



| Art | | |
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| Three and Four-Year-Olds | Physical Development | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

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| | Expressive Arts and Design | <ul style="list-style-type: none"> • 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. |
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| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

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| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 1 | Spring 2 | Spring 2 | Summer 1 | Summer 2 | Summer 2 |
| | All about me: Explore, experiment, create Self-portraits, collage faces, handprint art | Sparkle & shine, Explore, experiment, create, Fireworks with paints, Diva lamps, collage masks | Superheroes: Explore, experiment, create Colour, texture and shape for superhero, Junk modelling lair | Arctic: Explore, experiment, create Polar bear mask, Arctic animal painting | Dinosaurs: Explore, experiment, create Build a dinosaur skeleton sculpture | Pets: Explore, experiment, create Colour mixing, collage pet mask, paper plate pets | Julia Donaldson: Explore, experiment, create Play dough Gruffalo, woodland collage | Seaside and Under the sea: Explore, experiment, create Paper weaving, sea creatures, junk model sea creature, paint and collage sea creatures. | |

| | 2-Year cycle | Autumn Term | Spring Term | Summer Term |
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| Year 1/2 | Cycle A | <p>All about me:</p> <p>Self-Portraits -Learning about the proportions of the face, focusing on <i>form and shape</i>. Learning about portrait artists. Identifying <i>similarities and differences in different styles</i>. Focus on Pablo Picasso and abstract portraits. Children to use photographs to play with moving facial features. To create an abstract self-portrait. Copy self-portrait on a clay tile.</p> <p>Collage project - Guiseppe Arcimboldo. Use harvest vegetables and grains to create a giant face collage by <i>sharing ideas</i></p> <p>Christmas Card Printing</p> <p>Mediums - pencil, paint, clay</p> | <p>Sensational Safari:</p> <p>Focus on the Roly Poly Bird from the Twits.</p> <p>Pencil sketch of bird - supported drawing.</p> <p>Pencil sketch of a friend for the Roly-Poly bird. Children to consider use of colour and what embellishments will be on their bird.</p> <p>Make a paper model of the bird design focusing on the use of <i>texture</i>.</p> <p>Aboriginal dot art - plan and draw in Aboriginal style using dot work.</p> <p>Mediums - pencil, paint, paper modelling</p> | <p>Rescuers and Explorers:</p> <p>Mixing colours and <i>colour wheels</i> using pastels and paint.</p> <p>Sculpture - Learn about junk modelling and how we can use materials that we can recycle materials to create art.</p> <p>Create textures and patterns with printing on different materials</p> <p>Exploring famous junk model artists, such as Marcel Duchamp.</p> <p>Design and create a junk model in a group so children can <i>share and discuss their creative ideas</i>.</p> <p>Mediums - pastel, paint, pencil, recycled materials, print</p> |
| | Cycle B | <p>The Big Build:</p> <p>Oil pastel - Create Fire of London silhouette art. Children will learn how to blend warm <i>colours</i> to recreate fire.</p> <p>Learning about perspective and drawing a city scene. Focus on</p> | <p>Travel and Transport:</p> <p>Hot air balloon - Create a papier mache hot air balloon. Plan the balloon design.</p> <p>Science focus - plants and flowers. Focus on the artist Georgia O'Keefe. Observational still life</p> | <p>Under the Sea:</p> <p>Identify colours in different parts of the ocean. Comparing the shallows to the deep.</p> <p>Create a scene of bioluminescent sea creatures considering <i>texture</i></p> |

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| | | <p>Lowry and his use of perspective in his paintings. <i>Compare</i> his paintings to other cityscapes. Practise using perspective, <i>form and shape</i> in pictures and create a pastel cityscape scene. Mediums - oil pastel, pastel, pencil</p> | <p>sketching to developing a painting of a close-up painting of a part of a flower. Focus on <i>line, shape and form</i>. Understand <i>texture</i> by using mixed media - tissue paper decoupage, soft pastels</p> <p>Mediums, papier mache, watercolour, wire and tissue paper</p> | <p>using wax crayons and black paint to create scratch art.</p> <p>Fabric weaving to create a decorative fish. Create a rainbow fish.</p> <p>Mediums - fabric, paint, collage</p> |
| Cycle A | <p>Prehistoric Britain:</p> <p>Studying famous Cave Art (Ceuvas De Las Manos, Lescaux and Chaveut) and exploring the materials that would be used as the medium. Recording and making pencil sketches of Prehistoric animals in <i>sketchbooks</i>. Practising techniques with charcoal and drawing in charcoal. Planning a cave art piece and completing final design using charcoal, pastel and watered-down paint for spraying.</p> <p>Make clay jewellery - study, plan and design replica jewellery made in clay.</p> <p>Polystyrene printing - Christmas image</p> <p>Mediums - pencil, pastel, charcoal, paint, clay</p> | <p>Around the world in 80 days:</p> <p>African Art - Focus on artist Edward Tingatinga. Researching the artist and studying his work with facts about him and opinions of his work <i>recorded in sketchbooks</i>. Mastering the skill of drawing animals using templates and guides to support learning. Initial practise of drawing animals accurately and then building this knowledge and applying the Tingatinga style.</p> <p>Planning and creating a final piece incorporating the colours and style used in Tingatinga art.</p> <p>Mediums - pencil, paint</p> | <p>Look what they left behind:</p> <p>Graffiti Art - Study artists with focus on Lady Pink and Banksy. Research and study their work generating facts and opinions in artist study book. Revisit Colour theory and tones which will be practised in lettering. Create a graffiti alphabet with support and guidance and then children to apply this by creating a name plaque. Explore stencilling and block printing.</p> <p>Plan and create a final piece incorporating techniques learnt.</p> <p>Mediums - pencil, pens, paint and printing</p> | |
| Cycle B | A place for everything: | Terrible Tudors: | Amazing Amazon: | |

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| Year 5/6 | | <p>Study crests and look at the meaning of the symbols. To <i>sketch in sketchbooks</i> symbols which represent Gnosall and incorporate them in a shield design.</p> <p>Children to make this design in papier mache and use various paper/paint to build texture.</p> <p>Observational sketching of local habitats. Children to <i>master the using pencils</i> to create light and shade</p> <p>Mediums - pencils, papier mache, paper</p> | <p>Study Tudor portrait art. Explore how it compares to more modern portraits. Make comparative study in <i>sketchbooks</i>.</p> <p>Focus on the works of Hans Holbein. Building on self-portrait work from KS1, children to begin <i>mastering</i> the importance of proportion and practise the skill of sketching eyes and noses (using shading techniques from previous term). To develop these in their <i>sketchbooks</i>.</p> <p>To practise with watercolour (techniques) and then create a self- portrait inspired by Holbein. Children to consider the use of colour and the proportions used on the page.</p> <p>Recreate a tutor rose with clay</p> <p>Mediums - pencil, watercolour, clay</p> | <p>Rainforest art focusing on artist Henri Rousseau. Children to study the artist and his range of work.</p> <p>Develop sketches of trees, foliage, and animals of the Rainforest. Develop <i>mastery of blending with pastels</i> in greens and browns.</p> <p>Plan and create a Rainforest landscape in the style of Rousseau incorporating the skills developed with pastels.</p> <p>Collage based on Rousseau “surprised” National Gallery lesson.</p> <p>Children to learn how to make recycled paper to use on a wire butterfly they create.</p> <p>Mediums - pencil, pastel, wire, papers</p> |
| | Cycle A | <p>Greeks and Stars: Space Art - Research Peter Thorpe and analyse his artwork. Explore the use of colours and the style of his work. Children to <i>master</i> the use of oil pastels learning more techniques of how to blend and build texture.</p> <p>Children practise drawing in style of Thorpe paying attention to foreground and background. Sketch and plan final design. Create this on black paper with oil pastel. Review techniques.</p> | <p>Mountain and Rivers:</p> <p>Children to observe different styles of landscape art and then zoom in on Sumi-e art. They will research and learn about the history of this and what medium they use.</p> <p>To <i>master skills in shading</i>, starting with pencils. Children will be able to identify different shading techniques when drawing fruit. Children to then apply this when sketching mountains. To practise</p> | <p>Crime and Punishment:</p> <p>Focus on architecture of famous buildings. Study the works of Christopher Wren and compare and contrast to other famous landmarks. Explore the use of symmetry linked to the study of the Taj Mahal and revisiting shading techniques. Complete studies in sketchbooks and plan a design of a prison in their chosen era. Children to incorporate features learnt over the course of the unit.</p> |

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| | | <p>Greek pottery - Research the use of pottery and the gender of pots. Children to choose a gender and create a pot after learning techniques of thumb pots and coil pots. To design and add a Greek pattern inspired by the pottery studied.</p> <p>Mediums - oil pastels, clay</p> | <p>this with <i>mountain sketches in sketchbooks</i>.</p> <p>Children to be introduced to using ink and practising different strokes with different brushes.</p> <p>Plan sumi-e art in sketchbook and recreate with ink on paper.</p> <p>Mediums - pencils, inks</p> | <p>Mediums - Pencil, paints,</p> |
| <p>Cycle B</p> | <p>War and Conflict:</p> <p>Focus on <i>perspective, proportion, and composition</i> of drawing bodies. Children to be introduced to Henry Moore and his art depicting mass evacuations in the underground. To explore the mediums used by Moore and try these out in <i>sketchbooks</i>. Children then to learn and understand the proportions of the human body and practice drawing the body via the use of artist mannequins in different positions to prepare for creating final piece. These will be created in biro. The sketches will be more the outlines in keeping with Moore's style. Children to plan their own piece of Moore inspired art and use black paper to create their final design.</p> <p>Recreate design - silk painting using wax crayon and fabric dye</p> | <p>Angry Earth:</p> <p>Children to be introduced to Pop Art. Exploration of common themes and analysing a range of pop artists. Focus on Roy Lichtenstein. Learn about the artist and his trademark techniques. Practise cartoon strip style art in sketch books starting with copying Lichtenstein work and then adapting own ideas. To <i>master use of colour, use of ben day dots</i>. Children can design a stencil for the use of the dots. Sketchbook practise of onomatopoeia words to prepare for final piece. Children then to plan a 2 -4 cartoon strip of a volcanic eruption on A3 ensuring that they incorporate onomatopoeia and ben day dots.</p> <p>Collage - Pop art - consumerism</p> | <p>Who's your Mummy:</p> <p>Revisit past KS learning in relation to drawing faces. Children to quickly revisit this and complete a self-portrait using pencil. Children to also revisit and practise shading techniques. This is to help them understand the contours of the face and <i>the importance of proportion</i>. Study of Egyptian death masks - research the purpose of them, common themes. Children then to plan their own death masks in their <i>sketch books</i> and make a paper template of their final design.</p> <p>Children to be given a white mask, cardboard, and masking tape to build their mask, they will then use papier Mache to build this up further. Masks will be hand-painted by the children with them demonstrating their understanding of how the mask were decorated and embellished.</p> <p>Medium - pencils, papier Mache, cardboard, paint</p> | |

Medium - pencil, black paper, chalk, watercolour

Medium - Paint, black marker, handmade dot stencil collaging

Progression of Skills in Art and Design

| Skill Progression | KS1 | LKS2 | UKS2 |
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| <p>Exploring and developing ideas</p> | <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. Children start to collect ideas in a sketchbook.</p> <p>KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p> <p>Aut A Spr A</p> | <p>Children build on the skill of collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; | <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical |

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| | <p>Sum A Aut B Spr B Sum B</p> | <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>vocabulary;</p> <ul style="list-style-type: none"> c think critically about their art and design work; d use digital technology as sources for developing ideas; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> |
| <p>Drawing</p> | <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> | <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. | <p>Children continue to use a variety of drawing tools but are introduced to new techniques. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, |

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| | <p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, and bold, size, space.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>pastels, chalk, felt tips;</p> <p>d show an awareness of space when drawing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, and outline.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>reflection, hatching and cross-hatching;</p> <p>b depict movement and perspective in drawings;</p> <p>c use a variety of tools and select the most appropriate;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, and graffiti.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> |
| <p>Painting</p> | <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. Children exposed to paint and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>a name the primary and secondary colours;</p> <p>b experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>c mix primary colours to make secondary colours;</p> | <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>d draw lines of varying thickness;</p> <p>e use dots and lines to demonstrate pattern and texture;</p> <p>f use different materials to draw, for example pastels, chalk, felt tips;</p> | <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> |

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| | <p>d add white and black to alter tints and shades; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>e experiment with showing line, tone and texture with different hardness of pencils; f use shading to show light and shadow effects; g use different materials to draw, e.g. pastels, chalk, felt tips; h show an awareness of space when drawing;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> |
| <p>Sculpture</p> | <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>a use a variety of natural, recycled and manufactured materials for</p> | <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> | <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques,</p> |

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| | <p>sculpting, e.g. clay, straw and card;</p> <ul style="list-style-type: none"> b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; <p>Use key vocabulary to demonstrate knowledge and understanding.</p> <p>Sum A Spr B</p> | <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; <p>Use key vocabulary to demonstrate knowledge and understanding.</p> <p>Aut A Spr B Sum B</p> | <p>including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Aut A Aut B Sum B</p> |
| Collage | <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, E.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; | <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; | <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; |

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| | <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Aut A Aut B Sum B</p> | <p>use key vocabulary to demonstrate knowledge</p> <p>Sum B</p> | <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Spr B Sum B</p> |
| Textiles | <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques - textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show pattern by weaving; b decorate textiles with glue or stitching, to add colour and detail; <p>Use key vocabulary to demonstrate knowledge and understanding.</p> <p>Sum A Sum B</p> | <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; <p>use key vocabulary to demonstrate knowledge</p> <p>Sum A</p> | <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Aut B</p> |
| Printing | <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, E.g. sponges.</p> <p>KS1 Art and Design National Curriculum</p> | <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and</p> | <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National</p> |

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| | <p>To become proficient in other art, craft and design techniques - printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Aut A Spr A</p> | <p>design techniques with a range of materials - printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Sum B</p> | <p>Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials - printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; <p>use key vocabulary to demonstrate knowledge and understanding</p> <p>Sum A</p> |
| <p>Work of Other Artists</p> | <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand 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>Children can:</p> <ul style="list-style-type: none"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; | <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; | <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Peter Thorpe, Thomas</p> |

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| | <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Pablo Picasso, Guiseppe Archimboldo, Marcel Duchamp, LS Lowry, Georgia O'Keefe</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Edward TingaTinga, Hans Holbein, Henri Rosseau, Albert Uzerdo</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> | <p>Berwick, Henry Moore, Roy Lichtenstein, Keith Haring, Andy Warhol</p> <p>Aut A Spr A Sum A Aut B Spr B Sum B</p> |
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