

Art Coverage & Progression Map

			Year A						Year B			
	Autumn Weeks 1-3	Autumn 1 /2 Science focus	Spring 1 History Focus	Spring 2 History Focus	Summer 1 Geography focus	Summer 2	Autumn Weeks 1-3	Autumn 1 /2 History Focus	Spring 1 Science focus	Spring 2 Science focus	Summer 1 Geography focus	Summer
	We Are Artists	Windows, Doors & Mirrors	Far, Far, Away	Far, Far, Away (Ingenious Inventions)	Crest of a Wave	Crest of a Wave Carnival	We Are Artists	Terrific Time Travellers	Tales & Teeth	Tales & Teeth	River Deep, Mountain High	Festival?
Y4	Skills: Drawing Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. Drawing Quentin Blake — Illustrations/comic characters. Breadth of Study *Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. * Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Skills: Sculpture/3D Form *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 a variety of materials. & Textiles Puppets/picture frames,	Skills: Sculpture/3D Form Mosaics/pottery.	Skills: Painting *Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. * Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. * Show increasing independence and creativity with the painting process. Printmaking Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get	Skills: Painting Katsushika Hokusai and Van Gogh (The Great Wave of Kanawagwa & Starry Night)	Skills: Textiles & Collage Match the tools to the material. • Combine skills more readily. * Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. Carnival/Festival - bunting, costumes.	Skills: Printmaking Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold-water paste. Painting Drawing Andy Warhol & Roy Lichtenstein, Pop Art.	Skills: Painting *Make and match colours with increasing accuracy. • Use more specific colour language e.g., tint, tone, shade, hue. * Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. * Show increasing independence and creativity with the painting process. Sculpture/3D Form *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 a variety of materials. Stone Age cave paintings, clay & Hindu/rangoli patterns.	Skills: Drawing * Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture Fairy Tale Forests – Mark Making.		Skills: Textiles & Collage Match the tools to the material. • Combine skills more readily. * Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. Painting Seascapes, Molluscs and shells.	

Exploring and	the effect they		
developing ideas	want		
(ONGOING)	Resist printing		
*Select and record	including		
from first hand	marbling,		
observation,	silkscreen and		
experience and	cold-water		
imagination, and			
explore ideas for	paste.		
different purposes.			
* Question and make	<u>& Drawing</u>		
thoughtful observations	Indigenous		
about starting points			
and select ideas to use	people		
in their work.	Portraits.		
Explore the roles and	Fortials.		
purposes of artists,			
craftspeople and	Painting &		
designers working in	Pitt II		
different times and	<u>Printmaking</u>		
cultures.	<u>Indigenous</u>		
	<u>animals</u>		
Evaluating and	<u> </u>		
developing work			
(ONGOING)			
*Compare ideas,			
methods and			
approaches in their			
own and others' work			
and say what they think			
and feel about them.			
Adapt their work			
according to their views			
and describe how they			
might develop it			
further.			
* Annotate work in			
sketchbook.			

Y3	Skills:
13	Printmaking
	Print using a
	variety of
	materials, objects
	and techniques
	including layering.
	Talk about the
	processes used to
	produce a simple
	print.
	Explore pattern
	and shape,
	creating designs
	for printing.
	<u>Banksy</u>
	Making printing
	blocks using
	shapes.
	Make repeating
	Prints using
	shapes.
	Make and use a
	stencil to create
	a
	pattern/design.
	Look at and talk
	about the work
	of different
	artists who use
	different
	printing
	techniques and
	identify what
	they used.
	Breadth of Study
	*Work on their own,
	and collaboratively with
	others, on projects in 2
	and 3 dimensions and on different scales. Use
	ICT.
	* Investigate art, craft
	and design in the
	locality and in a variety of genres, styles and
	traditions.
	Exploring and
	developing ideas (ONGOING)
	*Select and record
	from first hand

Skills: Skills: **Drawing** Sculpture/3D *Experiment with Form Join clay adequately pencil and other and work mplements. reasonably Plan, refine and

* Construct a simple

effectively.

object.

* Make a simple

* Plan, design and

papier mache

make models.

independently. alter their drawings clay base for sketchbook to extending and modelling other shapes. *Cut and join wood safely and

• Draw for a sustained period of time at their own

• Use their

from different

agination, and

explore ideas for

different purposes

• Use different media colour, shape and

Ancient Greek Quinten Blake Pottery Illustrations

Skills: **3D Form and**

Drawing

Bridge construction and Charcoal drawings of Brunel's structures

Skills: Drawing/2D

Colour

colours.

with different

effects and

textures inc.

blocking in

etc.

etc.

*Work

colour, washes,

thickened paint

confidently on a

range of scales

e.g. thin brush

on small picture

Hokusai - The

Great Wave off

Sketching and

Kanagawa

using water

colours

techniques, inc. printing, dying, **Painting** quilting, weaving, *Mix a variety of embroidery, paper colours and and plastic trappings know which and appliqué. primary colours *Name the tools and make secondary

used. *Use a *Develop skills in developed colour stitching. Cutting and vocabulary. *Experiment

Skills:

Use a variety of

joining. * Experiment with a range of media e.g. overlapping, layering etc.

materials they have

Carnival/Festival, costumes.

Skills: **Textiles & Collage**

Form

Join clay adequately and work reasonably independently. *Construct a simple clay base for extending and wood safely

and

Sculpture/3D

and effectively.

modelling other shapes. • Cut and join

effectively. * Make a simple papier mache object.

To use

natural

make a

recycled and

materials to

construction.

To be able to

cleanly and

a 3D work.

Drawing

the use of

use a glue gun

safely to make

To talk about

tone, pattern,

and shape. To

texture, line

draw from

Painting

colours and

know which

colours.

*Use a

developed

imagination.

*Mix a variety of

primary colours

make secondary

other implements. • Plan, design • Plan, refine and alter and make models.

 Use their sketchbook to collect and record visual information from different

Using a variety of

*Use a developed colour vocabulary.

*Experiment with different

StoneHenge Landscapes

Skills: Sculpture/3D Form

Join clay adequately and work reasonably independently.

* Construct a simple clay base for extending and modelling other shapes. *Cut and join wood safely

Stone Age cave

drawings on clay

Drawing and Printmaking

*Experiment with different grades of pencil and

 Draw for a sustained period of time at their own level.

 Use different media to texture, tone, colour,

tools to create cave drawings.

Painting

*Mix a variety of colours and know which primary colours make secondary colours.

effects and textures inc. blocking in colour, washes, thickened paint etc. *Work confidently on a range of scales e.g. thin brush on small picture etc.

Skills: Sculpture/3D

Skills: Printmaking?

Silhouettes – Artist Form *Make informed study: Jan Pienkowski

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 a variety of materials.

*Mix a variety of

colours and know

secondary colours.

*Use a developed

colour vocabulary. *Experiment with

different effects

and textures inc.

blocking in colour,

washes, thickened

*Work confidently

3D board books

paint etc.

on a range of

scales e.g. thin

brush on small

of fairy tale

characters.

picture etc.

which primary

colours make

Painting

objects and layering combined with

Drawing and Painting

Bunting, costumes

Skills: Skills: **Printmaking Textiles 8** Print using a Collage variety of materials,

objects and

techniques

• Talk about

the processes

including

layering.

used to

shape,

creating

printing.

designs for

Printing using

man-made

and natural

produce a

simple print.

to explore

pattern and

Use a vari of techniqu inc. printing dying, quilt weaving, embroider paper and plastic trappings a appliqué. *Name the tools and materials tl have used.

> Cutting and joining. * Experime with a rang media e.g. overlapping layering etc

*Develop s

in stitching

* Question and make		colour		
thoughtful observations		vocabu	ılarv	
about starting points		*Experi	iment	
and select ideas to use		Lxperi	ifferent	
in their work.		with dif		
Explore the roles and purposes of artists,		effects		
craftspeople and		texture		
designers working in		blockin		
different times and		colour,	, washes,	
cultures.		thicken	ned paint	
		etc.		
Evaluating and developing work		*Work		
(ONGOING)			ently on a	
*Compare ideas,		rango	of scales	
methods and		o a thi	in brush	
approaches in their		e.g. tilli	in brush	
own and others' work			all picture	
and say what they think		etc.		
and feel about them.				
Adapt their work according to their views		Water	r colours	
and describe how they			o would	
might develop it			a house	
further.				
* Annotate work in		like th	iis <u>.</u>	
sketchbook.				

Y2	Skills:
	Drawing and
	Painting from
	observation.
	*Layer different
	media, e.g.
	crayons, pastels,
	felt tips, charcoal
	and ballpoint. * Understand the
	basic use of a
	sketchbook and
	work out ideas for
	drawings.
	② Draw for a
	sustained period
	of time from the figure and real
	objects, including
	single and grouped
	objects.
	* Experiment with
	the visual
	elements; line, shape, pattern and
	colour.
	* Mix a range of
	secondary colours,
	shades and tones. * Experiment with
	tools and
	techniques, inc.
	layering, mixing
	media, scraping
	through etc. *Name different
	types of paint and
	their properties.
	*Work on a range
	of scales e.g. large
	brush on large
	paper etc. *Mix and match
	colours using
	artefacts and
	objects.
	Learning about
	an artist
	Rainforest art –
	Henri Rousseau
	- Surrealism.

Skills:

Drawing and

observation

Painting from

Printmaking *Use a

variety of techniques

inc. carbon printing,

fabric printing and

Design patterns of

Print using a variety

of materials, objects

relief, press and

complexity and

and techniques.

Mixed media -

Printmaking &

collage Christmas

Autumn Term 1 -

Wonderland

modelled birds

Drawn & Collaged

cardboard/foam

drawing materials

watercolours, inks

Use manmade and

natural materials

to decorate birds.

board, wire,

3D - Clav

Or

birds -

(chalks,

Drawing

Feathers.

etc)

rubbings.

increasing

repetition.

cards.

readth of Study

Skills:	Skills:
Drawing	Drawing
<u>Learning about</u>	Self Portraits
an artist	_
Peter Thorpe –	Astronauts.
Abstract Art	<u>Painting</u>
<u>Painting</u>	2D colour &
2D colour &	Wax resist,
Wax resist,	Pastels, oils and mark
Pastels, oils and	
mark making.	making.

Skills: **Painting Mixed Media** Seascapes William Turner (Learning about an artist) <u>Or</u> (Learning about an artist) colours colours. wave Or Collage weavina. and Create

mosaic.

Alexander Calder, Barbera Hepworth, and looking **Anthony Gormley,** at work of **Henry Moore.** Sculpture/3D Form - Make an alexander Calder mobile with Recyclables. Make own materials to use on sculpture. **Textiles &** Hokusai 'The Collage **Great Wave** Use a variety of techniques, inc. off Kanagawa' weaving, French Warm & cool knitting, tie-dyeing, fabric crayons and wax or oil resist, understanding appliqué and relationships embroidery. Create textured of primary & collages from a secondary variety of media. Make a simple mosaic. **Printmaking** • Stitch, knot and use other Relief print of manipulative skills. Textiles & Use a variety of techniques, inc. French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué embroidery. textured collages from a variety of media. Make a simple

Skills:

an artist

Learning about

of a sketchbook and work out ideas for • Draw for a from the figure and grouped * Experiment * Mix a range of secondary colours, shades and tones. * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.

Skills:

from

Painting

Drawing and

observation.

*Layer differen

pastels, felt tips

* Understand

media, e.g.

Learning about an

<u>artist</u>

Skills: Learning about an artist Alexander Calder, Pablo <u>Picasso</u>

Draw from close looking via observation from **primary** & **secondary** source material and from imagination.

Sculpture/3D Form -Make a toy sculpture inspired by Pablo Picasso - Petit Cheval with Recyclables/cardboard.

Autumn Term 1 -**Houses Around the** World

Drawing - Develop mark making skills through experimentation with various drawing media; pencil, graphite, chalk, soft pastel, wax & charcoal.

Draw from close looking via observation from primary & secondary source material and from imagination. Sculpture/3D Form – Be an Architect

Explore how 2D can become 3D "design through making"

Skills: **Painting** 2D colour **Painting**

Drawing Illustration - Mark making techniques -Turning paper into 'fur'

Fairy Tale characters - Wolves

Investigating Author/Illustrators: Mini Grey **Emily Gravett Quentin Blake**

Skills: Collage & Sculpture/3D Form Manipulate clay

relief tile.

and join

Understand the

basic care of

materials and

with, construct

tools. *Experiment

recycled, natural

and man-made

materials more

confidently.

for a variety of purposes, inc. thumb pots, simple coil pots and models. **Painting** Build a textured

safety and

Dragons (birds) wire/cardboard frame?

Drawing/ **Painting** 2D colour **Painting** Watercolour **Dragon eggs**

Skills: Learning about an <u>artist</u> **Andy**

Skills:

<u>artist</u>

Learning

about an

Emma Ma

Textiles

Collage

Use a varie

of techniq

inc. weavi

French kni

tie- dyeing

fabric cray

Goldsworthy **James Brunt** Sculpture/3D

Form Modrocmaking patterned Vessels

via

from

primary &

secondary

imagination

Printmaking

Monoprints

*Use a variety

of techniques

printing, relief,

fabric printing

and rubbings.

inc. carbon

press and

Design

patterns of

increasing

complexity

variety of

materials,

objects and

techniques.

and repetition

• Print using a

source

from

and wax c resist, app **Drawing** embroider Create Draw from textured close looking collages fr

a variety o media. observation Make a simple mo Stitch, kn and use o manipulat skills. material and

> Collage Landscap the River bank. Using texture, colour & imaginati to make different materials represen real life objects.

Wool, pa plastic, ca fabric, co wool, feathers,

leaves.

Work on their own,	 Stitch, knot 	Rainforest art	Victorian Christmas		
and collaboratively with	and use other				
others, on projects in 2	manipulative	–Henri	<u>Cards</u>		
and 3 dimensions and		Rousseau -	Printmaking –		
on different scales.	skills.				
☐ Use ICT		Surrealism.	Monoprints		
*Investigate different		Breadth of Study	*Use a variety of		
kinds of		Work on their own,	techniques, inc. carbon		
art, craft and design.	Collage -	and collaboratively			
art, crart and design.		with others, on	printing, relief, press and		
Fundadas and	using found		fabric printing and		
Exploring and	<u>materials</u>	projects in 2 and 3	rubbings.		
developing ideas		dimensions and on	 Design patterns of 		
(ONGOING)	Beach scenes	different scales.	increasing complexity		
* Record and explore	using Flotsam	☑ Use ICT	and repetition.		
ideas from first hand	_	*Investigate			
observation,	and Jetsom.	different kinds of	Print using a variety of		
experience and		art, craft and design.	materials, objects and		
imagination.			techniques.		
☑ Ask and answer	Textiles	Exploring and			
questions about the		developing ideas			
starting points for their	Tie Dye t-	(ONGOING)			
work, and develop their	shirts and	* Record and			
ideas.		explore ideas from			
Explore the Explo	collage of	first hand			
differences and	fabrics to look	observation,			
similarities within the		experience and			
work of artists,	like sea scape.	imagination.			
craftspeople and		Ask and answer			
designers in different	5 . /	questions about the			
times and cultures.	<u>Drawing/</u>	starting points for			
	Painting	their work, and			
Evaluating and		develop their ideas.			
developing work	<u>Colour,</u>				
(ONGOING)	texture &	differences and			
Review what they		similarities within			
and others have	<u>form -</u>	the work of artists,			
done and say what	Treasured	craftspeople and			
they think and feel		designers in			
about it. E.g.	Fossils or	different times and			
Annotate	Become a	cultures.			
sketchbook		cultures.			
Identify what they	Fossil -	Evaluating and			
might change in		developing work			
their current work or	Explore	(ONGOING)			
develop in their	painting on	• Review what			
future work.	_	they and others			
	different	have done and			
Caulatura /2D	surfaces, such	say what they			
Sculpture/3D	-	think and feel			
Form	as fabric	about it. E.g.			
* Manipulate	(dressing up	Annotate			
		sketchbook			
clay for a variety	as a fossil.	Identify what			
of purposes, inc.		they might			
thumb pots,		change in their			
simple coil pots		current work or			
and models.		develop in their			
Build a textured		future work.			
relief tile.		TOTOTO WOIK.			
Understand the					
safety and		Coulet 100			
basic care of		Sculpture/3D			
materials and		<u>Form</u>			
tools. *Experiment					
with, construct		<u>Josep</u>			
and join		Guinovart			
recycled, natural		Juniovart			
and man-made					
materials more					
confidently.					

Y1	Sculpture/3D Form Josep Guinovart Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Yı	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and Binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. and Drawing portraits — Arcimboldo Breadth of Study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT *Investigate different kinds of art, craft and design. Exploring and developing ideas (ONGOING) * Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for	Drawing from observation. *Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. *Use a sketchbook to gather and collect artwork. *Begin to explore the use of line, shape and colour Drawing houses Sculpture/3D Form Bears — Playdough Clay tree sculptures	Painting Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and Shades, using different types of paint. * Create different textures .e.g. use of sawdust. 2D Colour Mixing P/S colours	Drawing and Painting from observation. 2D Colour Van Gogh, Starry Starry night – Wax resist, Pastels, oils and mark making.	Observational drawings Seaside Printmaking * Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. * Make rubbings. • Build a repeating pattern and recognise pattern in the environment.	Textiles Carnival/Festival, costumes Sculpture/3D Form Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. * Explore sculpture with a range of malleable media, especially clay. * Experiment with, construct and join recycled, natural and man-made materials. * Explore shape and form.	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and Binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. and Drawing portraits — Arcimboldo Sculpture/3D form Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join	Sculpture/3D Form James Brunt Collections of natural objects Printing	Textiles: Weave hot air balloon basket. Drawing: Feathers	Painting/ colour mixing Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and Shades, using different types of paint. * Create different textures .e.g. use of sawdust. Shape/colour 2D colour: hot air balloons Sculpture/3D Form: Birds	Printmaking sunflowers * Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. * Make rubbings. • Build a repeating pattern and recognise pattern in the environment. Landscapes Van Gogh: Sunflowers	Printmak Drawing Plants

*Ba able to make a print by observation opportunities to and and maintain ready mixed poportunities to draw using at materials such as soft pencils, coloured opportunities to pencils, charcoal, chalk pastels and oill pastels opportunities to and apply pastels and oill pastels opportunities to pencils, charcoal, chalk pastels and oill pastels opportunities to and apply pastels opportunities to an adaption of the colours and threads to apply paint, including for example fingers, paint brushes, sticks, cotton buds and paint brushes in a range of sizes from very tiny to opportunities to use cherr of more very tiny to opportunities to to use different tools to such as soft and paint brushes in a range of sizes to use other from very tiny to opportunities to use poportunities to use poportunities to build using opportunities to build using opportunities to use different objects to use wing flow make art using object with paint and applying it to a surface principle of sealed to make art using object with paint and applying it to a surface principle of sealed to make art using object with paint and applying it to a surface to threads to make art using object with paint and applying it to a surface threads to use fabrics, objects, cut fruit and applying it to a surface or waterials such as soft pencils, felt-tip pens, classic principle of such as seving pencils, chalk pastels and oil pastels opportunities on a range of sizes from very tiny to good and threads to to faw using and waterials surface to favourities to use fabrics, objects with paint and applying it to a surface or waterials surface to favourities to use fabrics, objects with paint and applying it to a surface or waterials surface to favourities to use fabrics, objects with paint and applying it to a surface or waterials for make art using colour including with ready mixed threads to use fabrics, objects with paint and													
VRI Sollie Drawing "Power from the control of the c													
VY October of the control of the con													
VR Skills: Urawing Phanting 2D That was early several several experience of the control of th		· ·											
settlements and consisteration of control of the co													
VR Skills: Drawing — Painting—2D Printmaking — Colour — "Basil to													
Treatment of the control of the cont								dia ioiii.					
VR Skills: Drawing Painting – 2D colour of the proportion of the		different times and											
VR Skills:		cultures.											
VR Sulls: Sulls: Traver from memory, observation observation and imagination imagination imagination imagination imagination and imagination imagina		Evaluating and											
VR Specific to the phere and too small the phere and too small this phere and this phere and this phere and this phere and too small this phere and thi													
Analysis of the particular words. Skills: Painting 2D colour "Bac able to make a print by opportunities to make art using and marker and poportunities to draw using art materials such as sort epends, lett-tip pens, biros, cayons, charcoal, challe pens, biros, charcoal, ch													
VRI Sellis: Drawing Painting = 2D colour "Be able to make a printity opportunities to make art using and mangination elegated opportunities to draw using at materials such as soft pennils, elegated pennils, felt-til use other coloured such as found, pennils, pennils, self-til to use other coloured pennils, felt-til use other materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials such as soft pennils, elevation opportunities to draw using at materials with ready mixed opportunities potentials, elevation opportunities to draw using at materials with ready mixed opportunities potentials, elevation opportunities to draw using expens, biros, crayons, and pennils, elevation opportunities to use other materials for draw in trushes, sicks, cotton buds and patients for draw in trushes, sicks, cotton buds and patients for draw in trushes, sicks, cotton buds and patients for draw in trushes in a range of sizes of materials with a soft pennils of drawing such as robot to use other materials for drawing such as to blocks or drawing such as to blocks or drawing such as to blocks and arising opportunities to use other materials for drawing such as to blocks or drawing such as to blocks or drawing such as a trushed as a colour independent of the pennils of drawing such as a trushed and plant trushes in a range of sizes from very timy to large decorating brishes. "Learn how to visit or drawing such as a trushed as a colour independent or drawing such as a trushed as a colour independent or drawing such as a trushed and plant trushes in a range of sizes from very timy to large decorating brishes." **Have the poportunities to draw using such a													
VR Skills: Drawing "Drawing clour "Draw from memony, observation and make art using opportunities to and and imagination to draw using opportunities proportunities to draw using at materals such as soft pencis, felt-tip pens, biros, crayons, chalks assel to pens, biros, crayons, charcoal, chalk pastels and oll pens, biros, crayons, charcoal, chalk pastels and oll pastels opportunities to use other one that the trushes, sticks, cotton buds pastels opportunities to make the coloured to use other one that the trushes, sticks, cotton buds pastels opportunities to make the coloured to draw using attended to draw using colour united to draw using attended to draw using colour united to draw using colour united to draw using colour united to draw using attended to poportunities to draw using attended to draw using attended to poportunities to draw using attended to													
Skills: Drawing "Drawing "Be able to "Balls: Collage "Have opportunities to loading an object with paint and make art using opportunities to draw using art materials such as soft pencils, crayons, crayons, charcoal, chalk pastels and oil pastels wath and using art materials such as soft pencils, crayons, crayons, charcoal, chalk pastels and oil pastels to apply paint, handprints and borderins and bandprints and bandprints and borderins and bandprints and borderins and popportunities to poportunities to poportunities to draw using art materials such as soft pencils, crayons, charcoal, chalk pastels and oil pastels to apply paint, handprints and borderins by charcoal, chalk pastels and oil pastels to apply paint, handprints and borderins by coloured poportunities to poportunities		about it. E.g.											
VR Skills: Drawing Toraw from memory, observation and imagination "Have opportunities to imagination "Have opportunities to colour including and and paphyng it which ready mixed or an and imagination "Have opportunities to to draw using at materials such as soft pencis, pens, biros, crayons, crayons, charcoal, chalk pastels and oil pens, biros, crayons, crayons, charcoal, chalk pastels and oil pens, biros, crayons, crayons, charcoal, chalk pastels and oil pens, biros, crayons, crayons, charcoal, chalk pastels and oil pastels "Have opportunities to and weaking eg, on a card weaving eg, on a fence or on a card weaving eg, on a fence or on a card weaving eg, on a serving eg, on a serving eg, on a card weaving eg, on a serving eg,													
VR Skills: Drawing Formation of the development of the programming of													
VR Skills: Drawing Painting - 2D colour **Be able to make a print by observation and memory, observation and imagination imagination and expression such as stort pencils, felt-tip pens, process, clarcoal, chalk pastels and oil pensity finds, clarcy opportunities to use other make and warring patterns by astels to use other charcoal, chalk pastels and oil pastels opportunities to use other charcoal, chalk pastels and oil pastels to use other materials for drawing such as ribbons, with sead so the control of the pastels of the control of the		might change in											
YR Skills: Skills: Painting – 2D Printmaking Textiles Skills: Textiles Skills: Skills: Skills: Printmaking Textiles Skills: Skills													
Skills: Drawing Planting = 2D Colour "Be able to make a print by loading an object with paint and applying it to a surface opportunities to draw using art materials such as soft pencils, electing pencils, elec													
Drawing Painting – 2D Colour Britanking Colour Britanking Colour Britanking Printmaking Pr													
Drawing Painting – 2D Colour Britanking Colour Britanking Colour Britanking Printmaking Pr									A	2			
**Border from memory, observation and make art using object with paint and applying it observation and imagination exportanties to draw using at materials such as soft pencils, felt-tip pens, biros, crayons, charcoal, chalk pastels and oil pastels **Have opportunities to make a print by loading an object with paint and applying it ribbons and ithreads to sufficace, and threads to waterials for coloured opportunities to a surface weaving pens, biros, crayons, crayons, charcoal, chalk pastels and oil pastels **Have opportunities to make art using object with paint and and an adaptiving it ribbons and ithreads to waterials and oil pastels **Learn the deling opportunities to a publy paint, cardon and broady and paint brushes opportunities to apply paint, pastels and oil pastels **Have opportunities to memory, observation object with paint and object with paint and object with paint and applying it ribbons and threads to waterials for a surface **Have opportunities to make art using object with paint and object with paint and object with paint and and applying it ribbons and threads to waterials and an aterials with a such as soft und learn pencils, felt-tip pens, biros, crayons and oil such as soft and paint brushes in a footprints of sewing e.g., or a fence or opportunities to apply paint, including for example fingers, and paint brushes in a footprints by pressing objects and and paint brushes and paint brushes in a footprints by riciple of sewing e.g., or a fence or opportunities to such as found of sewing e.g., or a fence or opportunities to apply paint, including for example fingers, and paint brushes in a footprints by recissing objects was a foot on a fence or opportunities to apply paint, including for example fingers, and paint brushes in a footprints by recissing objects in threads to an adaptive data and weaving object with paint and stricts of the patterns by double or desir	YR											Skills:	
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and make art using colour including minagination "Have opportunities to draw using art materials such as soft pencils, electric pensis, felt-tip pens, biros, crayons, crayons, charcoal, chalk pastels and oil pastels pens biros, crayons, charcoal, chalk pastels and oil pastels pens biros, crayons, charcoal, chalk pastels and oil pastels where the corportunities to use other materials for drawing such as ribbons, where the corportunities to use other materials for drawing such as ribbons, white makes art using with ready mixed paint, the construction kits, junk materials on and sticking o construction kits, junk materials time douting and applying it to a surface construction kits, junk materials time douting in the post of the construction kits, junk materials or disposed threads to make art time dating with ready mixed paint, watercolour tins, felt tip pens, crayons and oil gifferent tobjects such as found objects, cut fruit and napplying it to a surface "Have opportunities to use different tobjects such as found objects, cut fruit and napplying it to a surface "Have opportunities to use different tobjects such as found objects, cut fruit on a fence or on a card weaving e.g., on a fence or on a card weaving loom and flink card learn how to apply paint, including for example fingers, paint brushes, in a range of sizes from very tiny to large opportunities to use other materials for drawing such as ribbons, white makes are running plasticine, clay or materials such as soft different tobjects such as found objects, cut fruit on fertification of make art waterials to draw using and natural waterials such as soft different tobjects such as soft to use different tools to use dif					* *		• •	• •					
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such as soft pencils, * Have opportunities to pencils, felt-tip pens, biros, crayons, charcoal, chalk pastels sto use different by astels and oil pastels *Have opportunities to opportunities to use other materials for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for drawing such as ribbons, *Learn that adding value for dark in the pencils, felt-beads onto opportunities to use different tools and by making on a card weaving e.g., on a fence or oper and thin card weaving loom at fished beads onto opportunities to opportunities to pencils, felt-beads on to opportunities to apply paint, including for example fingers, paint brushes, on a fence or on a card weaving different modelling materials such as optimal fished beads onto opportunities to objects, cut fruit and vegetables and different modelling materials such as pencils, felt-tip pens, sticks, cotton buds and paint brushes in a range of sizes from very tiny to large decorating brushes and paint brushes on a sewing card thin card "Learn how to apply the right opportunity to a sewing card to the pencils, felt-tip pencils, including for evample fingers, paint brushes, bind, and paint brushes in a range of sizes from very tiny to large decorating brushes in a range of sizes from very tiny to large decorating brushes and paint brushes in to clay opportunity to make prints by rolling objects such as toy cars, tyres, and the right opportunities to opportunities to use other of the opportunities to use other on a card weaving liderent modelling different modelling different modelling different modelling different modelling different modelling dough wathing and paint brushes, ball and paint br		_	cravons and oil	different objects	basic		opportunities to	art materials	to use different tools	such as found	of weaving e.g.,	e.g.,	materials
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pastels and oil pastels *Have opportunities to use other materials for drawing such as ribbons, *Italian pastels and oil pastels *Learn that adding white makes a colour stricking opportunity to as ribbons, *Learn that adding white makes and oil principle of sewing e.g., on a sewing card *Learn that adding white makes a colour stricking opportunity to make prints by rolling objects such as ribbons, *Learn that adding white makes a colour stricking opportunity to make prints by rolling objects such as ribbons, *Learn that adding white makes a colour stricking opportunity to make prints by rolling objects such as toy cars, *Learn that adding opportunities to use other opportunities such as sond, gravel and oil stricking opportunities to use other opportunities to use other opportunities to use other opportunities to use other opportunities opportunities to use other opportunities opportunity to use other opportunities opp			example fingers.	*Be able to print	*Learn the		*Learn how they	crayons,	very tiny to large	patterns by			materials
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	beads, mark making in sand, water on a dry playground surface etc. *Experience drawing on a variety of surfaces and on both a very large and very small scale *Be able to identify shapes, pattern, lines, light and dark in their drawings and describe marks eg curly, fat, thin, soft.	colour lighter and adding black makes it darker *Be able to name a range of primary and secondary colours and talk about which colours they like and why	tyres, marbles and tricycles	string or ribbon *Be encouraged to sort and name different kinds of fabrics by textures and colours *Identify and talk about textiles in the world around them, e.g., clothes, carpets, and curtains	sprinkled onto a patch of glue and then tipped off	*Learn how they can make patterns by pressing objects and tools into modelling materials and by pressing modelling materials into moulds *Explore the properties of clay, including how it becomes soft with water and hardens when dry. Recognise objects made from clay eg ornaments, tiles and pottery.	as ribbons, skipping ropes, beads, mark making in sand, water on a dry playground surface etc. *Experience drawing on a variety of surfaces and on both a very large and very small scale *Be able to identify shapes, pattern, lines, light and dark in their drawings and describe marks eg curly, fat, thin, soft.	colours they like and why		of fabrics by textures and colours *Identify and talk about textiles in the world around them, e.g., clothes, carpets, and curtains	sand, gravel and glitter can be sprinkled onto a patch of glue and then tipped off	knife or scissors *Experim with way joining materials and object together *Learn he they can make patterns pressing objects a tools into modelling materials and by pressing modelling materials into mou *Explore propertie clay, including how it becomes with water and hard when dry Recognist objects in from clay e.g., ornamen tiles and
Values	Friendship	Friendship/Respect	Норе	Forgiveness	Perseverance	Generosity	Friendship	Friendship/Respect	Норе	Forgiveness	Perseverance	pottery. Generosi

General opportunities for KS1 children in art should include:

- Being able to choose from continuous provision for creative work, as well as take part in adult led activities
 - Having the opportunity to think about what art is and meet and work with professional artists
 - Talking about the stories and ideas in their art works
 - Having opportunities to make art works outdoors, including with natural materials

- Having opportunities to make art using light, eg with transparent and opaque objects and materials on an OHP
 - Making art that is very small and art that is very big
 - Making art individually and collaboratively
- Having opportunities to experiment with art materials in an open-ended way, rather than to predetermined end product
 - Working safely with art tools and materials
 - Having opportunities to return to their work and continue it
 - Being able to talk about what they think or feel about their own art and other children's

Art at KS1 should ideally be built on;

Responding to stories, words, poems and experiences.

An urban walk – sounds, sights, emotions,

Building a snowman

Reading The Gruffalo!

Key stage 2

- 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.
 - Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 about great artists, architects and designers in history.

By ensuring that children have explored the skills for their age range before moving onto the next, children should make progress in art. Skills for the previous age-group should be revisited if they haven't already been covered. Teachers are encouraged to differentiate for less able or gifted and talented children by referring to the recommendations for younger or older age groups.

Areas to cover- See Access Art for ideas www.accessart.org: Drawing, Sketchbooks, Printmaking, Sculpture, Design, Painting, Craft, Textiles, Multimedia