	Rec	1	2
Autumn	Frida Kahlo (Drawing)	Lowri & Turner (painting)	Van Gogh (painting)
	Jackson Pollock (Painting)	Eric Carle (collage)	Peter Thorpe (drawing/collage)
	Andy Goldsworthy (3D Form)		
Spring	David Hockney (Digital media)	Paul Klee (drawing)	Lieve Verschuier (drawing – charcoal)
	Sue Hendra (Printing)	Animated story books (digital media)	Ted Harrison (drawing – pastels)
Summer	Hokusai (textiles/collage)	Henri Rousseau (drawing)	William Morris (textiles and collage)
	Yayoi Kusama (printing)	Michelle Reader (3D form)	Nastia Calaca (3D Form)
	Arcimboldo (3D form)		Monet, Degas, Renoir, Piet Mondrian, William Morris
			(digital media)

Early Learning Goals

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing
 pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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.

 Explore different materials freely, to develop their ideas about how to use them and what to make.

Expressive Arts and Design

 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.

Make use of props and materials when

role plaving characters in narratives

Being Imaginative and Expressive

Invent, adapt and recount narratives

Sing a range of well-known nursery

and stories with others, and (when

Perform songs, rhymes, poems

appropriate) try to move in time

and stories with peers and

Creating with Materials

and stories.

their teacher.

with music.

rhymes and songs.

- 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.

Children in Reception

- 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.

Reception

Exploring and developing ideas (to run through every project)

- To generate ideas through playful, hands-on exploration of materials without being constricted towards a pre-defined outcome.
- Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.
- Work from different starting points and different stimulus e.g., objects, music, movement, colours, construction, objects, books, artists work, stories, poems, imagination, the world around them.
- Develop the appropriate vocabulary to express their thoughts and feelings.

Evaluating & developing work (to run through every project)

- Revisit, repeat, expand experiences to develop and to refine ideas and build on previous learning.
- Respond to questions when looking at artworks and / or stimulus:
- Describe what you can see?
- Describe what you like? Why?
- How does it make you feel?
- What would you like to ask the artist?
- Discuss challenges and how they might be resolved.
- Share their creations, explain the process they have used.
- Develop the appropriate vocabulary to express their choices and opinions.

Continuous Provision Resources –								
Paint, pens, pencils, chalks	Paint, pens, pencils, chalks, pastels, scissors, collage, playdough, glue, stamp and ink, printing, digital media.							
Autumn Spring Summer								
'All about me and Traditional	'Superheroes & Robots'	'Down on the Farm'						
Tales'								

Frida Kahlo – Self-Portraits	David Hockney - Use '2paint a picture' on	Hokusai – Explore the landscape artwork
Look at and discuss portraits by Frida	Purple mash to create a painting of a	created by Hokusai. Look at the colours he
Kahlo. Explore what they and others	Superhero in the style of David Hockney using	used. Create a picture of a farm using collage
look like - look carefully in mirrors at the	the different paint tools to add colour and	thinking about the different shapes and
shape of eyes, where ears are, colour of	detail. Think carefully about the type of line to	textures for the different parts of the picture.
skin tone etc. Create own self-portraits	use, e.g. curved, straight, wavy and how to use	Textiles and Collage
using pencils and paints.	the mouse to make the different shapes	Skills
Drawing	required and how to add more detail.	• Explore and experiment with tearing and
Skills	Digital media	cutting of a variety of paper, textures and
• Explore and experiment with a range	Skills	material.
of drawing materials both wet and	• Explore Apps such as painting Apps to	
dry media.	create an image.	Pupils will know
Develop mark making to express their	• Experiment with the mouse and how to	 How to combine different media and
ideas and feelings.	move it.	textures.
	• Experiment with the different painting tools	• Which materials to select for a purpose.
Pupils will know	and how to use them to add detail.	• How to make paper and materials the size
• That I can make my own choices.		and shape I need it to be.
• Which equipment is best for drawing	Pupils will know	
and making marks.	Which tools to select to create a digital	Key Vocab
• About the human anatomy – eyes,	painting.	Join
ears, arms, nose etc and represent	• That the mouse can be used to select tools	Combine
these using appropriate shapes.	and colours.	Materials
	• How to use the mouse with control to create	Texture
Key Vocab	a digital painting.	Tear

Pencil
Line – curved, straight
Colour names
Self-portrait
Eyes, ears, nose, mouth, hair, face

Jackson Pollock – Explore with colours and colour mixing. Investigate different ways of mark making including 'splattering' in the style of Jackson Pollock.

Painting

Skills

- Use a variety of tools; brushes of a range of sizes, sponges, fingers, hands, sticks and invented or found objects to explore and experiment with paint and mark making with paint.
- Explore and play with mixing primary colours to make secondary colours.
- Experiment with matching colours with what they see and what they want to represent and be able to name these colours.

Key Vocab
Key Vocab
Арр
Tools
Mouse
Paint
Colours
Lines – curved straight, wavy
Detail
David Hockney

Sue Hendra – Supertato – Look at the illustrations by Sue Hendra in the book 'Supertato'. Use a potato to print and create a picture of Supertato. Think carefully about what could be used to create peas in the picture and other detail.

Printing

Skills

• Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects e.g., potatoes, leaves, sponges, reels, textures.

Cut Rip Hokusai

Yayoi Kusama – Polka dot art - Look at the life and work of Yayoi Kusama. Discuss how she saw dots and used dots to create pieces of art. Look at her Butterfly and Fruits 1996 paintings. Discuss how she might have created them. Children to experiment with different tools to print and create their own butterfly / fruits painting.

Printing

Skills

- Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects e.g., leaves, sponges, cotton buds, reels, textures.
- Experiment with different media to use for printing ink, paint.
- Explore how to create lighter and darker shades of a colour when printing.

Pupils will know

	• Experiment with rolling, pressing and	• A variety of objects can be used to print.
Pupils will know	stamping to create an image.	• Which object to choose to give a particular
 Paintbrushes make marks when used 	• Explore what happens when too much or to	effect when printed.
with paint.	little paint is used when printing.	• That a firmer press or roll with more paint
• A brushstroke is a mark made by a		will give a darker shade and that less paint
paintbrush.	Pupils will know	and a lighter press will give a lighter shade
• Paint can be splattered by flicking /	• A printed pattern is created with a shape	of colour and imprint.
tapping a paintbrush.	that is repeated.	
Which pieces of equipment are	Which object or body part, (fingers, hands)	Key Vocab
appropriate for painting.	to choose to give a particular effect when	Print
• When paint colours are mixed it will	printed.	Press
change its colour.	• That too much or too little paint on the	Roll
• Some paints can be thick and others	object to be printed, can ruin the effect /	Stamp
are thinner.	texture.	Texture
• Which colours to choose for their		Repeat
artwork.	Key Vocab	Effect
	Print	Kusama
Key Vocab	Press	
Paint	Roll	
Primary colours – red, yellow, blue	Stamp	
Secondary colours – green, purple, pink,	Texture	(Arcimboldo – fruit and vegetable
orange, brown, grey,	Repeat	art) Explore the artwork of Giuseppe
White	Effect	Arcimboldo. Discuss what the children can
Black		see that Arcimboldo used to create the
Paintbrush		artwork. Children to explore with different
Sponge		

Dab	fruit and vegetables to create their own
Splatter	artwork in the style of Arcimboldo.
Flick	3D Form
Brush	Skills
Background	• Enjoy exploring a range of natural objects
Foreground	and make choices about which ones are best
	to represent facial features.
Andy Goldsworthy – Look at work	• Explore how different objects can be used to
by Andy Goldsworthy. Collect natural	represent different things.
materials – leaves, sticks, pebbles, and	
experiment with how to arrange them to	Pupils will know
create a piece of art – e.g. in a spiral	About the work of Giuseppe Arcimboldo.
pattern.	That artwork can be changed to create
3D Form	something better.
Skills	
• Enjoy handling, feeling and	Key Vocab
manipulating a range of materials	Arcimboldo
Construct using a range of materials	Names of a variety of fruit and vegetables
e.g., leaves, pebbles, sticks.	Mouth, nose, eyes, ears, cheeks, hair,
• Explore which shapes and patterns can	eyebrows.
be created using natural materials.	Review
Pupils will know	
• About the work of Andy Goldsworthy.	

• Natural materials can be used to create	
art.	
• What to do to make my work even	
better.	
Key Vocab	
Natural art	
Spiral	
Circle	
Pattern	
Stick	
Leaf (ves)	
Pebble (s)	
Andy Goldsworthy	

Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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

Exploring and developing ideas (to run through every project)

- Record and explore ideas from first-hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and develop their ideas.
- Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.
- Use a sketchbook to gather, explore and collect ideas, techniques and artwork.

Evaluating & developing work (to run through every project)

- Review what they and others have done and say what they think and feel about it. (As a class, in small groups, 1:1)
- Identify what they might change in their current work or develop in their future work.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'All Aboard'	'All Aboard' and	'Brilliant Bodies'	'Dinosaurs'	'Going Green'	'Going Green'
	'Winter'				

Paint – Seascapes	Collage (Eric	Drawing	Animated Story	Drawing	3D form –
– (Lowry and	Carle) – <i>investigate</i>	(Portraits)	books (Computing	(observational	(animal
 – (Lowry and Turner) study seascape paintings comparing two different artists, explore ways of creating water and waves using paint and different paint brushes, create their own seascape painting. Skills Creating colour by learning how to mix and apply colours in different 	 Carle) – investigate the collage work of Eric Carle and create their own image on a background. Skills Use a wide variety of media, incl. photocopied material, fabric, plastic, tissues, magazines etc. Use a combination of materials that have been cut, torn and glued. Sort and arrange 	(Portraits) (Paul Klee) – investigate how different tools and pressure make different lines. Explore the work of Paul Klee and the way he uses lines to create his portraits, create their own portrait in the style of Paul Klee. Skills • Use a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips,	books (Computing link) – look at different types of books, traditional and e-books and notice similarities and differences. Create own e-book thinking carefully about their background and how to represent their book through their pictures and animations. Skills • Explore and select tools of 2Create a	5	
ways – using water based and other wet and dry media to explore wash, strokes, mark making.	 materials. Add texture by layering and mixing materials. Pupils will know 	charcoal, ballpoints, chalk and other dry media. • Explore mark making to start to	 Story's My Simple Story level. Use the mouse to select tools and use them to create a picture and background. 	 Skills Apply sketched lines to record initial ideas. Apply lines that follow basic 	 Form and discuss opinions about the artist Michelle Reader. Pupils will know

				1	1
Mix and match	Which materials	build a mark	Add additional	contours and	Which recycled
colours to a range	can be torn, cut	making vocabulary	pages to e-book.	outlines of shapes	materials to select
of seascapes.	and glued	Begin to explore	• Open saved work	from observations.	to create their
Name primary	Information about	the use of line,	from previous	• Draw what can be	chosen animal.
colour (Mondrian)	Eric Carle and how	shape and colour	sessions.	seen.	• PVA glue can be
and know how to	he created his	through both	Pupils will know	Experiment with	used as a varnish.
mix secondary	artwork.	observational	Know the	different tones	• How to add layers
colours (Rothko).	• That when you	drawing and	difference between	based on the	to create their
Work on different	layer materials, it	experimental	a traditional book	pressure used.	animal's fur / skin
scales (e.g.,	can change the	drawing.	and an e-book.	Look closely and	texure.
working on a small	texture and colour,		• Know how to use	carefully at the	
scale to paint a	e.g., tissue paper.		the different	object to include	Key vocab
boat, on a larger		Pupils will know	drawing tools.	lots of detail in the	Recycled materials
scale to paint the	Key vocab	 That a pencil grip 	Know how to	observational	Assemble
background, this	Cut	can change how	create a picture on	drawing.	Sculpture
could be individual	Tear	marks are applied	the page.	Explore how big	Construct
or as a group /	Shape	on a surface, e.g.,	• Know how to add a	the drawing needs	Texture
whole class piece).	Texture	held closely to the	background to the	to be to include	Layer
	Tissue paper	tip increases the	page.	lots of detail.	Varnish
Pupils will know	Crepe paper	amount of control	• Be able to use the		
• That paint brushes	Cellophane	and detail you have.	additional drawing	Pupils will know	
can be different	Background	 That appropriate 	tools on My Story	• That refining lines	
and make different	Foreground	simple shapes must	mode.	means to make	
marks on the page		be combined and	• How to save the	them more	
(e.g., flat brush,	Extension –	used to create an	page they have	accurate.	
	encourage the	overall object.	created.		

rounded brush,	children to create and	 That pencil marks 		That different
angle brush).	make their own	can be lighter /	Key vocab	pencil marks can
That when adding	collages on a Winter	darker depending	Background	add detail and
white to a colour it	theme.	on pressure used to	Clip-art gallery	texture, e.g.
becomes lighter.		apply marks.	E-book	shading or a
• That when adding		• That different tools	Paint tools	thicker / thinner
black or a darker		make lines of a	Eraser	line.
colour, e.g., purple		different thickness.	Undo	Understand that
makes a colour			Redo	their 2D drawing
darker.		Key vocab	Сору	can be changed
• That red, blue and		Pencil	Paste	into a 3D
yellow are primary		Charcoal	Edit	sculpture.
colours.		Pastels		About the artist
Know information		Chalk		Henri Rousseau.
about two		Thick		
different seascape		Thin		Key vocab
artists e.g., Lowry		Broad		Henri Rousseau
and Turner and		Narrow		Line
how their		Fine		Texture
paintings are		Pattern		Pattern
different.		Shape		Form
		Horizontal line		Structure
Key vocab		Vertical line		Petal
Colour wheel		Diagonal line		Flower
Water colour		Wavy lines		Leaf
Paint		Cross-hatched lines		Trunk

Poster paint	Portrait	Stem	
Handle	Features	Shape	
Bristles – flat,		Line drawing	
rounded, angled		Detail	
Tint		Movement	
Shade		Simple line	
		Monochrome	
		3D Form (wire	
		sculpture of a	
		plant / flower) –	
		Use observational	
		drawings to create a	
		paper flower.	
		Introduce wire and	
		explore how to make	
		different shapes with	
		it, create their wire	
		flower sculpture and	
		cover it with tissue	
		paper.	
		Skills	
		• Experiment with,	
		construct and join	
		recycled, natural and	

		man-made	
		materials.	
		 Explore shape and 	
		form.	
		• Explore how to	
		bend wire to create	
		different shapes.	
		 Investigate how to 	
		use tissue paper and	
		make it attach to a	
		wire sculpture.	
		Pupils will know	
		• A sculpture is a 2D	
		or 3D form and can	
		be created using	
		be created using wire.	
		be created using wire. • That we can change	
		be created using wire. • That we can change paper from 2D to	
		 be created using wire. That we can change paper from 2D to 3D by folding, 	
		 be created using wire. That we can change paper from 2D to 3D by folding, rolling and 	
		 be created using wire. That we can change paper from 2D to 3D by folding, rolling and scrunching it. 	
		 be created using wire. That we can change paper from 2D to 3D by folding, rolling and scrunching it. Sculptures can be 	
		 be created using wire. That we can change paper from 2D to 3D by folding, rolling and scrunching it. Sculptures can be made from natural 	
		 be created using wire. That we can change paper from 2D to 3D by folding, rolling and scrunching it. Sculptures can be 	

		(paper, wire)	
		materials.	
		 Sculptures can be 	
		used to represent a	
		range of creative	
		ideas – they can be	
		temporary or	
		permanent.	
		• That a sculpture can	
		be made up of	
		several layers.	
		Key vocab	
		Wire	
		Zig-zag	
		Wavy	
		Curls	
		Tissue paper	
		Roll	
		Squeeze	
		Fold	
		Sculpture	
		Model	
		Bend	
		Bend	
		Bend Stick Cut	

		Attach	
		Assemble	

Year 2

Exploring and developing ideas (to run through every project)

- Record and explore ideas from first-hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.
- Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.
- Understand the basic use of a sketchbook to develop ideas and techniques.

Evaluating & developing work (to run through every project)

- Review what they and others have done and say what they think and feel about it. e.g., annotate sketchbook
- Identify what they might change in their current work or develop in their future work.
- Develop and use creative and technical language to express understanding, intentions and ideas.
- Annotate their work in sketchbook to reflect on their ideas and techniques.
- Annotate examples of artist work to record their thinking.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Fantastical Flight'	'Fantastical Flight'	'Fire and Ice'	'Fire and Ice'	'Medieval Magic'	'Medieval Magic'

(Van Gogh)collage(Charcoal)(Pastels)collage(Nastia Calaca)Explore the work of Van Gogh comparing 2 pieces of his artwork using sketch books explore his artist techniques and use them to create of labelsative Stary night' background.(Peter Thorpe)(Lieve Verschuier) Great Fire of London - History link - use the Great Fire of London - History link - use treate a scene from of Lieve Verschuier.(Ted Harrison and texplore the work of Look closely at artwork using sketch the different techniques the Great Fire of to create a scene from artwork Use pastels(William Morris) Look closely at the different clay animals she has create a a scene from of Lieve Verschuier.(William techniques to get to create a picture of to create a style of Peter Thorpe)(Look at the artwork of Nastia Calaca, discuss the different clay animals she has create a accene from to create a picture of to create a the Arctic in the style of Ted Harrison.(William Morris using a view ananjulate clay to create an animal to create out of clay, use sketchbook to design the animal before creating it.• Mix a range of secondary colours, shades and tones to create a stary of the background.(Bienet techniques the background.Skills observatio		T (1)	D .		-	
Explore the work of Van Gogh comparing 2 pieces of his artwork using sketch books explore his artist techniques and use them to create collaborative 'Stary high' background.(Lieve Verschuier) artwork by Peter thorpe. Using chalks charcoal and chalk to create a scene from and planets in the shades and tones(Uieve Verschuier) artwork using sketch to create a(William Morris) Look closely at the different clay animals she has create a compare some of his artwork. Use pastelsLook closely at the different clay animals she has create a compare some of his artwork. Use pastelsLook closely at the different clay animals she has create a compare some of his and planets in the secondary colours, blending and shades and tonesLook at the artwork of Nastia Calaca, discuss the draccol and chalk to create a scene from of Lieve Vershuier.(Ted Harrison)(William Morris) Look closely at the draccol and chalk to create a picture of of Ted Harrison.Look closely at mersusing a view design sy William artwork. Use pastelsLook closely at manipulated clay to create a picture of to create a picture of to create a style of Peter Thorpe.Look of alaca, discuss the draccol and the lowing and the charcoal and observation – using a range of fine memory, shades and tonesLook at the artwork of Natia Calaca, discuss the draccol an animal to create stills• Mix and match colours using artefacts and objects with control and developing skill.Offer. Use to chalk a rocket to the background.Collage material the charcoal and the charcoal and observation –StillsStills• Mix and match colours	Painting	Textiles and	Drawing	Drawing	Textiles and	3D Form
Van Gogh comparing 2 pieces of his artwork using sketchStudy and discussGreat Fire of London - History link – useExplore the work of Ted Harrison and compare some of his artwork. Use pastelsLook closely at designs by WilliamNasta Calaca, discuss the different clay animals she has create a acene from artwork. Use pastelsNasta Calaca, discuss the different clay animals she has create and how she might have2 pieces of his artwork, using sketchThorpe, Using chalks and pastels, practice to create a to create aGreat Fire of the Great Fire of the Great Fire of to create a picture of the Arctic in the style of Ted Harrison.Look closely at designs by William morris using a view animals she has create and how she might haveSkillsbackground of stars secondary colours, shades and tonesLondon after looking of Peter Thorpe.Colsely at the artwork of Lieve Vershuier.of Ted Harrison, to create a picture techniques to get techniques to getMorris. Create a stillsNastia Calaca, discuss the artwork of create of to create 'stary an animal to createNastia Calaca, discuss the different techniques to create a stillsSkillsStillsExplore using different different effects from artefacts and objects with colours using artefacts and objects with control and developing skill,SkillsNastia Calaca, discuss the charcoal and the hadd a rocket to the backgroundSkillsNastia Calaca, discuss tereat effects to create a the charcoal and chaik to collage material to the charcoal and the charcoal and the charcoal and the charcoal and to crea	(Van Gogh)	collage	(Charcoal)	(Pastels)	collage	(Nastia Calaca)
2 piece of his artwork using sketch books explore his artist techniques and use them to create inght' background.1 History link – use charcoal and chalk to charcoal and chalk to create a scene from the Great Fire of to create a scene from different techniques to create a london after looking the Great Fire of to create a london after looking the Great Fire of to create a london after looking the Great Fire of to create a picture of the Arctic in the style books mark through an animal to create book to design an animal to create an animal to create skillsthe different clay animals she has create a and planets in the of lieve Vershuier.• Mix a range of secondary colours, shades and tones to create 'starry night' background.Explore using different techniques to get chalk.• Draw from emetia to develop techniques, incl.• Use a variety of techniques, incl.• Mising and sketchbook to design the animal before creating it.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from emetry, shape, colour, shape, colour, the background.• Draw from techniques fine, emetry, shape, colour, shape, colour, shape, colour, shape, colour, shape, colour, shape, colour, shape, colour, shape, colour, shape, colour, <td>Explore the work of</td> <td>(Peter Thorpe)</td> <td>(Lieve Verschuier)</td> <td>(Ted Harrison)</td> <td>(William Morris)</td> <td>Look at the artwork of</td>	Explore the work of	(Peter Thorpe)	(Lieve Verschuier)	(Ted Harrison)	(William Morris)	Look at the artwork of
artwork using sketch books explore his artist techniques and use them to createThorpe. Using chalks 	Van Gogh comparing	Study and discuss	Great Fire of London	Explore the work of	Look closely at	Nastia Calaca, discuss
books explore his artist techniques and use them to createmildiple. Osling traits create a scene from the Great Fire of to create acompare some of his to create a scene from to create a picture of to create a picture of to create a picture of the Arctic in the stylemilding a view artwork. Use pastels to create a picture of to create a picture of the Arctic in the stylemilding a view artwork. Use pastels to create a picture of to create a picture of the Arctic in the stylemilding a view artwork. Use pastels to create a picture of the Arctic in the stylecreate a and how she might have manipulated clay to create a manimal to create a and planets in the style of Peter Thorpe.create a scene from the Great Fire of London after looking of Lieve Vershuier.milding and style of Peter Thorpe.create a scene from the Arctic in the style• Mix a range of secondary colours, shades and tones to create 'starry night' background.Experiment with secondary colours, shades and tonesExperiment with different techniques to get collage material to the background.Collage material to the background.SkillsDraw from memory, imagination and observation – observation –SkillsSkillsSkillsMorris using a view manipulate clay to to create a style of WilliamSkills• Mix a range of secondary colours, shades and tonesSwillsCreate a scene from techniques to get collage material to the background.Create a scene from the charcoal and collage material to the background.Create a scene from the charcoal and collage material to the background.Create a scene from<	2 pieces of his	artwork by Peter	– History link – use	Ted Harrison and	designs by William	the different clay
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use them to createto create aLondon after lookingto create a picture ofrepeat pattern in themanipulated clay tocollaborative 'Starrybackground of starsLondon after lookingthe Arctic in the stylestyle of Williamcreate them. Choosenight' background.and planets in theof Lieve Vershuier.Skillsbookmark throughan animal to create• Mix a range ofstyle of Peter Thorpe.Explore using different• Draw fromstitching and thenout of clay, use• Mix a range ofsmudging to create athe charcoal andobservation – usingsketchbook to designthe animal before• Mix and matchcollage material tocollage material tochalk.a range of fine• Use a variety ofskills• Mix and matchcollage material tocollage material tocontrol of line,stitch, knot and• Manipulate clay for• Mix and matchdesign, create and• Draw fromcontrol of line,• Stitch, knot and• Begin to explore• Mix and matchcollage material toskillsobservation –• Stitch, knot and• Begin to explore• Mix and matchcollage material toskillsobservation –• Draw for a• Stitch, knot and• Begin to explore• Mix and matchcollage fineusing a range ofsustained period of• Create textured• Understand the• Mix and matchcollage fine• Draw fromsustained period of• Create textured• Understand the• Mix and matchcoclage fine<	books explore his	and pastels, practice	create a scene from	artwork. Use pastels	finder. Create own	created and how she
Collaborative 'Starry night' background.background of stars and planets in the and planets in the style of Peter Thorpe.Clobel atter looking and planets in the of Lieve Vershuier.of Ted Harrison. SkillsMorris. Create a bookmark through an animal to create an animal to create• Mix a range of secondary colours, shades and tones to create 'starry night' background.Experiment with different effects from chalk.• Draw from memory, imagination and observation – using a range of fine embroidery.Morris. Create a bookmark through an animal to create out of clay, use sketchbook to design the animal before creating it.• Mix and match colours using artefacts and objects with control and developing skill.Draw from the background.SkillsObservation – memory, shape, colour, imagination and observation – shape, colour, shape, colour, artefacts and objects with control and developing skill.Skills• Draw from the background.• Manipulate clay for memory, shape, colour, imagination and observation – observation –• Use a variety of techniques, incl. embroidery.• Manipulate clay for models.• Mix and match colours using artefacts and objects with developing skill.Skills• Draw from the background.• Draw for a sustained period of fine media to• Understand the safety and basic care of materials observation –• Experiment with developing skill.• Experiment with different techniques• Draw for a sustained period of fine media to• Create textured colage from a• Create textured colage from	artist techniques and	different techniques	the Great Fire of	to create a picture of	repeat pattern in the	might have
night' background.and planets in the style of Peter Thorpe.of Lieve Vershuier. style of Peter Thorpe.Skillsbookmark through stitching and then memory,an animal to create out of clay, use sketchbook to design the animal before creating it.• Mix a range of secondary colours, shades and tones to create 'starry night' background.Experiment with blending and 3D effect. Use collage material to design, create and the background.Explore using different techniques to get the charcoal and chalk.• Draw from memory, imagination and observation – using a range of fine media to develop techniques, incl.an animal to create out of clay, use sketchbook to design the animal before creating it.• Mix and match colours using artefacts and objects with control and developing skill.Draw from the background.SkillsSkills• Experiment with developing skill.SkillsDraw from using a range of fine media toStillsSkills.• Experiment with developing skill.• Experiment with different techniques• Draw for a using a range of fine media to• Draw for a sustained period of time from the• Understand the safet and safet and safet and safet and observation –• Experiment with developing skill.• Experiment with different techniques• Draw for a fine media to• Create textured collages from a• Understand the safety and basic care of materials	use them to create	to create a	London after looking	the Arctic in the style	style of William	manipulated clay to
Skillsand plates in the style of Peter Thorpe.Skillsbookmark through style of Peter Thorpe.out of clay, use secondary colours, shades and tonesout of clay, use sketchbook to design• Mix a range of secondary colours, shades and tonesExperiment with blending and alfferent effects from imagination and observation – using• Draw from memory, imagination and observation – using• Draw from memory, imagination and observation – using• Use a variety of techniques, incl. embroidery.• With e animal before creating it.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from control and embroidery.• Use a variety of techniques, incl. embroidery.• Manipulate clay for media to develop pattern and tone.• Manipulate clay for media to develop embroidery.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from memory, imagination and observation –• Draw for a sustained period of time from the• Mit and platter and tone. using a range of time from the• Understand the safety and basic care of materials or and teals	collaborative 'Starry	background of stars	closely at the artwork	of Ted Harrison.	Morris. Create a	
 Mix a range of secondary colours, shades and tones to create 'starry night' background. Mix and match colours using artefacts and objects with control and developing skill. Mix a range of secondary colours, shades and tones to create 'starry night' background. Mix and match colours using artefacts and objects with control and developing skill. Experiment with to the background. Experiment with to the background. Mix and match colours using artefacts and objects with control and developing skill. Experiment with to the background. Mix and match colours using to create and to the background. Mix and match colours using to create and to the background. Mix and match colours using the the charcoal and to the background. Mix and match colours using the the charcoal and to the background. Mix and match colours using the the charcoal and to the background. Mix and match control and to the toth control and toth control and toth toth toth control and toth toth control and toth toth toth toth control and toth toth control and toth toth toth control and toth toth toth control and toth toth control and to	5 5	and planets in the	of Lieve Vershuier.	Skills	bookmark through	
secondary colours, shades and tonesblending and smudging to create a 3D effect. Usedifferent effects from chalk.imagination and observation – using a range of fine media to developSkillsthe animal before creating it.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from memory, imagination and observation –• Draw from memory, imagination and observation –• Oraw from pattern and tone.• Use a variety of techniques, incl. embroidery.• Manipulate clay for models.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from memory, imagination and observation –• Draw for pattern and tone.• Stitch, knot and use other manipulative skills.• Begin to explore glazes.• Experiment with different techniques• Experiment with different techniques• Draw for a fine media to• Create textured time from the• Create textured collages from a• Understand the safety and basic care of materials		style of Peter Thorpe.	Explore using different	• Draw from	stitching and then	
shades and tones to create 'starry night' background.smudging to create a 3D effect. Usethe charcoal and chalk.observation – using a range of fineSkillscreating it.• Mix and match colours using artefacts and objects with control and eveloping skill.• Draw from the background.• Draw from memory, imagination and observation –• One of the control of line, shape, colour, observation –• Manipulate clay for models.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from memory, imagination and observation –• One of the background, observation and observation –• Stitch, knot and using a range of fine media to• Stitch, knot and using a range of time from the• Oreate textured collages from a• Manipulate clay for models.	Ū.	Experiment with	techniques to get	memory,	embellishing with own	-
SkillsObservation – using observation – usingSkillsSkillsManipulate clay for media to developto create 'starry night' background.3D effect. Use collage material to design, create and colours using artefacts and objects with control and developing skill.3D effect. Use chalk.chalk.a range of fine media to developUse a variety of techniques, incl. embroidery.Manipulate clay for models.• Mix and match colours using artefacts and objects with control and developing skill.• Draw from the background.• Draw from memory, imagination and observation –• Observation – media to develop• Use a variety of techniques, incl. embroidery.• Manipulate clay for models.• Draw for developing skill.Skills• Draw from imagination and observation –• Draw for a sustained period of time from the• Understand the safety and basic care of materials	· · · · · · · · · · · · · · · · · · ·	blending and	different effects from	imagination and	design.	
Nix and match colours using artefacts and objects with control and developing skill.Collage material to design, create and then add a rocket to then add a rocket to the background.Skillsmedia to develop control of line, shape, colour, pattern and tone.Stitch, knot and use other manipulative skills.Manipulate clay for models.• Draw from objects with control and developing skill.• Draw from the background.• Draw for a sustained period of time from the• Stitch, knot and use other safety and basic care of materials		smudging to create a	the charcoal and	observation – using	Skills	5
 Mix and match colours using artefacts and objects with control and developing skill. Mix and match colours using artefacts and objects with control and developing skill. Experiment with different techniques Experiment with different techniques<	· · · · · · · · · · · · · · · · · · ·	3D effect. Use	chalk.	a range of fine	• Use a variety of	
colours using artefacts and objects with control and developing skill.then add a rocket to the background.memory, imagination and observation -shape, colour, pattern and tone.Stitch, knot and use otherBegin to explore glazes.Control and developing skill.Skillsobservation - using a range of fine media toDraw for a sustained period of time from theCreate textured collages from aUnderstand the safety and basic care of materials	5 5	collage material to	Skills	media to develop	techniques, incl.	. ,
artefacts and objects with control and developing skill.the background.imagination and observation –pattern and tone.• Stitch, knot and use other manipulative skills.glazes.• Stitch, knot and use other developing skill.• Experiment with different techniques• imagination and observation –• Draw for a sustained period of time from the• Create textured collages from a• Understand the safety and basic care of materials		design, create and	• Draw from	control of line,	embroidery.	
objects with control and developing skill. Skills observation – using a range of fine media to • Draw for a sustained period of time from the • Understand the safety and basic care of materials	J	then add a rocket to	memory,	shape, colour,	• Stitch, knot and	. .
control and developing skill. • Experiment with different techniques using a range of fine media to • Draw for a sustained period of time from the • Create textured collages from a • Safety and basic care of materials		the background.	imagination and	pattern and tone.	use other	5
developing skill. <i>different techniques</i> fine media to <i>time from the</i> <i>collages from a</i> <i>care of materials</i>	, j	Skills	observation –	• Draw for a	manipulative skills.	
- Eventiment with		Experiment with	using a range of	sustained period of	Create textured	
Experiment with looking at how develop control of figure and real variety of media and tools.	. 5	different techniques	fine media to	time from the	collages from a	
		looking at how	develop control of	figure and real	variety of media.	and tools.
tools and smudging and objects, including Pupils will know	tools and	smudging and		objects, including	Pupils will know	

	techniques looking		blending chalk /		line, shape, colour,		single and grouped	•	About the work of	•	Experiment with,
	at how different		pastels can create		pattern and tone.		objects.		a famous artist.		construct and join
	brush strokes can		different effects.	•	Experiment with			•	Know how to		recycled, natural
	create different	•	Explore using chalk		visual elements by	Pu	upils will know		match and sort		and man-made
	shapes and		and pastels and see		layering different	•	Different materials		fabrics and threads		materials more
	patterns.		how they create		media, e.g., oil and		can be used for		for colour, texture,		confidently.
•	Name different		different effects.		chalk pastels, felt		drawing e.g.,		length, size and		
	types of paint and	•	Create textured		tips, charcoal and		pencils, charcoal,		shape.	Ρι	ipils will know
	their properties.		collages from a		fine point pen.		graphite sticks,	•	How to stitch two	•	That a sculpture is
•	Work on a range		variety of media.	•	Draw for a		cartridge paper,		pieces of fabric.		3D.
	of scales e.g., large	•	Experiment with		sustained period of		sugar paper,	•	How to thread a	•	Know that a
	brush on large		visual elements by		time from the		sketchbooks.		needle and have a		sculpture is shapes
	paper etc.		layering different		figure and real	•	Drawings can be		go.		and model
			media, e.g., oil and		objects, including		used to develop	•	How to transfer		materials for a
Ρ	upils will know		chalk pastels, felt		single and		initial ideas.		their own design		purpose, from
•	How to use a		tips, charcoal and		grouped objects.	•	Shapes can be		onto fabric.		observation and
	range of materials		fine point pen.				represented				imagination.
	creatively to			Pu	pils will know		through drawing.	Ke	ey Vocab	•	Know that
	design and make	Р	upils will know	•	To observe	•	Marks, lines and	St	itch		malleable materials
	products.	•	How to choose		carefully when		patterns can be	Te	xtile		can be manipulated
•	How to use		different media to		drawing.		added to drawings	De	esign		in a variety of ways
	drawing, painting		get the desired	•	How to exercise		for effect.	Fa	bric		including rolling,
	and sculpture to		effect.		control over a			Ne	eedle		pinching and
	develop and share	•	How to use chalk		variety of drawing	K	ey Vocab	Th	iread		kneading.
	their ideas,		and pastels to		tools and media.	С	olour			•	Know how to use

Texture

tools and

experiences and	share their ideas	• How to explore a	Line	equipment safely
imagination.	and imagination.	range of marks	Shape	and in the correct
• Develop a wide	That different	that can be made	Form	way.
range of art and	media can be	when drawing and	Space	Know designing
design techniques	combined to create	the effects of	Media	means thinking
in using colour,	a piece of artwork.	these.	Subject	about what
pattern, texture,	• Understand that we	How to use		something will look
line, shape, form	can hold our chalk	charcoal and chalk		like.
and space.	and pastels in a	in different ways		• Know a person who
• Learn about the	variety of ways,	to create different		creates sculptures
work of a range of	experimenting with	effects.		is called a sculptor.
artists, craft	pressure, grip and	Observational		• Know describing art
workers and	speed to produce	drawings require		can involve talking
designers,	different effects.	careful observation		about what a piece
describing the		of the subject to		looks like or what it
differences and	Key Vocab	create a realistic		is made from.
similarities	Collage	representation.		
between different	Overlap			Key Vocab
practices and	Overlay	Key Vocab		Join
disciplines, and	Construct	Colour		Slip
making links to	Pattern	Texture		Form
their own works.	Join	Line		Malleable
	Smudge	Shape		Sculptor
Key Vocab	Blend	Form		Blend
Van Gogh	Pastel	Space		Impressing
Technique	Chalk	Charcoal		

Colour palette	Background		Digital Media
Powder paint	Foreground		(Monet, Degas,
Line	Abstract		_
Shape	Effect		Renoir, Piet
Form			Mondrian,
Space			William Morris).
Impressionist /			Explore different
impressionism			' artists using Purple
Impasto			Mash planning 2.6
Pointillism			'Creating Pictures'.
			Recreate artwork in
			the style of the artist
			using different
			templates on Purple
			Mash.
			Skills
			• Use simple graphics
			package to create
			an image and
			manipulate an
			image.
			Pupils will know
			• how to recreate the
			impressionist style

		of art (Monet,
		Degas, Renoir).
		about the work of
		Piet Mondrian and
		recreate their style.
		Key Vocab
		Vertical line
		Horizontal line
		Repeating pattern
		Parallel
		Diagonal
		Rotated
		Symmetry
		Impressionism
		Palette
		Style
		Pointillism
		Dilute
		eCollage
		Clip-art