



	Term 1	Term 2	Term 3
Nursery	Collaging and Printing	Painting and sculpture	Drawing
	<p>Exploring different materials using senses.</p> <p>Starting to make marks to express how they feel.</p> <p>Explore that different materials make different patterns using printing</p> <p>Exploring artists such as:</p> <ul style="list-style-type: none"> - Jackson Pollock - Gustav Klimt - Henri Matisse 	<p>Explore colour mixing</p> <p>Explore different materials freely, develop their ideas about how to use them and what to make.</p> <p>To use different materials to make new things.</p> <p>Exploring artists such as:</p> <ul style="list-style-type: none"> - Wassily Kandinsky - Yayoi Kusama - Antony Gormley 	<p>Create closed shapes with continuous lines</p> <p>Begin to use shapes to represent objects.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Draw with increasing complexity.</p> <p>Exploring artists such as:</p> <ul style="list-style-type: none"> - Georgia O'Keeffe - LS Lowry
End points	<p>Know how to safely gather and use materials and tools.</p> <p>Know how to make a collage to express my ideas or feelings.</p> <p>Know that different objects leave different impressions.</p> <p>Know that print can create different textures.</p>	<p>To know how to paint with a variety of painting tools (fingers, natural materials such as sticks and stones, brushes and sponges).</p> <p>To know that paint can create different effects when squirted, dribbled and poured.</p> <p>To know that they can create different textures using paint and adding in sand, sawdust, glue, tissue etc.</p> <p>To know colour names.</p>	<p>Know how to draw with a variety of drawing tools</p> <p>Know how to draw lines that are thick, thin, wavy, straight</p> <p>Know that their drawing ability improves with practice.</p>

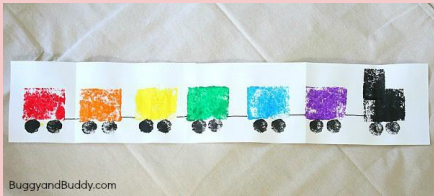




	Know that the print can be changed by the amount of pressure applied.	To know how to create lines of different thicknesses and directions. Know how to manipulate materials using sensory experiences Know how to construct using 3D objects, e.g. junk modelling Know that tools can be used to manipulate materials.	
Art Appreciation	To know what an artist is. To know that artists create in different ways eg: painting, sculpture, drawing etc.		
Reception	Mark making and drawing	Collaging	Painting and sculpture
	Mixing colours Drawing different style of lines Mark making – wax cryons, felt tip, chalk, observation drawings and drawing themselves with basic features. Exploring how artists use colour. Exploring artists such as: - Andy Warhol	Combing different techniques in their designs such as collage, paint, crayon and clay. Talk about their creations and the materials that they used. Exploring the work: - Andy Goldsworthy - Paul Klee - Gillian Ayres	Sketching different creatures from in the woodland. Creating art in the sand. Using all skills such as collage, paint, crayons to express themselves. Exploring the work of: - Claude Monet - David Hockney



<p>End points</p>	<p>Know how to draw with a variety of drawing tools</p> <p>Know how to draw lines that are thick, thin, wavy, straight</p> <p>Know that a sketchbook is somewhere to collect ideas and practice drawings with purpose.</p> <p>Know how to hold a drawing tool with the correct grip</p> <p>Know that their drawing ability improves with practice.</p>	<p>Know how to safely gather and use materials and tools.</p> <p>Know how to make a collage to express my ideas or feelings.</p> <p>Know that collage can be built upon and adjusted.</p> <p>Know how to collaborate and share ideas and feelings about their collage.</p>	<p>To know how to paint with a variety of painting tools (fingers, natural materials such as sticks and stones, brushes and sponges).</p> <p>To know that paint can create different effects when squirted, dribbled and poured.</p> <p>To know that they can create different textures using paint and adding in sand, sawdust, glue, tissue etc.</p> <p>To know colour names, including the primary colour names.</p> <p>To know how to create lines of different thicknesses and directions.</p> <p>To know how to hold and use a paintbrush to create an end result.</p> <p>To use particular colours for a purpose.</p> <p>To know that their painting ability improves with practise.</p> <p>Know how to manipulate materials using sensory experiences</p> <p>Know how to construct using 3D objects, e.g. junk modelling</p>
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Art Appreciation	<p>To know what an artist is.</p> <p>To know that artists create in different ways eg: painting, sculpture, drawing etc.</p> <p>To know how to make links with their own work and the work of artists.</p>		
Year 1	Railway	Mary Seacole and Walter Tull	Kenya
Art Coverage	Printing	Drawing	Painting
Skills Taught	<p>To create a train using a repeated pattern using inspiration from Josef Albers.</p> <p>https://www.bbc.co.uk/bitesize/articles/zytwmbk</p>  <p>BuggyandBuddy.com</p>	<p>To draw portraits of themselves and Mary Seacole or Walter Tull in the style of Pablo Picasso (or an artist from below).</p>  <p>To make marks for a purpose or meaning – creating drawings on a theme e.g. family,</p>	<p>To create a sunset backwash in the style of Giraffe Kenya Painting by Jack Goldman (or an artist from below).</p>  <p>Using line, shape and colour, create paintings by mixing primary colours to create secondary</p>



	To create simple repeated patterns using both impressed images and relief printing.	animals, friends.	colours and by using a variety of tools.
End Points	<p>Know what a repeated pattern is.</p> <p>Know that a repeated pattern can be created through print.</p> <p>Know how to create a printed image by press printing and relief printing.</p> <p>Know how to interpret ideas into print.</p>	<p>Know how to draw with an extensive variety of drawing tools.</p> <p>Know that a sketchbook is where ideas can be collected and drawing skills can be practised.</p> <p>Know how to use line, shape and colour in their drawings.</p> <p>Know how to use an effective grip to control a wide range of drawing tools.</p> <p>Know how to use a viewfinder to look closely at an area of interest before drawing.</p>	<p>To know how to mix two primary colours to make a secondary colour (orange, green and purple).</p> <p>To know that a sketchbook is where ideas can be collected and painting skills can be practised.</p> <p>To know how to use line, shape and colour in their paintings.</p> <p>To know how to use a variety of painting tools (eg: fingers, brushes, pencils, flat tools such as clay tools, lollipop sticks) and the effects they create.</p> <p>To know how to use an effective grip to control a wide range of painting tools (including different types and sizes of brushes).</p>
Vocabulary	block print, pattern, arrange	self-portrait, line	primary colours, secondary colours
Artists	<p>Edward Bawden - Train https://blog.railwaymuseum.org.uk/edward-bawden-printmaker/</p> <p>Josef Albers Mark Rothko Wassily Kandinsky</p>	<p>Pablo Picasso Vincent van Gogh Henri Matisse</p>	<p>Giraffe Kenya Painting by Jack Goldman Rebecca Besette John Connolly</p>





<p>Throughout Year 1: Drawing:</p>	<p>To make marks for a purpose or meaning – creating drawings on a theme e.g. family, animals, friends.</p> <ul style="list-style-type: none"> ● Know how to draw with an extensive variety of drawing tools. ● Know that a sketchbook is where ideas can be collected and drawing skills can be practised. ● Know how to use line, shape and colour in their drawings. ● Know how to use an effective grip to control a wide range of drawing tools. ● Know how to use a viewfinder to look closely at an area of interest before drawing. 		
<p>Art Appreciation</p>	<p>To recognise the work of particular artists and make links to their own work.</p> <ul style="list-style-type: none"> ● To know that artists have their own style and that they can be inspired by it. ● To know how to describe some simple characteristics of different kinds of art. ● To know how to make a comment about a piece of art. 		
<p>Year 2</p>	<p>The Great Fire of London and Nantwich</p>	<p>Pirates</p>	<p>Ibn Battuta</p>
<p>Art Coverage</p>	<p>Painting</p>	<p>Collage</p>	<p>Sculpture</p>
<p>Skills Taught</p>	<p>To mix colours together to create a fire themed backwash inspired by David Best.</p>  <p>Develop paintings by adding tone and by developing their knowledge of the colour wheel and by using a variety of different paints.</p>	<p>To create a simple paper collage with inspiration from Vyara Tichkova.</p>  <p>To create a simple paper collage.</p>	<p>To create a Moroccan bowl inspired by Shio Kusaka</p>  <p>To manipulate materials for a purpose.</p>
<p>End Points</p>	<p>To know how to paint with a variety of</p>	<p>Know how to identify different types and textures</p>	<p>Know how to manipulate and explore materials</p>




	<p>painting tools.</p> <p>To know that adding black or white creates a darker or lighter tone.</p> <p>To know that a colour wheel is a chart representing the relationship between colours.</p> <p>To know how to use a sketchbook to plan ideas for paintings of varied scales.</p> <p>To know that different paints can be used for different purposes eg: ready mixed paint, acrylics etc.</p> <p>To know how to use colour in their paintings to describe different feelings.</p>	<p>of materials for collage.</p> <p>Know how to tear, stick and cut paper of different thicknesses.</p> <p>Know how to place and modify elements of collage.</p> <p>Know how to use appropriate language to describe colours, equipment and processes.</p> <p>Know how to express their feelings and ideas about their collage.</p>	<p>Know that materials can be joined securely</p> <p>Know how to use tools safely and effectively</p> <p>Know how to use simple joining and fastening techniques</p> <p>Know how to comment on their work and the work of others, explaining how it makes them feel</p>
Vocabulary	tint, darken, abstract	paper, card, tear, glue, rip	sculpture, mould, carve, pierce
Artists	<p>David Best - Commemorating Great Fire on the Thames</p> <p>https://www.bbc.co.uk/programmes/articles/19KLTps7SjLrf10Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames</p>	<p>J. M. W. Turner - Sea paintings</p> <p>Vyara Tichkova</p> <p>Laura Barbosa</p> <p>Patrick Bremer</p>	<p>Arabic Traveler by Yahya Ibn Mahmud - https://www.dailysabah.com/arts/portrait/famous-travelers-to-turkiye-ibn-battuta-greatest-ever-traveler-part-ii</p> <p>Diana Sheldon</p> <p>Gustav Klimt</p> <p>Sidney Mawson</p>
Throughout Year 2:	<p>To draw from something remembered or imagined as well as from direct experience.</p> <ul style="list-style-type: none"> Know how to layer different medias - felt tips over pastels, ballpoint over charcoal. 		



<p>Drawing</p>	<ul style="list-style-type: none"> ● Know how to use a sketchbook to plan ideas for drawings of varied scales. ● Can draw for a sustained period from real objects. ● Know how to use of the visual elements – line, shape, pattern and colour – in their drawing. ● Know how to use marks in their drawings to describe thoughts and feelings. ● Know how to effectively manipulate drawing tools and use them confidently. ● Know how to use a viewfinder to focus in on a specific part of an object/artefact before drawing. 		
<p>Art Appreciation</p>	<p>To know about the work of, artists, craft makers and designers, describing differences and similarities between different practices (the difference between printing and painting.)</p> <ul style="list-style-type: none"> ● Know how to talk about the differences and similarities between artists, crafts people and designers. ● Know how to make links with their own work. ● Know how art can impact on an individual's feelings. ● Know how to develop their opinions in response to different artworks and to know that opinions will vary. 		
<p>Year 3</p>	<p>Railway</p>	<p>Stone Age to the Iron Age</p>	<p>Ancient Egypt</p>
<p>Art Coverage</p>	<p>Painting</p>	<p>Printing</p>	<p>Drawing/Collage</p>
<p>Skills Taught</p>	<p>To use a variety of techniques such as washes and dabbing to create a landscape inspired by Edward Wesson using watercolour.</p>  <p>Develop skills by using different painting techniques, to develop knowledge of the colour wheel to use and describe colour</p>	<p>To create overlapping colour prints using relief printing and impressed images.</p>	<p>To develop a collage using mixed media inspired by JR - Greetings from Giza.</p> 






	<p>and to express mood.</p>		
<p>End Points</p>	<p>To know how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools.</p> <p>To know how to describe an exact colour eg: tint – adding white to a colour, tone – how light or dark a colour is and shade – adding black to a colour.</p> <p>To know how colour can be used to reflect mood.</p> <p>To know that the colour wheel is a circular chart that shows primary, secondary and tertiary colours.</p>	<p>Know how to layer colour through print.</p> <p>Know the effect layering colour can have on my artwork.</p> <p>Know how to make informed choices on colour to create a desired effect.</p>	<p>Know how to overlap and layer.</p> <p>Know how to select and manipulate colours and textures for visual effect.</p> <p>Know how to embellish using a variety of techniques e.g. drawing, printing and painting.</p> <p>Know how to use appropriate vocabulary to describe the develop of their work.</p> <p>Know how to evaluate their work through discussion with their peers.</p>



Vocabulary	tertiary colours, contrasting colours	layering, pattern, block printing	mixed media, manipulate, texture, effect
Artists	J. M. W. Turner - steam train. https://artuk.org/learn/learning-resources/the-superpower-of-looking-j-m-w-turners-steam-train Claude Buckle - Train Edward Wesson Claude Monet – train in the snow	Paul Reiffer – Stone Henge photography https://www.paulreiffer.com/2017/05/stonehenge-photographing-inner-circle-sunrise/ Simone Fattal – Le Café Raymond Waydelich	JR - Greetings from Giza https://www.jr-art.net/news/news-greetings-from-giza Sebastien Del Grosso
Throughout Year 3: Drawing	<p>To plan, refine and alter their drawings as necessary.</p> <ul style="list-style-type: none"> ● Know why they are using different grades of pencil and other implements (e.g. pastels, charcoal, pencil etc) in their drawing. ● Know how to use their sketchbook to collect and record visual information from different sources. ● Can draw for a sustained period of time. ● Know how to use different media to achieve variations in line, texture, tone, colour, shape and pattern. ● Know how to show in their drawings that objects have a third dimension. ● Know how to use a viewfinder to create drawings that show differences in scale and distance. 		
Art Appreciation	<p>To know about great artists, architects and designers and understand how their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> ● Know how to create a piece of work, taking inspiration from famous artists, architects and designers. ● Know some of the starting points, processes and techniques used by famous artists, architects and designers in history. ● Know how to express an opinion on the work of famous, notable artists, architects and designers. 		
Year 4	The Roman Empire	Anglo-Saxons	Ancient Greeks
Art Coverage	Collage	Drawing/Painting	Sculpture
Skills Taught	To create a collage using mixed media inspired by Roman Mosaics inspired by Theo van Doesburg.	To create an image which shows the mood of the image inspired by Viking Man and Longship Painting inspired by Hokusai.	To create a Greek pot inspired by Exekias.






	 <p>To develop a collage using mixed media</p>	 <p>Develop skills by using different painting techniques, to develop knowledge of the colour wheel to use and describe colour and to express mood.</p>	 <p>To independently make choices to create a 3D model</p>
<p>End Points</p>	<p>Know how to overlap and layer.</p> <p>Know how to select and manipulate colours and textures for visual effect.</p> <p>Know how to embellish using a variety of techniques e.g. drawing, printing and painting.</p> <p>Know how to use appropriate vocabulary to describe the develop of their work.</p> <p>Know how to evaluate their work through discussion with their peers.</p>	<p>To know how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools.</p> <p>To know how to describe an exact colour eg: tint – adding white to a colour, tone – how light or dark a colour is and shade – adding black to a colour.</p> <p>To know how colour can be used to reflect mood.</p> <p>To know that the colour wheel is a circular chart that shows primary, secondary and tertiary colours.</p>	<p>Know how to create a plan for developing a 3D form</p> <p>Know how to transfer skills from 2D to a 3D form</p> <p>Know how to select appropriate tools and use effectively</p> <p>Know how to combine and manipulate materials effectively</p> <p>Know how to make observations about their work and make comparisons with the work of others</p>
<p>Vocabulary</p>	<p>overlap, layer, manipulate, texture, effect</p>	<p>placement, proportion, realistic</p>	<p>pot, culture, Greek</p>



Artists	Theo van Doesburg Georges Braque Piet Mondrian	https://knightstemplar.co/the-beauty-of-anglo-saxon-art-a-visual-journey/ Viking Man and Longship Painting Corey Ford Gaetano Pompa Elena Sokolova	Exekias Acheloos painter Beldam Painter
Throughout Year 4: Drawing	To show patterns and textures in their work which differentiate tones and begin to overlay colours. <ul style="list-style-type: none"> ● Know why they might use different grades of pencils in their drawing and what effects can be created. ● Know how to alter and refine their drawings and describe the changes they have made using art vocabulary. ● Know ways in which surface detail can be added to drawings. ● Know how to use images and information independently to inform their own drawing in their sketchbooks. ● Know how to use research to inspire drawings from imagination and memory. ● Know about the relationships between line and tone, pattern and shape, line and texture. 		
Art Appreciation	To describe some of the techniques used by great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created. <ul style="list-style-type: none"> ● Know how to describe a piece of work, identifying the inspiration taken from famous artists, architects and designers. ● Know and describe some of the starting points, processes and techniques used by great artists, architects and designers in history. ● Know how to express an opinion on the work of famous, artists, architects and designers, referring to techniques and effect. 		
Year 5	Blitz	Windrush	Early Islamic civilisation
Art Coverage	Painting	Drawing	Collage
Skills Taught	To use a painting style of their choice to make a landscape inspired by the Blitz by Wilfred Stanley Haines.	To create portraits for themselves and inspirational people in the style of Frida Kahlo, expressing themselves and their mood through their use of colour and symbolism.	To create a stain glass window in the style of Paul Klee with inspiration from Nasir-al Molk Mosque in Iran.






	 <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p>	 <p>To use a variety of techniques in their drawing to create mood and texture, shadow, direction and reflection.</p>	 <p>'A line is a dot that went for a walk.'</p> <p>To design and make a collage features manufactured or printed surfaces.</p>
<p>End Points</p>	<p>To know that complementary colours are directly opposite each other on the colour wheel.</p> <p>To know how to describe an exact colour eg: hue – describes the colour within a spectrum, tint, tone and shade.</p> <p>To know how to develop ideas using painting techniques or mixed media in their sketchbook.</p> <p>To know how to select and mix suitable media within a single piece, justifying their selection.</p> <p>To know how to work from observation, experience and imagination.</p>	<p>Know how to use a variety of source material for their drawings.</p> <p>Know how to work from observation, experience and imagination.</p> <p>Know how to use their sketchbook to develop ideas for drawings.</p> <p>Know how to make informed choices in drawing including paper and media and the visual elements: line, tone, pattern, texture, colour and shape.</p> <p>Use the correct terminology for drawing materials they have selected.</p> <p>Know how to select and mix suitable media</p>	<p>Know how to be selective over their choice of images, techniques and materials.</p> <p>Know how to develop their collage based on work of a chosen artist.</p> <p>Know how to assemble components carefully to represent an idea.</p> <p>Know how to describe and evaluate the inspiration behind their collage.</p> <p>Know how to justify their ideas for further development.</p>



	<p>To begin to develop their own painting style.</p> <p>To use the correct terminology for painting materials they have selected.</p>	<p>within a single piece to create different effects.</p> <p>Know how to use shading and tone to add depth and shape to their drawings.</p> <p>Know how to use line to create movement in a drawing</p>	
Vocabulary	shades, graduated, highlight, shadow, mid-tone	continuous, solid, texture, fine, uneven, raised, coarse, glossy, effective, complementary, contrasting	perspective, symbolism, components, composition, justify
Artists	Wilfred Stanley Haines Reginald Mills Paul Dessau	Eliza Southwood Marten Jansen. Maria Tomasula	Paul Klee Robert Motherwell Anni Albers
Throughout Year 5: Drawing	<p>To use a variety of techniques in their drawing to create mood and texture, shadow, direction and reflection.</p> <ul style="list-style-type: none"> ● Know how to use a variety of source material for their drawings. ● Know how to work from observation, experience and imagination. ● Know how to use their sketchbook to develop ideas for drawings. ● Know how to make informed choices in drawing including paper and media and the visual elements: line, tone, pattern, texture, colour and shape. ● Use the correct terminology for drawing materials they have selected. ● Know how to select and mix suitable media within a single piece to create different effects. ● Know how to use shading and tone to add depth and shape to their drawings. ● Know how to use line to create movement in a drawing 		
Artist Appreciation	<p>To research and discuss the ideas and approaches of great artists, architects and designers and understand that their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none"> ● I know which approaches specific artists, architects and designers use and why. ● I know how to work in a similar way to artists I have studied. ● I know how to develop my own artistic techniques through the study of artists, architects and designers. 		



Year 6	Vikings	British Empire	Mayan civilisation
Art Coverage	Printing	Drawing	Sculpture
Skills Taught	<p>To create a Viking inspired prints with inspiration from William Morris.</p>  <p>https://www.twinkl.co.uk/resource/ks2-design-a-viking-tapestry-art-activity-t-ad-1666776176</p> <p>Print on to different surfaces, combining colours and techniques building up an image(s) using lino printing.</p>	<p>To create a piece of artwork inspired by Enfant Précoce and using a media of their choice to add colour, eg paint, oil pastels, colouring pencils.</p>  <p>To develop their skills by applying their knowledge of colour and painting techniques to create artwork based upon observation, experience and imagination.</p>	<p>To use a material of their choice to create a Mayan mask.</p>  <p>To independently make a 3D model and justify choices of materials used</p>
End Points	<p>Know the effect printing on different surfaces will have on my artwork.</p> <p>Know how to combine colours for effect.</p> <p>Know how to create a lino print.</p>	<p>To know that complementary colours are directly opposite each other on the colour wheel.</p> <p>To know how to describe an exact colour eg: hue – describes the colour within a spectrum, tint, tone and shade.</p>	<p>Know how to create a plan for a 3D form, responding to a stimulus</p> <p>Know which materials and tools are most appropriate for the purpose</p>



	<p>Know how altering my print will affect my image.</p> <p>Know how to make informed choices when printing and explain these.</p>	<p>To know how to develop ideas using painting techniques or mixed media in their sketchbook.</p> <p>To know how to select and mix suitable media within a single piece, justifying their selection.</p> <p>To know how to work from observation, experience and imagination.</p> <p>To begin to develop their own painting style.</p> <p>To use the correct terminology for painting materials they have selected.</p>	<p>Know how to use sketchbooks to gather researched information to inform final 3D form</p> <p>Know how to review and revisit their ideas - making suitable adjustments during construction and justifying their decisions in a final evaluation.</p>
Vocabulary	layer, colour, complementary, contrasting	limited, colour palette, translucent, opaque, neutral, sombre	create, textures, visual qualities, tactile qualities
Artists	William Morris Lindsay Phillip Butterfield Lewis Foreman Day	Elizabeth Thompson Butler Ernest Crofts Mark Churms	Jürg Widmer Probst — Guatemala Mayan art Dan Fenelon
Drawing	<p>To draw with precision and simple perspective making choices about effects and media to use for a particular purpose.</p> <ul style="list-style-type: none"> ● Know how to make drawings that show use of shading techniques to create depth and tone. ● Know how to create drawings that show mastery of a variety of techniques. ● Know how the use of media and drawing skills can support other medias. ● Know how to use perspective in both abstract and real-life art. ● Know how to develop ideas using drawing techniques or mixed media in their sketchbook. ● Know how to use simple perspective in their work using a single focal point and horizon. ● Know how to select and mix suitable media within a single piece justifying their selection. ● Know how to make small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape. ● Know how to work in a sustained and independent way. 		



	<ul style="list-style-type: none">• Begin to develop their own drawing style.
Artist Appreciation	<p>To critically discuss the ideas and approaches of great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created.</p> <ul style="list-style-type: none">• I know how to respond critically when exploring the work of artists, architects and designers.• I know how to apply my critical thinking to the work I produce.