sketchbooks and making their own based on artists like Andy Goldsworthy, Edith Meusnier, Nils Udo,</p> <p>Show awareness of the effect of time upon sculptures by comparing in discussion museum sculpture and environmental sculpture</p>	<p>textures and patterns</p> <p>Explore and compare environmental and man-made patterns e.g. tessellation, and how this appears in other artists' work. William Morris, Klimt</p> <p>Design patterns and symmetry using ICT</p>	<p>Experiment with paste resist – batik, and tie dye using inspiration from environment and other sources</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p>provoking viewpoint and create</p>
5	<p>Continue to develop a sustained and independent style of drawing techniques by working from a variety of sources including observation, photographs and digital images, and with a variety of mixed media (ab c)</p> <p>Use shading to create mood and texture (b)</p> <p>Continue to sketch and draw the effect of light on objects and people from different directions a b c</p> <p>Produce increasingly accurate drawings of people becoming more aware of composition, scale and proportion, by using measurement skills.</p> <p>Develop an awareness of observation skills using a variety of view finders</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colours, shades and tones to create atmosphere, mood and light effects building on previous knowledge</p> <p>Use tertiary colour in their paintings</p> <p>Use the past and art from other cultures as sources of artistic inspiration</p> <p><u>Artists: Hokusai, Matisse, Anne Labovitz</u></p>	<p>Develop understanding of different ways of finishing work: glaze, paint, polish by creating and finishing off 3D tiles using other artists as inspiration.</p> <p>Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Develop confidence to carve a simple form by planning, sketching and creating a carved model from malleable materials such as soap, clay (Hokusai – The wave in clay?)</p>	<p>To design, draw and combine prints, and overlay print with other media.</p> <p>Show experience in different types of print and discuss and evaluate own work and that of others in sketchbook</p> <p>Create own abstract pattern to reflect personal experiences, expression and for a purpose to decorate a personal item like a pencil case, cushion cover etc.</p> <p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Use print as a starting point to embroidery.</p> <p>Explore printing techniques used by various artists</p>	<p>Experiment with different techniques to create new material designs using other artists or environment as inspiration (Batik, dyeing, pulling, stitching)</p> <p>Continue to gain experience in overlaying colours, textures and different materials</p> <p>Use print as a starting point to embroidery</p> <p>Introduce silk painting</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade</p>
6	<p>Work in a sustained and independent way to create a detailed drawing, using different techniques for different purposes and from a variety of sources.</p> <p>Use a sketchbook to collect and develop ideas, and develop observations skills. Reflect on what techniques (e.g. Shading, hatching, marks, lines) work best and why for each project</p> <p>Produce increasingly accurate drawings of people by using their understanding of concepts like light,</p>	<p>Work in a sustained and independent way to develop their own style of painting through the development of: colour, tone, shade, line pattern</p> <p>Develop a painting from a drawing, poetry, music, or from imagination</p> <p>Be able to identify primary secondary, tertiary, complementary begin to understand the effect of contrasting colours</p> <p>Continue to develop understanding of hue, tint, tone, shades and mood</p> <p>Begin to explore and reflect on the</p>	<p>Shape, form, model and construct from observation or imagination using sculpture from other cultures and artists as inspirations</p> <p>Plan a sculpture through drawing and other preparatory work and use recycled, natural and man-made materials to create.</p> <p>Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p>	<p>Create printing blocks by simplifying the work of an artist</p> <p>Create prints with three overlays, using a variety of methods such as relief or impress</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p> <p>Builds up drawings and images of whole or parts of items using various techniques</p> <p>Screen printing</p>	<p>Use fabrics to create 3D structures or items such as a bag</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Experiment with silk painting to create an item or artwork using the work of other artist as inspiration and starting with sketches to final piece.</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation</p>

<p>shade, tone, composition, perspective, scale and proportion</p> <p>Identify artists who have worked in a similar way to their own work. (c)</p> <p>Continue explore how to show reflections in a drawing (b)</p>	<p>use of colour for purposes and colour to express feelings in other artists work and understanding which colours work well in their work and why.</p> <p><u>Artist: Rousseau, Klimt, Pollack</u></p>	<p>Confidently carve a simple form.</p>				
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Area of SEND need	Questions and Strategies
<p>Visually Impaired</p>	<p>Can they see the picture/painting/sculpture clearly? Can they differentiate colours (especially complementary colours clearly)? Can they see detail in sketching? Provide Enlarged printed copies of paintings etc, Work with child 1:1 to show example Interactive whiteboards are non-reflective to reduce glare. video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.</p>
<p>FMS(Fine Motor Skills)</p>	<p>Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily. Make tasks accessible through pupils using, where appropriate: " specialist equipment, eg specialist scissors and cutting tools " generic aids, eg frames or adhesives to hold down pupils' work to surfaces. Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</p>
<p>ADHD</p>	<p>A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.</p>