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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer**  |
| **EYFS Objectives****ELG** | * **Exploring Media and Materials- to safely use a variety of materials, tools and techniques, experimenting with design, texture, form and function.**
* **Being imaginative- to use what they have learned about media and materials in original way, thinking about uses and purposes.**
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| **EYFS skills****EExAT** | * Use simple tools and techniques competently and appropriately to create something new.
* Select appropriate resources.
* Adapts work when necessary to create and change a piece of art.
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| **Reception** | **Free flow provision****Children have continuous access and support in drawing, painting and sculpture during free flow (daily)*** Use simple tools and techniques competently and appropriately to create something new.
* Select appropriate resources.
* Adapts work when necessary to create and change a piece of art.
 | **Free flow provision****Children have continuous access and support in drawing, painting and sculpture during free flow (daily)*** Use simple tools and techniques competently and appropriately to create something new.
* Select appropriate resources.
* Adapts work when necessary to create and change a piece of art.
 | **Free flow provision****Children have continuous access and support in drawing, painting and sculpture during free flow (daily)*** Use simple tools and techniques competently and appropriately to create something new.
* Select appropriate resources.
* Adapts work when necessary to create and change a piece of art.
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| **KS1 NC Objectives** | * **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**
* **to know 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**
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| **Year 1 Skills** | * Use some of the ideas from an artist to create pieces
* Respond to ideas
* Explore different methods and materials
* Describe the work of notable artists and designers
* Use objects to create prints.
* Press, roll, rub and stamp to make prints.
* Mix primary colours to make secondary colours.
* Add white to colours to make tints and black to make tones.
* Use thick and thin brushes
* Colour own work neatly, following the lines.
* Use a combination of materials that can be cut, torn and glued.
* Use techniques such as rolling, cutting, moulding and carving.
* Join materials using glue
* Use a combination of shapes
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| **Year 1** | **Drawing*** Use some of the ideas from an artist to create pieces
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to use a range of materials creatively to design products
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Use a combination of shapes
* Colour own work neatly, following the lines.
 | **Painting*** 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
* to know 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
* Use some of the ideas from an artist to create pieces
* Describe the work of notable artists and designers
* Mix primary colours to make secondary colours.
* Add white to colours to make tints and black to make tones.
* Use thick and thin brushes
 | **Collage, printing and sculpture*** 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
* Use objects to create prints.
* Press, roll, rub and stamp to make prints.
* Use a combination of materials that can be cut, torn and glued.
* Use techniques such as rolling, cutting, moulding and carving.
* Join materials using glue
* Use a combination of shapes
* Respond to ideas
* Explore different methods and materials
 |
| **Year 2 Skills** | * Use some of the ideas from an artist to create pieces
* Respond to ideas
* Explore different methods and materials
* Describe the work of notable artists and designers
* Create colour wheels.
* Mix materials to create texture.
* Sort and arrange materials
* Use repeating or overlapping shapes
* Explore ideas and collect visual information.
* Use a wide range of tools to create different textures, lines, tones, colours and shapes.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.
* Draw lines of different sizes and thickness.
* Include lines and texture
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| **Year 2** | **Drawing*** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* Use some of the ideas from an artist to create pieces
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.
* Draw lines of different sizes and thickness.
* Include lines and texture
 | **Painting*** to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to know 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
* Create colour wheels.
* Describe the work of notable artists and designers
* Explore ideas and collect visual information.
* Respond to ideas
 | **Collage and Sculpture*** 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 use a range of materials creatively to design products
* Mix materials to create texture.
* Sort and arrange materials
* Use repeating or overlapping shapes
* Use a wide range of tools to create different textures, lines, tones, colours and shapes
* Explore different methods and materials
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer**  |
| **LKS2 NC Objectives** | * 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]
* learn about great artists, architects and designers in history.
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| **Year 3 skills** | * Collect information, sketches and resources
* Adapt and refine ideas as they progress
* Replicate some of the techniques used by notable artists, artisans and designers
* Create original pieces that are influenced by studies of others
* Develop ideas from starting points throughout the curriculum
* Explore ideas in a variety of ways
* Comment on artworks using visual language
* Use different hardnesses of pencils to show line, tone and texture.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes
* Mix colours effectively.
* Add materials to provide interesting detail.
* Use hatching and cross hatching to show tone and texture.
* Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
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| **Year 3** | **Drawing*** Learn about great artists, architects and designers in history.
* to create sketch books to record their observations and use them to review and revisit ideas
* Collect information, sketches and resources
* Adapt and refine ideas as they progress
* Replicate some of the techniques used by notable artists, artisans and designers
* Create original pieces that are influenced by studies of others
* Sketch lightly (no need to use a rubber to correct mistakes
* Comment on artworks using visual language
* Use different hardnesses of pencils to show line, tone and texture
* Use hatching and cross hatching to show tone and texture.
 | **Painting*** 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]
* Mix colours effectively.
* Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
 | **Sculpture and materials*** 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]
* Learn about great artists, architects and designers in history.
* Annotate sketches to explain and elaborate ideas.
* Develop ideas from starting points throughout the curriculum
* Explore ideas in a variety of ways
* Add materials to provide interesting detail.
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| **Year 4 Skills** | * Use coiling, overlapping, tessellation, mosaic and montage. Include texture that conveys feelings, expression or movement.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.
* Ensure work is precise
* Collect information, sketches and resources
* Adapt and refine ideas as they progress
* learn about great artists, architects and designers in history
* Replicate some of the techniques used by notable artists, artisans and designers

Create original pieces that are influenced by studies of others |
| **Year 4** | **Drawing*** Learn about great artists, architects and designers in history.
* to create sketch books to record their observations and use them to review and revisit ideas
* Collect information, sketches and resources
* Adapt and refine ideas as they progress
* learn about great artists, architects and designers in history
* Replicate some of the techniques used by notable artists, artisans and designers
* Create original pieces that are influenced by studies of others
 | **Painting*** 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]
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.
* Ensure work is precise
 | **Sculpture and mosaic*** 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]
* Learn about great artists, architects and designers in history.
* Use coiling, overlapping, tessellation, mosaic and montage. Include texture that conveys feelings, expression or movement.
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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer**  |
| **UK2 NC Objectives** | * 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]
* Learn about great artists, architects and designers in history.
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| **Year 5 skills** | * Build up layers of colours.
* Combine visual and tactile qualities.
* Sketch (lightly) before painting to combine line and colour.
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Use lines to represent movement.
* Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
* Give details (including own sketches) about the style of some notable artists, artisans and designers..
* Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
* Combine colours, tones and tints to enhance the mood of a piece.
* Use brush techniques and the qualities of paint to create texture.
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| **Year 5** | **Drawing*** 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 create sketch books to record their observations and use them to review and revisit ideas
* Sketch (lightly) before painting to combine line and colour.
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
 | **Painting*** 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]
* Build up layers of colours.
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Give details (including own sketches) about the style of some notable artists, artisans and designers.
* Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
* Combine colours, tones and tints to enhance the mood of a piece.
* Use brush techniques and the qualities of paint to create texture.
 | **Sculpture and textiles*** 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]
* Learn about great artists, architects and designers in history.
* Combine visual and tactile qualities.
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| **Year 6 Skills** | * Develop a personal style of painting, drawing upon ideas from other artists.
* Comment on artworks with a fluent grasp of visual language.
* Create original pieces that show a range of influences and styles.
* Show how the work of those studied was influential in both society and to other artists.
* Use ceramic mosaic materials and techniques. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
* Combine visual and tactile qualities.
* Use frameworks (such as wire or moulds) to provide stability and form.
* Mix textures (rough and smooth, plain and patterned).
* Show precision in techniques.
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| **Year 6** | **Drawing*** Learn about great artists, architects and designers in history.
* to create sketch books to record their observations and use them to review and revisit ideas
* Develop a personal style of painting, drawing upon ideas from other artists.
* Comment on artworks with a fluent grasp of visual language.
* Create original pieces that show a range of influences and styles.
* Show precision in techniques
 | **Painting*** 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 create sketch books to record their observations and use them to review and revisit ideas
* Develop a personal style of painting, drawing upon ideas from other artists.
* Create original pieces that show a range of influences and styles.
* Show how the work of those studied was influential in both society and to other artists.
 | **Sculpture, mosaic and ceramics*** 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
* Learn about great artists, architects and designers in history
* Use ceramic mosaic materials and techniques. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
* Combine visual and tactile qualities.
* Use frameworks (such as wire or moulds) to provide stability and form.
* Mix textures (rough and smooth, plain and patterned).
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