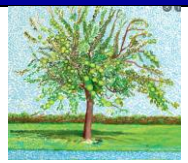
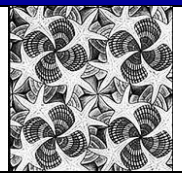
EYFS			
Development matters age range	**ELG framework**		**Programme of Study**
EYFS Three and Four-Year-Olds	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Key stage 1 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

Year 1

			
Unit/outcome	**Painting** **Painting of seasonal trees**	**Printing** **Repeating pattern using natural resources**	**Textiles** **Felt forest**
Overview	The children will begin to develop their painting skills. They will explore the work of famous artists, thinking about what they liked or disliked about their work. They will experiment with colour mixing and painting techniques before applying these skills to paint pictures of trees in the different seasons. Once their painting is completed, they will evaluate how successful they have been and think about what they would do differently next time.	The children will make the most of the forest area as they begin to develop their printing skills. They will explore making marks with a range of textured, natural materials before creating their own simple repeating prints. They will explore the work of famous artists, thinking about what they liked or disliked about their work and once completed, will evaluate how successful they have been.	The children will begin to develop their textiles skills to create a forest image. They will experiment with different methods of colouring felt using natural dyes to create the desired colours. They will develop their skills of cutting and composition before attaching their material for their final design. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work.
Knowledge and skills	• Identify primary colours by name and be able to mix them. • Work from: objects, people, places, memory and the imagination. • Applying paint in different ways using brushes, fingers, sticks, combs, rollers, knives, etc. • Create textured paint by adding sand, plaster. • Use a variety of tools and techniques including different brush sizes and types. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through.	• Make rubbings to collect textures and patterns • Print with a range of hard and soft materials • Roll paint over found objects to create patterns e.g. plastic mesh, stencils. • Use one or two colours. • Build repeating patterns and recognise pattern in the environment. • Design more repetitive patterns.	• Discuss textiles-colour/texture. • Create and use dyes e.g. tea/coffee, boiled spinach, mud etc. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching.
Focus artists	David Hockney – Pop Art movement (1960s)	M.C. Escher – Graphic Art with woodcuts and lithographs (1898-1972)	Andy Goldsworthy – sculptor, photographer and environmentalist (current)
Vocabulary	texture, primary colours, secondary colours, mixing	repeating pattern, rubbing, printing, texture	composition, texture, background

Year 2

			
Unit/outcome	**Drawing** **Line portraits**	**Sculpture** **Wire mobile with 2D geometric shapes**	**Collage** **Collage for a local scene**
Overview	The children will draw a simple line portrait of an activist in the style of Julian Opie. They will begin to develop control and precision with free-hand line drawing. When they have completed their portraits of a range of people, they will evaluate how successful they have been.	The children will use wire to explore and create geometric mobiles. They will experiment with the placement and position of each element to create different effects. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been	The children will use a variety of media to create a collage that represents the local area – be that of the seaside, local castles, the countryside or the local parks. They will create a painted background before selecting from a range of materials, the media that they want to use to collage an image of the local area
Knowledge and skills	• Use a variety of media to draw visual elements - line, shape, tone and space. • Complete observational drawings, drawing from memory and from imagination. • Draw on different surfaces with a range of differently textured and sized media. • Use different sorts of pencils, chalk/charcoal, crayons, etc.	• Experiment with constructing and joining recycled, natural and manmade materials • Use simple 2-D shapes to create a 3-D form. • Create wire sculptures. • Understand the safety and basic care of materials and tools.	• Using a variety of materials to make free collage e.g. Natural and man-made textiles. • Create and arrange shapes appropriately. • Create, select and use textured paper for an image. • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap. • Work on different scales.
Focus artists	Julie Opie	Alexander Calder	Eric Carle
Vocabulary	portrait, self-portrait, trace, free-hand, features	sculpture, sculptor, 2d, 3d, placement, positioning, geometric, template, manipulate	collage, mixed media, overlap, tear, cut, fold, composition, background, foreground

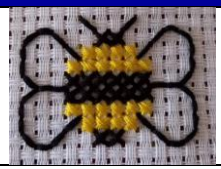
Key stage 2 National Curriculum

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

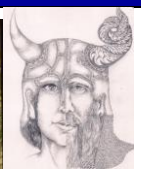
Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Year 3

			
Unit/outcome	**Painting** **Cave painting**	**Printing** **Block printing of hieroglyph**	**Textiles** **Sewing onto Binca**
Overview	The children build on their knowledge and understanding of colour mixing to create increasingly complex colours. They draw on their knowledge of the colour wheel to mix with more precision to achieve a range of appropriate colours for their cave painting. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	The children build on their printing skills from year 1. They will create their own printing blocks from a base and string. They will explore and refine their printing technique whilst making links to contrasting and complementary colours for their final design. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	The children will learn simple stitching skills. They will learn to thread a needle and to achieve an accurate running stitch and cross stitch using Binca. They also learn to tie off to secure their final designs. The work of famous textile artists will be investigated and the children will discuss what they like or dislike about their work before evaluating their own finished piece.
Knowledge and skills	• Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Add black/white paint to change shades, tints and tones. • Use colour to create mood. • Name different types of paint and their properties. • Paint in style of an artist. • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc.	• Make own printing block using string, texture, card, masking tape. • Print with two colour overlays. • Create repeating patterns. • Experiment with overprinting motifs and colour.	• Develop skills in stitching, cutting and joining. • Apply decoration using beads, buttons, feathers etc. • Learning embroidery stitches. • Join ends of fabrics.
Focus artists	Mark Rothco (colour mixing)	Molly Mahon	Annie Albers
Vocabulary	primary colours, secondary colours, tone, tine, shade, texture	print, repeating pattern, complementary colours, contrast	running stich, cross stitch, tying off stitch

Year 4

			 
Unit/outcome	**Collage** **Photomontage of a mountain range**	**Sculpture** **3D papier-mâché balloon bird (native to Europe)** **https://www.redtedart.com/paper-mache-birds/**	**Drawing** **Half- printed image, half-drawn portrait of Viking warrior**
Overview	Children will use the technique of photomontage to create a collage linked to your learning. They will develop their understanding of composition including foreground, middle ground and background.	The children will build on your experience of sculpture to work in the medium of papier-mâché to create a 3D sculpture. Their design will be based on careful observation and detailed modelling to create a realistic sculpture.	Children will continue to develop your drawing skills. They will build on your line drawing skills and develop an understanding of how to use tone and shading to create to create a half-photo/printed, half-drawn portrait of a Viking warrior
Knowledge and skills	• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information. • Make own patterns using contrasting squares of colour. • Make black/white pictures- black paper, white paper cuts.	• Plan, design and make models from observations or imagination. • Explore 3D using range of materials. • Use papier-mâché to create a simple 3D object. • Using found objects to create work.	• Make marks with a wider range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with ways in which surface detail can be added to drawings. • Experiment with different grades of pencil and other implements to create lines, forms, shapes and variations in tone. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc. • Apply a simple use of pattern and texture in a drawing. • Begin to show an awareness of objects being three-dimensional.
Focus artists	Hannah Höch Ansel Adams	Barbara Hepworth – abstract sculptor (1903-1975) Zaha Hadid – architect and sculptor (1950-2016)	Frida Kahlo
Vocabulary	layers, composition, background, middle ground, foreground, media, photomontage	Sculpture, appendage, 3D	portrait, line drawing, shading, tone, 3d, sketch

Year 5

			
Unit/outcome	**Painting** **Watercolour space scene**	**Drawing** **Still life drawing**	**Textiles** **Sustainable tote bag**
Overview	The children will progress onto the challenging medium of watercolour. They will work towards a final space scene and learn to create a wash, achieve depth of colour and control colour mixing to avoid the colours bleeding into each other. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	The children will develop their skill of drawing with perspective and scale. They will deepen their understanding of composition, scale and proportion to create a final still-life drawing that showcases their progress in drawing skills.	In this unit, the children will further build in their sewing skills to design, create and decorate a sustainable tote bag. Their sewing will be both functional and decorative as they attach a closing mechanism and apply adornments. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.
Knowledge and skills	• Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground & background. • Be able to identify primary, secondary, complementary and contrasting colours. • Mix and match colours to create atmosphere and light effects. • Work with complementary colours.	• Explore colour mixing and blending techniques with coloured pencils. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. • Use different techniques for different purposes i.e. shading, hatching within their own work.	• Revisit previous sewing techniques. • Develop own designs and make an object using previous skills. • Use different grades of threads and needles. • Experiment with pleating, sewing, bows, tassels, etc. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Focus artists	Wassily Kandinsky Chesley Bonestell	Paul Cézanne	Faith Ringgold
Vocabulary	complementary colours, contrast, shade, tint, tone, composition, scale, proportion	still-life, perspective, scale, composition, tone, shading, proportion	adornments, template, running stitch, tying off stitch, sustainable, mechanism,

Year 6

			
Unit/outcome	**Collage** **Blitz scene**	**Printing** **William Morris inspired print**	**Sculpture** **Clay pot**
Overview	The children draw together their watercolour skills to create a fiery background before using a wide range of materials to create a Blitz scene. They carefully consider their composition of the London skyline and the precision of their placement to get the greatest effect	The children create William Morris inspired relief prints. They will study the shapes, patterns and colours of Morris' well-known designs and develop their own pattern to turn into a relief printing block. They will explore the work of a famous artist, thinking about what they like and dislike before evaluating how successful they have been.	The children explore the medium of clay. They learn three different techniques for creating pots: pinch, coil and slab and how to create texture. Once dry, the children decorate their pot to a design of their choice.
Knowledge and skills	• Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Investigate rough/smooth, dark/light, plain/pattern. • Explore photomontage. • Explore veiling and layering to create depth.	• Revisit previous print making skills. • Create printing blocks by simplifying an initial sketchbook idea. • Use relief or impressed methods of printing. • Create prints with three overlays. • Print on prepared surfaces. • Work into prints with a range of media e.g. pens, colour pens and paints.	• Plan a sculpture through drawing and other preparatory work. • Use clay or sculpting medium to express thoughts, feelings and ideas. • Develop skills in using clay inc. slabs, coils, slips, pinching, joining etc. • Produce intricate patterns and textures in a malleable media. • Observe artefacts.
Focus artists	Georges Braque Kurt Schwitters Pablo Picasso	William Morris	Clarice Cliff
Vocabulary	collage, composition, texture, mixed-media, photomontage, layers	repeating pattern, relief print, overlay, symmetrical, complementary colours, contrast	clay, pinch, coil, slab, slip, texture