


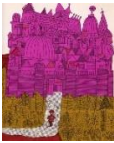
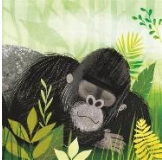














Art and Design-Drawing

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	<p>Possible cross curricular links and links to other artists.</p>
F	<p>Expressive arts and design</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none">Know that the spaces they create with lines can represent objects familiar to them.Know that they can express their own thoughts and feelings and Explore different materials to draw — charcoal, pastels, chalk, pencil.	Charcoal, pencil, pastel, pencil crayon, line, straight, round, wavy	<p>A journal of daily mark making ideas.</p> <p>https://markmakingexercises.com</p> 
Year 1	<ul style="list-style-type: none">Know how to use different drawing materials: pencils, crayons, pastels, felt tips and chalk.Know how to use pencils to create lines of different thickness in drawings.Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted.Know how to correctly hold and use tools for drawing, using a pincer grip.Consolidate fine motor control.Develop the control of the pencil for detail in their pictures.Move towards solid filling in with colour.Begin to produce light and dark, thick and thin lines.Begin to draw shapes correctly.Draw using a variety of different scales.Begin to scale drawing correctly (e.g. relative sizes in a composition.)Look at observational drawings, drawings from imagination and experimental drawings.	Pencil, pencil grip, lines, shapes, straight, curved, wavy, dashed, dotted, zig-zag, looped pattern, look closely.	<p>Drawing focus...Animals.</p> <p>Animal drawings.</p> <p>Bellinda Elliot - animal portrait artist, who work in a scribbly, loose way, using either charcoal, or a mix of watercolour and pastel.</p>  <p>Young rabbit by Albrecht Durer - masterpiece of the German art of the Renaissance</p> 




<p>Year 2</p>	<ul style="list-style-type: none"> Experiment with line, space, tone and shape. Draw from observation with increased accuracy. Draw for a sustained period, focusing on details on an object and beginning to consider proportions. Produce a range of tones with different pencils. Draw in response to stimuli such as poetry or music. Can show greater pencil control by focusing in on detail. Begin to understand the different grades of pencils. Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line Use oil pastels confidently, building layers of colour. Produce a greater range of patterns and textures. Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. Know how to begin to add pattern and texture by adding dots and lines. Solidly fill in shapes with pencils and oil pastels. Explore the styles of different illustrators. Copy that style using careful observations and attention to detail. Control the types of marks made with a range of media — pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk. 	<p>Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features</p>	<p>Drawing focus...Illustration.</p> <p>Illustrators Daniel Mackie is an award-winning illustrator</p>  <p>Fran Preston Gannon</p>  <p>Zairia Forman...pastel drawings.</p> 
<p>Year 3</p>	<ul style="list-style-type: none"> Draw for a sustained period of time. Draw whole sketches. Draw confidently from observation. Control a pencil with increasing accuracy. Make marks and lines with a wide range of drawing implements e.g. pencil, crayon, chalk pastels and pens. Use different grades of pencils to create line, space, tone and texture for a purpose. Know that H pencils are lighter and B pencils are darker. -Know how to apply the techniques of hatching and cross hatching when drawing. Know how to use different grades of pencil to shade and to show different tones and texture. Begin to show an awareness of objects having a third dimension though shading technique. Begin to use the side of the pencil to add shading to detail. Begin to use shape and colour to represent reflection. Plan, refine and alter their drawings as necessary. Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes. Use shading techniques to create a sense of shape. Understand proportions and simple perspective. Know that light can affect the appearance of objects from different directions. Plan out drawings looking at objects in the foreground and background. 	<p>Pencil hatching, cross-hatching, effects, different pencil densities, texture, lighter, darker, shadow, depth.</p>	<p>Drawing focus...Nature and still life.</p> <p>Georgia O'keefe Ambrosias Bosschaert was one of the first artists who specialized in flower paintings.</p>  <p>Marc Quinn British art-maker portrayed all kinds of flowers including irises, sunflowers anthuriums, and orchids.</p>  <p>Still life...</p> <p>Matisse Norman Bray</p> 

			Mary Fedden
Year 4	<ul style="list-style-type: none">• Know how to use marks and lines to show texture.• Know how to use line, tone, shape and colour to represent reflection.• Know when to use cross-hatching, hatching and contour hatching.• Draw whole sketches looking at foregrounds and backgrounds. (Think about size and depth of colour)• Develop detailed observational work using view finders.• Make marks and lines with an increasingly wide range of drawing implements e.g. pencil, crayon, chalk pastels, pens and charcoal.• Think about the use of appropriate materials to fit the form. Look at use of different papers to draw on.• Alter and refine drawings and describe the changes using the appropriate art vocabulary.• Explain the effect of different pencils and different papers.	Cross hatching, hatching, contour hatching, lighter shading effect, pressure, angles, different pencil densities, dimension, observe, H pencils lighter, B pencils darker, depth, dimension, observe	<p>Drawing focus...Landscapes/cityscapes.</p> <p>Land scapes Old masters John Constable J.M.W. Turner 19th/20th Century Claude Monet Henri Roussau Vincent van Gogh Paul Cézanne André Derain - fauvism Contemporary David Hockney</p>  <p>Etel Adnan - American Lebanese painter and writer known for her vibrantly coloured, abstracted renditions of mountains, ocean, and sky.</p> <p>Jessica Pigott Jessica was a pupil in our school!</p>  <p>Ellie Hesse...cityscapes</p> 
Year 5	<ul style="list-style-type: none">• Draw whole sketches developing an understanding of composition, scale and proportion.• Create depth in composition through a variety of simple perspectives.• Understand which materials suit which purpose and use appropriately.• Use pencil, crayon, chalk pastels, pens and charcoal.• Know how to use shading to create mood and feeling.• Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling• Identify the differences between hatching, cross-hatching, and contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique.• Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination.• Start to develop their own style using tonal contrast and mixed media.• Understand how to use perspective to create a scene with objects in the foreground and background.	Pencil, effect, light, pencil hatching, shading, cross hatching, stumping, smudging, stippling, lighter shading effects, pressure, darker shading effects, pressure, angles, light hatching effects, contour hatching,	<p>Drawing focus...Portraits.</p> <p>Portraits comparisons. Old masters Rembrandt Leonardo de Vinci Vermeer</p> <p>19th/20th century Picasso</p> <p>Van Gogh Frida Kahlo</p> <p>Contemporary</p>





			<div>Josh Miels</div> <div></div> <div>Chuck Close</div> <div></div> <div>History link...Henri Moore sketches...sheltering from the blitz.</div> <div></div>
Year 6	<ul style="list-style-type: none">• Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this.• Know that shadows add depth and dimension to drawn objects.• Use shading and perspective to create form and texture.• Observe the effect of light and shade on buildings.• Develop understanding of perspective.• Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, crosshatching, contour hatching and stippling.• Discuss when it is suitable to choose a particular technique. -Identify the differences between pencil grades and select for effect when producing sketches.• Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging)• Develop their own style using learnt techniques and different media.• Develop ideas using different or mixed media.	Dashing, feathering, scumbling, embossing, angles, pressure, silhouette, depth, dimension, blending, movement, depth, shadow, hatching, crosshatching, contour hatching, stippling, smudging	<div>Drawing focus...Buildings.</div> <div>John Egerton Christmas Piper</div> <div>An English painter, printmaker and designer of stained-glass windows and both opera and theatre sets. His work often focused on the British landscape, especially churches and monuments. Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century.</div> <div></div> <div>Marz Jr.</div> <div>He paints and illustrates nostalgic and iconic images.</div> <div></div>

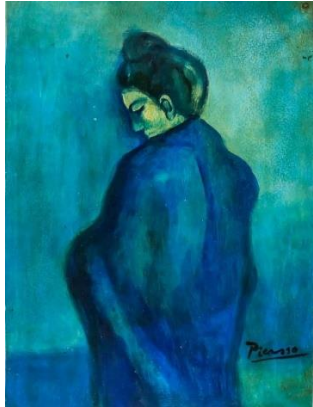



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Art and Design-Painting

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	Cross curricular links and links to other artists.
F	<p>Expressive arts and design</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none"> Know that paint pots hold different colour paints. Know that different colours can be combined to produce a new colour. Know that paintbrushes need to be washed before changing colour. Know that water needs to be changed once dirty to avoid tainting the colour. Know the colour names – red, yellow, pink, green, orange, blue, black, white, brown, grey, silver, gold Know why a colour has been chosen. Using a pincer grip to hold a paintbrush correctly, near the top. -Observe and select the appropriate colour to what is being represented. Explore what happens when colours are mixed. Begin to mix paints and explore mark making equipment with paint. 	<p>Painting, easel, wet, strokes, colour names, wet, dry, runny, thick, thin, mix, tainted, wash, dirty, fresh, clean, paintbrush, thick, thin</p>	<p>Kandinsky</p>  
Year 1	<ul style="list-style-type: none"> Know that red, yellow, and blue are the primary colours. -Know how to make green, orange and purple by combining primary colours. Know that different sized paintbrushes make different strokes and lines. Create texture using different thicknesses of paint. Create marks with a paintbrush and a variety of tools such as fingers, card and sponges. Hold and use a brush correctly and control the addition of water. Know that before the brush is added to a new colour, excess water needs to be blotted. Know that if 2 wet paint colours are next to each other they will run into each other. Explore paintbrushes of different thicknesses to produce lines of different widths. 	<p>Paint, primary, secondary, colour names, blot, brush, grip, mix</p>	<p>Piet Mondrian</p> <p>Patty Baker...work known for bold use of colour.</p>  <p>Jasper Johns O-9</p>



			
Year 2	<ul style="list-style-type: none"> • Know how to mix secondary colours from the primary colours. • Add black and white to create tints and tones. • Understand the word hue when related to shades of one colour. • Know how to create brown with paint • Know that colours can elicit an emotional response; some colours are ‘warm’ colours and some colours are ‘cold’ colours. • Make conscious colour choices when painting. • Mix colours to represent and match objects. • Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour. • Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick • Explore using different types of paint — poster, powder and water colour • Mix colours to match a picture. • Choose and use the correct paintbrush when adding detail. 	<p>Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny</p>	<p>Artists and colour.</p> <p>Claude Monet</p>   <p>Van Gogh</p>   <p>Helen Frankenthaler</p>   <p>Georgia O’Keeffe</p>   
Year 3	<ul style="list-style-type: none"> • Know how to use the primary colours and secondary colours to make all secondary and tertiary colours. • Use the colour wheel to identify colours. • Understand how complementary colours work. • Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red) • Know what complimentary colours are and what happens when they are mixed together. • Know how to make tertiary colours. • Know the different types of paint and their properties — poster paint, powder paint and water colours. • Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued, and softer. • Know that water can be mixed with primary or secondary colours to dilute colour and create a wash. • Understand how a wash can be applied over other media e.g. wax, oils to make a resist image • Make different marks/lines using a variety of paint brushes. 	<p>Tertiary effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer</p> <p>A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.</p>	<p>Jen Callahan. Florida Artist.</p>  <p>Robert Delaney</p>




	<ul style="list-style-type: none"> Mix a range of different browns. To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task. Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect. Describe colours by objects e.g. sunshine yellow, raspberry pink. 		
Year 4	<ul style="list-style-type: none"> Know how to use colours to reflect mood in artwork. Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush) Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. Know and explain the different types of paint have on a painting. Know which tools and materials to use to make blurred and straight lines. Use colour washes to create layers and texture. Understand “tints”... adding a colour to white to create a lighter version of the colour. Understand “shades” ... adding black to a colour to darken it down. Understand “tone” ...adding grey to a colour.Use appropriate brushes to fit purpose. Use primary colours to make secondary and tertiary colours effectively and apply when painting. Blend with water colours. Use washes to create effective backgrounds. Explore how blurred lines a can be achieved by painting. Mix and use tints, shades and tones. 	<p>Blurred lines, straight lines, texture, blend, tints, shades, tones, primary, secondary, tertiary colours.</p>	<p>El Greco, view of Toledo</p>  <p>Turner</p>  <p>Scott Naismith</p>  <p>Adem Potas</p>  <p>Art History: The Evolution of Landscape Painting and How Contemporary Artists Keep It Alive</p> <p>Landscape Artists Who Inspire Contemporary Landscape Painting (mymodernmet.com)</p>
Year 5	<ul style="list-style-type: none"> Know that colours are named using the root primary colour - i.e., blue-green, red-purple Explain how colour can create a focal point. Explain the difference between complementary and contrasting colours. Know which type of paint works most effectively when stippling. Know how to use smudging techniques when painting. Use hot and cold colours to create mood and atmosphere. Select brushes and paper to fit purpose. Think about scale of artwork and appropriate media. Apply the techniques of stippling, washing, splattering and layering. Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task. Make a precise scale of tints by adding white. Use one colour plus white to create a tonal picture. 	<p>Harmonising colours, contrasting colours, hues, tints, shades, root primary colour, tonal contrast, stippling, smudging, primary, secondary and tertiary colours, acrylic paint, splattering, underpainting, layering, and washing.</p>	<p>Paul Klee</p>  <p>Picasso</p>




	<ul style="list-style-type: none">Work in a sustained and independent way from observation, experience and imagination.		
Year 6	<ul style="list-style-type: none">Know, from creating a colour wheel, about harmonising colours, contrasting colours and hues.Know the effects that colours have on each other and can elicit and portray different moods and emotions.Use different methods, colours and a variety of tools and techniques to express mood or represent objects.Begin to know how paintings are created (composition).Explain how to create atmosphere and light effects with paint.Explain colour and paint choices for creating atmosphere and light effects.Know which works of art have used complimentary and harmonious colours and understand how to work in this style.Know how to apply the technique of scumbling when painting.Use shading and perspective to create form and texture.Observe the positions of people in action.Develop ideas using different or mixed media.Use primary colours to create secondary and tertiary colours and vary shades and tones effectively.Mix and use tints, shades and tones effectively.Use scumbling technique over dry paint and wet paint and understand the difference in outcomes.	<p>Scrumbling...Modify (a painting or colour) by applying a very thin coat of opaque paint to give a softer or duller effect. Modify (a drawing) with light shading in pencil or charcoal to give a softer effect.</p> <p>Complimentary colours, harmonious colours, hues, colour wheel, root primary colour moods, emotions, reflecting, light effects, composition, tints, shades, tones, hues, scumbling,</p>	<p>Diego Velazquez - old woman cooking eggs Blending tones from light to dark.</p>  <p>Picasso — Guernica</p>  <p>Rothko</p>  <p>Hermann Scherer...expressionist.</p>





			
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Art and Design-**Textiles and Collage**

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	Cross curricular links and links to other artists.
F	<p>Expressive arts and design</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none"> Know that the shape of malleable materials can be to represent an image or object. Know that reclaimed items can be used to create different forms and functions. Know that collage is a piece of art that is created by sticking materials to a background. Explore sticking different objects and textures to a backing, to create a collage. Cut shapes using scissors. Use glue and masking tape to join and fasten. Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures. 	Fix, tape, making tape, glue, glue stick, box modelling, collage, , build, construct, decoration, scissors, cut, paper, art straws, pipe cleaners,	<p>Henri Matisse</p>  <p>Eric Carle</p> 
Year 1	<ul style="list-style-type: none"> Cut shapes accurately with scissors. Use glue and paste carefully. Use the appropriate amount of glue for a medium. Know that patterns can be incorporated into their art. Know that texture can be used for effect. 	Pattern, cut, control, texture, decoration, function, running stitch.	<p>Linked to DT</p> <p>Puppets</p> <p>Cutting fabric and using joining methods (Not sewing!)</p>

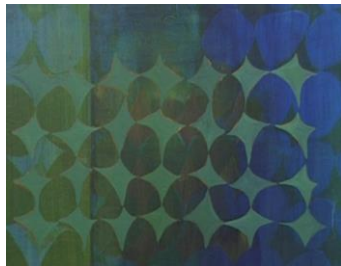





	<ul style="list-style-type: none">• Describes textures of materials.• Create patterns and textures using a variety of coloured papers.• Use lacing cards to master basic sewing stitches.• Use a running stitch for decoration or function.• Use a simple running stitch and understand how to secure the thread.		<p>If doing this unit through DT then there will need to be some reference to an artist using collage.</p> <p>Tang Wei</p> 
Year 2	<ul style="list-style-type: none">• Know that collages can be made by sticking onto a background to develop a picture, form or function.• Know how to fold, tear, crumple and overlap papers.• Use a range of different papers to create an image or a background.• Investigate texture with paper using scrunching, tearing, pleating and layering.• Develop texture for effect.• Arrange materials before gluing into place.• Create textured collage from a variety of media.• Use a range of stitches...experimental and taught.• Use a variety of simple stitches to create decoration or to fit a specific purpose.	Collage, texture, tear, fold, crumple, decorate, embellish, layering, running stitch, cross stitch, thread, needle.	<p>Linked to DT</p> <p>Pouches</p> <p>Selecting and cutting material for sewing.</p> <p>If doing this unit through DT then there will need to be some reference to an artist using collage.</p> <p>Jenny Douglass</p>  <p>Deborah Collum</p> 
Year 3	<ul style="list-style-type: none">• Know that overlapping, tearing, folding and layering creates images and represents textures.• Know how different papers and glues work together.• Make own painted or printed paper to use alongside other collage materials.• Develop cutting skills to make repeated images.• Know how to weave using a warp and weft.• Understand the basics of weaving by using paper.• Use a simple card loom to create a weaving using fabric strips or wool.• Develop an awareness of contrasts in colour and texture.•	materials, style, shape, purpose, effect, additional layers, tissue paper, painted finish, , properties, effect, overlap, tear, fold, layer, image, texture, represent	<p>Mark Hearld</p>  <p>Annie Albers</p> 







<p>Year 4</p>	<ul style="list-style-type: none"> • Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form. • Know how to produce more intricate patterns and textures. • Add collage to a drawn, printed or painted background. • Use overlapping and layering to create texture. • Cut complex shapes from different mediums. • Select and choose materials to achieve a specific purpose. • Show an understanding of shape, space and form. • Use flour and water to create a resist for textile work and understand the process involved. • Know how to add embroidered embellishment using previously learnt techniques. • Know how to attach embellishments safely and securely. 	<p>Texture, intricate, pattern, background, layering, medium, resist, textiles, embellishment, techniques.</p>	<p>Linked to DT Fastenings. Using stitches to join fabrics Decorating using applique.</p> <p>If doing this unit through DT then there will need to be some reference to an artist using collage. Max Ernst... tearing paper rubbings called frottage</p>  <p>Christina Szabo</p> 
<p>Year 5</p>	<ul style="list-style-type: none"> • Use a range of media to create collages including magazine paper and newspapers. • Embellish a surface using a variety of techniques, including drawing, painting and printing • Experiment with different ways of tie dying and understand the process involved. • Make natural dyes to create fabrics for collage purposes. 	<p>Media, combine, decorate, complexity, dye, resist.</p>	<p>Nick Gentry</p>  <p>Romare Bearden</p> 

			<p>Itchiku Kubota</p>  <p>Tie Die Mary</p> 
Year 6	<ul style="list-style-type: none">• Use collage as a way of extending work from an initial idea.• Know how to combine pattern, tone and shape• Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.• Understand the process of Batik, building on from previous resist work.• Create own fabric either to use as a background for an image or to use for a specific purpose.• Decorate through sewing and embellishment. Use a range of stitches and attachments.	Embellish, decorate, represent, batik, resist, stitches, attachment.	<p>https://www.batikguild.org.uk/artists</p> <p>Heather Koumi</p>  <p>Anne Hanley</p> 


Art and Design-Printing




Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	<p>Cross curricular links and links to other artists.</p>
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F	<p>Expressive arts and design Children in reception will be learning to: 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. Creating with Materials ELG Children at the expected level of development will: - 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 playing characters in narratives and stories.</p> <ul style="list-style-type: none"> • Make rubbings showing a range of texture and patterns. • Take prints from objects: leaf, hand, feet, junk, 3D shapes and bark. • Imprinting into playdough. • Produce simple pictures by printing objects. • Imprint onto a range of textures — newspaper, coloured paper, plain paper, into clay and dough 	Rubbings, texture, imprint, pattern, print	<p>BBC Two - Watch, Art - Growing Things. Printing and creating repeated printing patterns</p> 
Year 1	<ul style="list-style-type: none"> • Explore and recreate pattern and texture with an extended range of materials such as sponges, leaves, netting, wood, creased foil, clay and plasticine. • Create patterns and pictures by printing from objects using more than one colour • Describe and sort the different effects of printing with different materials. • Develop a regular, repeated pattern using different materials and colours. 	Pattern, textures, effect, materials, repeated pattern, regular	<p>Orla Kiely</p> 
Year 2	<ul style="list-style-type: none"> • Select appropriate objects to print with in order to achieve desired effects. • Create order and symmetry • Extends repeating patterns — overlapping, using two contrasting colours. • Use gradients of colour. • Print on different colour backgrounds. • Print on fabric backgrounds. • Produce a clean printed image. • Identify the different forms printing takes: books, pictures, wallpaper and fabrics. 	Order, symmetry, overlapping, contrasting, repeated, gradients, background, image	<p>Indian printing blocks.</p> 
Year 3	<ul style="list-style-type: none"> • Explores images through mono printing on a variety of papers. • Create positive and negative images by drawing into ink. • Explore colour mixing through overlapping colour prints deliberately. • Identify environmental and manmade patterns and form. • Discuss how to modify and adapt prints. 	Mono print, positive, negative, overlapping, modify, adapt texture, card/string block	<p>Linda Germain...mono print artist.</p> 
Year 4	<ul style="list-style-type: none"> • Interpret environmental and manmade patterns and form. • Discuss how to modify and adapt prints as work progresses. • Explores images and recreate texture through deliberate selection of materials. • Create a single colour print using card or string block. 	Environmental/man made, modify/adapt, recreate, card/string block,	<p>Favianna Rodriguez</p>  <p>History link...card prints inspired by Greek fret work.</p> 

<p>Year 5</p>	<ul style="list-style-type: none">Experienced in producing pictorial and patterned prints.Make connections between own work and patterns in their local environment.Design, plan and evaluate printed block.Create a two-colour reduction block, using polystyrene ‘polyblok’	<p>Pictorial, patterned, environment, design, plan, evaluate, colour reduction, polystyrene, polyblok</p>	<p>Sybil Andrews... lino cut arist.</p>  <p>Brian Angus</p>  <p>Angela Harding</p>  <p>John Piper</p>  <p>History link...print inspired by Islamic patterns.</p> 
<p>Year 6</p>	<ul style="list-style-type: none">Explore a range of printing techniques to fit specific purpose.Use previously learnt techniquesLink work to a specific form of printing: book, picture, wall paper, fabric.Design and make own printing block.Use more than one colour to create a print.	<p>Techniques, purpose, previous, design, create</p>	<p>Andy Warhol</p> 

Art and Design-sculpture



Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	<p>Links to curriculum drivers</p> <p>Cross curricular links</p> <p>VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING</p>
F	<p>Expressive arts and design</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none">• Understanding of the properties and abilities of the materials through manipulation.• Explore how materials feel, and how the bend and fold.• Explore how materials can be built or fixed together.• Look at creating forms and structures though play.	<p>fixing, materials, bend, fold, shape, form, structure sculpture</p>	<p>Lisa Lloyd</p> 



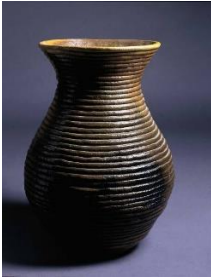
Year 1	<ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and manmade materials. Explore shape and form. Through junk modelling build constructions and /or sculptures. Explore joining techniques using a range of fixing materials. 	joining, malleable, squeezing, pinching, rolling, cutting, kneading, recycled, natural, man-made, sculpture	<p>Link to DT Structures Constructing a windmill. Making a stable structure from card, tape and glue. Learning how to turn 2D nets into 3D structures.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>Alex Uribe</p> 
Year 2	<ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and manmade materials more confidently. Through card modelling use appropriate fixing materials to secure joins. Begin to replicate patterns and textures in 3D forms using a variety of card. 	Construct, join, recycle, natural and man-made, modelling, fixing, secure, replicate, 3D forms, variety, sculpture	<p>Linked to DT Structures Baby Bear's chair. Building a strong and stiff structure by folding paper. To know that materials can be manipulated to improve strength and stiffness.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>Ann Weber</p> 
Year 3	<ul style="list-style-type: none"> Plan, design and make models. Use a range of different thicknesses of card to make cardboard sculptures. Match fixing methods to materials used. Look at environmental sculptures. Use natural forms to create a piece of ephemeral sculpture. 	Plan, design, thick, thin, fixing, materials, environment, sculpture, ephemeral	<p>Linked to DT Structures. Constructing a castle. Constructing a range of 3D shapes using nets. Making facades from a range of recycled materials.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>Mark Langan</p>  <p>Andy Goldsworthy</p>

			
Year 4	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use papier mâché to create forms. • Use card to build form and structure within the papier mâché. 	Informed, choices, shape, space, form, adapt, sculptured, modelled, constructed papier mâché, texture, pattern	<p>Linked to DT Structures.</p> <p>Pavilions.</p> <p>Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create the desired effect.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>James Morrison</p> 
Year 5	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Use wire to create sculptures. • Add texture and pattern using different materials. 	Qualities, modelling, sculpture, construction, recycled, natural, man-made, create, preparatory, wire, texture, pattern	<p>Linked to DT Structures.</p> <p>Bridges.</p> <p>Building a wooden bridge structure.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>Louise Bourgeois.</p> 
Year 6	<ul style="list-style-type: none"> • Create sculpture and constructions with increasing independence. • Use a range of materials to create a 3D sculpture. • Look at recycled, manmade and natural materials. • Add in own collections and/or memorabilia. • Create surface decoration using mixed media. 	Sculpture, construction, range, materials, 3D, man-made, natural, collection, memorabilia, surface decoration, mixed media	<p>Linked to DT Structures.</p> <p>Playgrounds.</p> <p>Designing a playground featuring a variety of different structures.</p> <p>If doing this unit through DT then there will need to be some reference to an artist working in 3D.</p> <p>Edwina Bridgman</p>  <p>El Anatsui</p>

			
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Art and Design-Clay

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	Key vocabulary	<p>Links to curriculum drivers</p> <p>Cross curricular links</p> <p>VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING</p>
F	<p>Expressive arts and design</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials ELG Children at the expected level of development will: -</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <ul style="list-style-type: none"> Manipulate modelling materials such as plasticine, play dough and Salt dough in a variety of ways, e.g. rolling, kneading and shaping. 		
Year 1	<ul style="list-style-type: none"> Form simple 3D shapes. Use squeezing, pinching, rolling, cutting and kneading to model and shape materials. Make Simple models from a small ball of clay Understand the need to hollow out a solid model with tool. 	joining, malleable, squeezing, pinching rolling, cutting, kneading, recycled natural, man-made	<p>Leslie Ann Green</p> 
Year 2	<ul style="list-style-type: none"> Use combinations of lines and shapes in clay work. Roll clay between 2 guides. Add texture to clay using range of tools for impressed decoration. Build a textured relief tile. 	Lines, shape, guides, impressed, decoration, cross hatching, slip	<p>Nancy McCroskey</p> 
Year 3	<ul style="list-style-type: none"> Use moulding techniques to manipulate clay. Create a simple thumb pot. Use built on and impressed decoration with a range of clay tools. Understand the use of cross hatching and slip to secure decorations. 	Moulding, manipulate, thumb pot, impressed, built on, decoration	<p>Clay artefacts from the Iron Age and Roman times.</p> <p>Kate Malone ceramics.</p>

			
Year 4	<ul style="list-style-type: none"> Use the technique of adding materials to create texture, feeling, expression or movement. Understand techniques used to join clay. Create an oval or circular slab pot form or figure. Use built on and impressed decoration using appropriate tools. 	Techniques, texture, feeling, movement, oval. Figure, form, slab pot	Lewis Chess men 
Year 5	<ul style="list-style-type: none"> Use the technique of adding materials to create texture, feeling, expression or movement related to a specific purpose. Apply previously learnt techniques to join clay. Create a rectangular or cube slab pot form or figure, with lid and decoration. Add in pierced decoration (cut away.) 	Texture, expression, movement, purpose, techniques, slab pot, pierced, decoration	Robin Welsh 
Year 6	<ul style="list-style-type: none"> Combine visual and tactile quantities Choose and apply the most appropriate techniques to create a coil pot or figure. Join coils and smooth to create 3D shape. Choose from all of the techniques learnt to embellish work appropriately. Use paint-on glazes and understand the effect that they have. 	Visual, tactile, appropriate, embellish, glazes, effect	Louise Goodman  Ladi Kwali

			 <p>Famous Coil Pottery Artists – 18 Different Ways of Coiling (thepotterywheel.com)</p>
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Art and Design-Artists, **Craft makers and Designers**

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>
F	<ul style="list-style-type: none"> Know that an artist is a person who creates drawings, paintings or sculptures Know that they can say if they like or dislike a piece of art Talk about an artist Say that they like or dislike a piece of art.
Year 1	<ul style="list-style-type: none"> Begin to respond to different art techniques or artists. Describe the work of notable artists and give an opinion about the work of an artist. Ask questions about a piece of art work. Identify some differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Year 2	<ul style="list-style-type: none"> Suggest how artists have used colour, pattern and shape Create a piece of art in response to the work of another artist or designer and use some of their ideas. Say how other artists and designers have used texture, lines, colour, pattern and shape in their work. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Year 3	<ul style="list-style-type: none"> Identify the techniques used by different artists Replicate some of the techniques used by notable artists, artisans and designers. Compare the work of different artists. Recognise when art is from different cultures or historical periods. Identify the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Year 4	<ul style="list-style-type: none"> Create original pieces that are influenced by studies of others. Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Explore the roles and purposes of artists, craftspeople and designers working in different times and culture.
Year 5	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers.

	<ul style="list-style-type: none"> • Explain the style of own work and how it has been influenced by an artist or designer. • Research the work of an artist and use their work to replicate a style. • Study the work of artists and experiment with some of their styles. • Examine the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Year 6	<ul style="list-style-type: none"> • 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, as well as on own work. • Analyse the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Art and Design-Artists, Sketch books.

Generating, exploring, developing and evaluating ideas.

Year group	<p>National Curriculum.</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>
F	<ul style="list-style-type: none"> • Talk about their own art discussing the story behind it. • Share each other’s work and talk about what they see and how it makes them feel. • Think about what worked well and what they might do differently next time.
Year 1	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work. • Ask and answer questions about the starting points for their work, and development of their ideas. • Recognise and describe key features of their own and other's work. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in the future.
Year 2	<ul style="list-style-type: none"> • Explore and respond to ideas from different starting points e.g. stories, rhymes, the natural world, first hand observations of objects, experiences and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. • When looking at a piece of artwork, express clear preferences and give some reasons for these. • Use feedback to make improvements.
Year 3	<ul style="list-style-type: none"> • Use a sketchbook for different purposes, including recording observations and visual information, planning and shaping ideas. • Gather and review information and resources related to own ideas and intentions. • Select and record from first hand observation, experience and imagination, and explore and collect ideas and information for different purposes, including to inform work. • Question and make observations about starting points and select ideas to use in their work. • Take time to reflect upon what they like and dislike about their work and the work of others in order to improve it, annotating work appropriately. • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Review, adapt and refine their work according to their views and describe how they might develop it further.

Year 4	<ul style="list-style-type: none"> • Confidently use sketchbooks for a variety of purposes including recording observations, collecting images and information from different sources, developing ideas; testing materials; planning and recording information. • Select and use relevant resources and references to develop own ideas. • Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Regularly reflect upon their own work, including methods and approaches, and use comparisons with the work of others (pupils and artists) to identify how to improve. • Adapt their work according to their views and describe how they might develop it further. • Review and refine work/ and alter ideas and explain choices using an art vocabulary.
Year 5	<ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome. For example, showing several different versions of an idea and how research has led to improvements in their proposed outcome. • Engage in research and exploration in the process of initiating and developing own ideas. • Select and record from first hand observation, experience and imagination, and extend ideas for a range of purposes. • Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work. • Regularly analyse and reflect on their progress taking account of what they hoped to achieve in light of their starting points, contexts in which work was made and intentions. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, adapting work accordingly and describing how they might develop it further. • Adapt, refine and extend work to reflect the purpose and meaning of the work, using a specified technique.
Year 6	<ul style="list-style-type: none"> • Systematically investigate, research and test ideas and plans using sketchbooks. For example, sketchbook will show in advance how ideas have been collected, how work will be produced and how techniques will be used for a purpose. • Use independent research to explore a range of ideas which shows awareness of different kinds of art, craft and design. • Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes. • Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work. • Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. • Compare, analyse, justify and comment upon ideas, methods and approaches in own and others' work and say what they think and feel in relation to the context and describe how they might develop it further. <p>Adapt, alter and refine work to reflect my own view of its purpose and meaning.</p>