

Jennett's Park Art and Design Curriculum

Intent

At Jennett's Park we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Aims

At Jennett's Park we aim for all children to;

- have the opportunity to record from first-hand experience and from imagination.
- develop opportunities to select their own ideas for use in their work.
- develop creativity and imagination through a range of complex activities.
- develop the ability to control materials, tools and techniques;
- increase their critical awareness of the roles and purposes of art and design in different times and cultures.

- develop increasing confidence in the use of visual and tactile elements and materials.
- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

Implementation

The art and design curriculum at Jennett's Park enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. Our art curriculum is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills plan. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used. At Jennett's Park, we provide a variety of opportunities for art to take place inside and outside the classroom. These can be individual, class, year or whole school collaborations. These activities should be guided by the children's interests in particular topics. An arts week across the school will usually be held in the summer term.

Impact

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation meetings where pupil's work is shared and scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Art and Design Long Term Plans per year group

Art and Design EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Joins in singing songs</p> <p>Creates sounds</p>	<p>Experiments with shape, space, actions and sound.</p> <p>Enjoys and responds to colour play.</p> <p>Joins in with dancing singing and ring games.</p> <p>Uses tools with purpose.</p> <p>Sings and performs familiar songs.</p>	<p>Creates sounds and experiments with playing instruments.</p> <p>Enjoys and responds to colour play.</p> <p>Uses 2D and 3D structures.</p> <p>Draws, explores colour and how to change.</p>	<p>Creates and experiments with sound and represents actions, sounds, objects.</p> <p>Experiments and uses 2D and 3D structures to express ideas.</p> <p>Sings familiar songs.</p> <p>Uses various construction materials.</p>	<p>Explores how sounds and movement can be changed.</p> <p>Sings familiar songs.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores colour and how colour can change.</p>	<p>Develops understanding of how to create and use sounds intentionally.</p> <p>Explores colour and how colours can be changes.</p> <p>Develops understanding of using lines.</p> <p>Uses drawing to represent actions and objects.</p> <p>Uses various construction.</p>
Reception	<p>Explore colours and materials to create individual and group art.</p> <p>To have own ideas for paintings and drawings.</p>	<p>Select colours and materials to create individual and group art.</p> <p>Create art to reflect experiences, using a variety of different materials.</p>	<p>Begins to build a collection of songs and dances.</p> <p>Makes music in a range of ways.</p> <p>Uses increasing knowledge of tools and materials to explore their</p>	<p>Develops their own ideas through experimentation with a range of materials.</p> <p>Express and communicate their</p>	<p>Expresses and communicates using a range of art forms, e.g. movement, dance, drama,</p>	<p>Safely use and a variety of materials, tools and techniques, experimenting with colour,</p>

	Learn and sing a range of nursery rhymes. Explore the sounds that can be created using a range of percussion instruments.	Create art using knowledge of shapes and length. Explore music and dance, beat and tempo via music and songs.	interests and develop their thinking.	discoveries and understanding. Expresses and communicates using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	music and the visual arts. Makes music in a range of ways, e.g. plays with sounds creatively. Plays along to the beat of the song they are singing or music they are listening to.	design, texture. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
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Year 1

KS1 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Traditional Tales	Wonderful Weather	Toys	Transport	Pirates	British and Arctic wildlife
Focus		Artist – Monet Creating various brushstrokes	Artist – Andy Warhol To explore simple clay textures including rolling and scraping	Art week		Artist – Ted Harrison Creating different textures using colouring pencils
Media (e.g. chalks, charcoal, etc.)		Painting – Ready mixed	Sculpture - clay			Drawing – sketching and coloured pencil

<p>To use a range of materials creatively to design & make products</p>		<p>To mix colours to make different tones. To mix white to create different shades.</p>	<p>To design own abstract modernist nature sculpture inspired by Andy Warhol.</p>			<p>To create an arctic landscape using different drawing materials and compare the effect.</p>
<p>To use drawing, painting & sculpture to develop and share their ideas, experiences and imagination</p>		<p>To look closely at the paintings and landscapes to identify and draw the shape and features of the space</p>	<p>To look at examples Andy Warhol's Toy screen prints and discuss how she has represented a playful effect.</p>			<p>To explore different ways to represent the same landscape. Discuss personal preferences and tastes how these could be shown in their art.</p>
<p>To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space</p>		<p>To identify colours and patterns in the paintings and recreate in own work</p>	<p>To explore simple techniques using clay, including making textures, joining, rolling and pinching</p>			<p>To create lines of different thicknesses using sketching pencils. To explore the use of form and space to create different textures using</p>

						coloured pencils
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines		To know when Monet lived, who else was famous at this time and what practices and disciplines they used	To describe the similarities and differences between Andy Warhol and other familiar artists such as Monet			To describe similarities and differences between landscapes created by a wide range of artists including Monet and Andy Warhol
To describe the differences and similarities between their work and that of named people studied		To describe differences and similarities between their work and that of Monet	To critique their own toy tiles and compare to that of Andy Warhol			To discuss how the landscapes they have studied have inspired their work

Year 2			
KS1 Objectives	Term 1	Term 2	Term 3
Topic focus	The Great Fire of London	Castles	Under the Sea
Focus	Artist – David Best Focus – Great Fire of London houses, collage, fire Collage – Tissue paper collage Oil pastels for fire effects	Artist – Royal portrait artists Focus – Portraits (inside castles, could look at our current queen's portraits) Drawing – sketching and colouring pencils To create a royal self-portrait using different drawing materials and compare the effect	Art Week Artist- Sian Pampellone Focus- Sea creatures Painting- Paint using different mediums to design sea creatures and their features.
Media (e.g. chalks, charcoal, etc.)			
To use a range of materials creatively to design & make products	To use collage materials to create a fire themed collage		

To use drawing, painting & sculpture to develop and share their ideas, experiences and imagination	To explore a range of artwork and identify effective methods to represent fire	To explore how they would like to represent themselves. Discuss personal attributes that they value and how these could be shown in their art	To create a sea creature painting by being inspired by the artist Sian Pampellonne.
To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	To use a range of techniques to select, place and join materials, considering texture, shape, form and space	To use sketching pencils to create a variety of simple sketch techniques including lines, shading and tones, cross-hatching	To use different sketching techniques and shading.
To know about the work of a range of artists, craft makers & designers and to describe the differences and similarities between different practices and disciplines	To identify key features of sculptures designed by David Best and describe the techniques used in his artwork to reflect the Great Fire of London.	To describe similarities and differences between portraits and self-portraits created by a range of royal portrait artists	To use a variety of texture and colour to design a sea creature.
To describe the differences and similarities between their work and that of named people studied	To critique their own work and name similarities and differences between their own work and that their initial ideas.	To discuss how the portraits and self-portraits they have studied have inspired their work.	
	To use different techniques with a range of mediums.		

Year 3						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	The Stone Age		Vikings		Under the canopy	
<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of 	Self portraits using sketching techniques – shading, line drawings, observational drawing		Viking patterns and imagery – investigate and recreate		Drawing – still life of plants and foliage Study of Georgia O’Keeffes flowers – looking at techniques and replicating these – creating	

<p>different kinds of art, craft and design.</p> <ul style="list-style-type: none"> • 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] • To learn about great artists, architects and designers in history 	<p>Learning about cave drawings – how people of the stone age told their stories – using charcoal to depict a cave story</p> <p>Local study in geography looks at architects and designers</p>	<p>Designing shields for Viking shields – clay shields.</p>	<p>our own paintings inspired by our local vegetation.</p>
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Year 4						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Race to the Frozen North		Ancient Rome		Ancient Greece	
<ul style="list-style-type: none"> • 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. • 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 	<p>Self portraits using sketching techniques – shading, observational drawing</p> <p>Seascapes based on the art of Emilee Williams. Looking at her paintings and creating our own versions</p> <p>Himalayas mountain art. Looking at different ways to fill empty space on our canvas with precise patterns</p>			<p>Creating mosaics – looking at the patterns in Roman design and creating our own repeating pattern designs.</p> <p>Pop up Roman Architecture card – observe and draw features of Ancient Roman architecture</p> <p>Roman Emperor portraits – using observational and sketching skills to complete the second half of a portrait.</p>	<p>Observational drawings of Greek sculptures</p> <p>Studying Greek theatre masks and creating our own</p>	

with a range of materials [for example, pencil, charcoal, paint, clay]			
<ul style="list-style-type: none"> To learn about great artists, architects and designers in history 			

Year 5						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Space		WW1		Ancient Egyptians	
	What is impressionism and how does it impact modern artists? How does layering textures create a vibrant effect in art?		What is vorticism?		How did Egyptians make canopic jars? How can we use a new technique to make a landscape setting?	
<ul style="list-style-type: none"> 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. 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] <p>To learn about great artists, architects and designers in history</p>	<p>Artist – Vincent Van Gogh Media – paint, oil pastels Focus: Impressionism Painting: stippling, blending paints to create an atmosphere, Oil pastels: shadows, creating texture</p> <p>To know that the artist is still an inspiration and how they inspired others and contributed to</p>	<p>Artist: Peter Thorpe Media: Collage: layering textures Painting: applying with a variety of implements to create different effects chalk pastels: blending</p> <p>Focus: Abstract Expressionism</p> <p>To know how Peter Thorpe has contributed to</p>	<p>Artists: Percy Wyndham Lewis Media: Drawing- sketching</p> <p>Focus: To learn the various contrasting styles of artists and to critique and replicate these according to our own individual preferences</p> <p>Use of oil pastels and colouring pencils To know how Wyndham Lewis contributed to the vorticism movement, and paved the way for WW2 art to be depicted in a similar manner: such as those by Dorothy Shakespear.</p> <p>To understand what vorticism is and how it was established.</p>	<p>Architects: The Egyptians Canopic Jars</p> <p>Media Sculpture- clay</p> <p>Focus To learn how to manipulate clay</p> <p>To understand the importance of canopic jars in Egyptian culture and their importance in us helping to discover more about them.</p>	<p>Designer: Angie Lewin</p> <p>Media: Paint Printing on poster board</p> <p>Focus: To know who the artist is and that they celebrate the UK's flora and fauna</p> <p>To know about several different styles of printing and where these prints were most popular: e.g., wood</p>	

	<p>the impressionism movement. To understand</p> <p>To understand what impressionism is, how it was created.</p> <ul style="list-style-type: none"> - Looking at different impressionist paintings, different paintings by Van Gogh and discussing how we know these are impressionism - Extension task on how we know Van Gogh is still an inspiration today, and who he inspired <p>To critique a historical artist</p>	<p>Abstract expressionism. To understand: what abstract expressionism is, how it was established and other artists in this style.</p> <p>Sketching our designs, and using methods to create texture and shading</p> <p>To review and evaluate the effectiveness of their sketches and make improvements</p> <p>To use a range of artistic painting tools to create different paint effects</p>	<p>To make sketches, to complete missing sections of one of the designs of these artists, identifying colours, shapes, and designs to make a prediction about what fills the missing part of the image</p> <p>To review and critique own sketches and discuss proportion and accuracy of their drawings</p>	<p>Architects: To understand the canopic jars were stored in tombs, in Great Pyramids, which the Egyptians designed, and that these have withstood the test of time</p> <p>To understand why canopic jars were used and what they represented in Egyptian culture</p> <p>To manipulate clay and a range of tools creatively to make a canopic jar</p> <p>To develop control over the size and position of their sculptures, such as the creature's features, and the lid of the jar, and ensure that it is proportionate</p>	<p>block printing: Japan</p> <p>To design our prints and sketch our ideas</p> <p>To review and evaluate the use of space and shape, and the level of detail needed in printing designs</p> <p>To use printing to create own imaginative design inspired by Lewin</p> <p>To use printing to create designs with distinct shapes</p>
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	<ul style="list-style-type: none">- Critiquing Van Gogh's work <p>To explore how the use of complementary and analogous colours to create different effects and moods</p> <ul style="list-style-type: none">- Mixing colours to create analogous colours, and explaining how these put together on a canvas create an impression of the sky <p>Learn about great artists, architects and designers in history: Van Gogh</p> <p>Improve their mastery of art and design techniques: drawing and collage</p>				
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	Create sketchbooks to record their observations and use them review and revisit ideas				
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Year 6						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Where were the Mayans ?	Where is the best location for a villain's lair ?	Digital Quizzes			
Use tone to add depth and light to my sketches(all with just an art pencil) Include detail in my sketches when making observational sketches Use parallel lines when drawing 3d Use my knowledge of parallel lines to draw 1-point perspective 3d sketches to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches	Artist – Media – Pencil sketches and water colours Focus – Outcomes Darwin's finches (science link) Peppered Moth (Science link) Monsters symbolic (literacy link) additional option depending on time. One-point perspective street Temple drawings (Topic link)	Artist – Media – Pencil sketches Focus – to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective To continue to develop their mastery of tone to create light and depth to their art work Outcomes – Literacy links	Artist – William Morris Media – Repeated patterns and print Focus – To continue to develop an increasing awareness of different kinds of art and design Outcomes Repeated pattern in the style of William Morris Book covers – Wild Boy to give further consolidation to sketches and tones	Artist – Banksy Media – Paint and print Focus – To continue to develop an increasing awareness of different kinds of art and design Outcomes Banksy art work on rocks or wooden hearts Pebble pattern art – to then be hidden in the community for the Easter Holiday treasure hunt.	Artist – Media – Pencil sketches Focus – To continue to develop an increasing awareness of different kinds of art and design. To further develop tone to create light and depth to pictures (revisit skills from the Autumn Term) Outcome Book covers – silhouettes of athletes 3d progression from autumn term of sports stadiums.	Artist – Media – Pencil sketches, paint Focus – To continue to develop an increasing awareness of different kinds of art and design Outcome Prop and staging design Production programme

and moving onto 3d perspective		Book covers – Stormbreaker				
Use tone to add depth to 3d sketches		Eye 3d cars into a storm Remembrance Day art				

National Curriculum Requirements

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum

Key Stage 2 National Curriculum

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.

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.
- 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.

Progression in skills

Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)						
Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety of media.	Experiment with a variety of media.	Begin to control the types marks made with the range of media.	Developing intricate patterns/ marks with a variety of media.	Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.	Work in a sustained and independent way to create a detailed drawing.	Draw for a sustained period of time over a number of sessions working on one piece.
Use and begin to control a range of media.	Begin to control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Demonstrate experience in different grades of pencil and other implements to draw different form and shapes.	Understanding why they best suit.	Develop a key element of their work: line, tone, pattern, texture.	Develop their own style of drawing through: line, tone, pattern, texture.
Draw on different surfaces and coloured paper.	Draw on different surfaces.	Draw on different surfaces with a range of media.	Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.	Draw for a sustained period of time at an appropriate level.	Use different techniques for different purposes i.e. shading, hatching within their own work.	Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
Produce lines of different thickness and tone using a pencil.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas.	Begin to show an awareness of objects having a third dimension and perspective.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Use sketchbooks to collect, record and plan for future works.	Develop their own style using tonal contrast and mixed media.
Start to produce different patterns and textures from observations, imagination and illustrations.	Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.	Create textures and patterns with a wide	Have opportunities to	Start to develop their own style using tonal contrast and mixed media.	Use sketchbooks to collect, record and plan for future
	Investigate textures by describing, naming, rubbing, copying.	Name, match and draw lines/marks from observations.			Develop further simple	
		Continue to Investigate				

	Produce an expanding range of patterns	textures and produce an expanding range of patterns.	range of drawing implements.	develop further drawings featuring the third dimension and perspective.	<p>perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p>	<p>works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
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Painting (watercolour, ready mixed, acrylic)
Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rembrandt, Lowry, Matisse, Magritte

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a variety of tools including	Explore with a variety	Begin to control the types of marks made	Demonstrate increasing control the types of marks	Confidently control types of marks made and experiment with	Confidently control the types of marks made and	Work in a sustained and

<p>different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>made and experiment with different effects and textures including blocking in colour, ashes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they</p>	<p>different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source</p>	<p>experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks 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.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key place</p>	<p>independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely 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 colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as</p>
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			need for the task.	material for future works . Start to look at working in the style of a selected artist (not copying).	them in key movements or historical events.	well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
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Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

Possible Artists: (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook	Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay.	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work

<p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to</p>	<p>Decorate, coil, and produce Marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks 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.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in</p>	<p>and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in model ling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p>	<p>through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work, using a range of media.</p> <p>Recognise sculptural forms in the e environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join</p>
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				<p>carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p> <p>Compare the style of different styles and approaches: Moore, Aztec.</p>	<p>parts of the sculpture.</p> <p>Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p>
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Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)						
Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothstein, Kunisada, Advertising, Bawden,						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Make simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and</p>

	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono -printing.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks 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</p>	<p>processes.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
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Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye) Possible Artists: Ashley, Fassett, African/Indian, Adire,						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	Begin to identify different forms of textiles.	Show an awareness and name a range of different fabrics.	Plan a design in a sketchbook and execute it.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create	Experiment with a variety of techniques exploiting ideas from sketchbook.
Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.	Match and sort fabrics and threads for colour, texture, length, size and shape.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Use a technique as a basis for stitch embroidery.	different textural effects.	Use a number of different stitches creatively to produce different patterns and textures.
Show experience in simple stitch work.	Use more than one type of stitch.			Apply decoration using needle and thread: buttons, sequins.	Demonstrate experience in 3D weaving.	
Show experience in simple weaving: paper, twigs.	Explain how to thread a needle and have a go.	Gain confidence in stitching two pieces of fabric.	Apply decoration using beads, buttons, feathers etc.	Become confident in applying colour with printing, tie dye.	Produce two colour tie-dye.	Work in 2D and 3D as required.
Show experience in fabric collage: layering fabric.	Have some experience of weaving and understand the process and some techniques.	Explain how to thread a needle and have a go.			Continue to gain experience in batik- use more than one colour.	Design, plan and decorate a fabric piece.
Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different types and textures of fabric and materials for collage.	Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.	Continue to gain experience in applying colour with printing.	Create and use dyes.	Plan a design in a sketchbook and execute it.	Recognise different forms of textiles and express opinions on them.
	Use appropriate	Use a sketchbook to plan	Explore using resist paste and batik.	Use resist paste and batik	Use sketchbooks to plan a sculpture through drawing and other preparatory work.	Use sketchbooks to collect and record visual information from different sources.
			Show further experience	Use sketchbooks to collect and record visual information from different sources.		

	<p>language to describe colours, media, equipment and textures.</p>	<p>and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, ringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons.</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>	<p>in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece: eg Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, Crochet.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p>	<p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook. Use language appropriate to skill and technique.</p>
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