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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.** | | | | | | |
| **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. | | | | | | |
| **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. | |
| **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** | | | | | | |
| **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 | | | | | | |
| **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 | | | | | | |
| **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. | | | | | | | |
| **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. | | | | | | | |
| **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. | |
| **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. | | | | | |
| **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. | | | | | |
| **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. | |
| **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. | | | | | |
| **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). | |