



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 2
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: <u>Drawing</u> 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. <u>Drawing</u> Quentin Blake – Illustrations/comic characters. <u>Breadth of Study</u> *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: <u>Sculpture/3D Form</u> *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. <u>& Textiles</u> Puppets/picture frames,	Skills: <u>Sculpture/3D Form</u> Mosaics/pottery.	Skills: <u>Painting</u> *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. <u>Printmaking</u> 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: <u>Painting</u> Katsushika Hokusai and Van Gogh (The Great Wave of Kanawagwa & Starry Night)	Skills: <u>Textiles & Collage</u> 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: <u>Printmaking</u> 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. <u>Painting</u> <u>Drawing</u> Andy Warhol & Roy Lichtenstein, Pop Art.	Skills: <u>Painting</u> *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. <u>Sculpture/3D Form</u> *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: <u>Drawing</u> * 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: <u>Textiles & Collage</u> 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. <u>Painting</u> Seascapes, Molluscs and shells.	Skills: <u>Textiles & Collage</u> Bunting, costumes	

<p><u>Exploring and developing ideas (ONGOING)</u> *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and developing work (ONGOING)</u> *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.</p>				<p>the effect they want</p> <ul style="list-style-type: none"> • Resist printing including marbling, silkscreen and cold-water paste. <p>& Drawing Indigenous people Portraits.</p> <p>Painting & Printmaking Indigenous animals</p>								
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<p>Y3</p>	<p>Skills: <u>Printmaking</u> 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. Banksy 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.</p> <p><u>Breadth of Study</u> *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.</p> <p><u>Exploring and developing ideas (ONGOING)</u> *Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p>	<p>Skills: <u>Drawing</u> *Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><u>Quinten Blake Illustrations</u></p>	<p>Skills: <u>Sculpture/3D Form</u> Join clay adequately and work reasonably independently. * Construct a simple clay base for extending and modelling other shapes. *Cut and join wood safely and effectively. * Make a simple papier mache object. * Plan, design and make models.</p> <p><u>Ancient Greek Pottery</u></p>	<p>Skills: <u>3D Form and Drawing</u> Bridge construction and Charcoal drawings of Brunel's structures</p>	<p>Skills: <u>Drawing/2D Colour</u> <u>Painting</u> *Mix a variety of colours and know which primary colours make secondary colours. *Use a developed colour vocabulary. *Experiment with different 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.</p> <p><u>Hokusai - The Great Wave off Kanagawa</u> Sketching and using water colours</p>	<p>Skills: <u>Textiles & Collage</u> Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. *Name the tools and materials they have used. *Develop skills in stitching. Cutting and joining. * Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Carnival/Festival, costumes.</p>	<p>Skills: <u>Sculpture/3D Form</u> Join clay adequately and work reasonably independently. *Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. * Make a simple papier mache object. • Plan, design and make models.</p> <p>To use recycled and natural materials to make a construction.</p> <p>To be able to use a glue gun cleanly and safely to make a 3D work.</p> <p><u>Drawing</u> To talk about the use of tone, pattern, texture, line and shape. To draw from imagination.</p> <p><u>Painting</u> *Mix a variety of colours and know which primary colours make secondary colours. *Use a developed</p>	<p>Skills: <u>Sculpture/3D Form</u> Join clay adequately and work reasonably independently. * Construct a simple clay base for extending and modelling other shapes. *Cut and join wood safely and effectively.</p> <p>Stone Age cave drawings on clay</p> <p><u>Drawing and Printmaking</u> *Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Using a variety of tools to create cave drawings.</p> <p><u>Painting</u> *Mix a variety of colours and know which primary colours make secondary colours. *Use a developed colour vocabulary. *Experiment with different 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.</p> <p>StoneHenge Landscapes</p>	<p>Skills: <u>Printmaking?</u> Silhouettes – Artist study: Jan Pienkowski</p>	<p>Skills: <u>Sculpture/3D Form</u> *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.</p> <p><u>Painting</u> *Mix a variety of colours and know which primary colours make secondary colours. *Use a developed colour vocabulary. *Experiment with different 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.</p> <p>3D board books of fairy tale characters.</p>	<p>Skills: <u>Printmaking</u> Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing.</p> <p>Printing using man-made and natural objects and layering combined with Drawing and Painting</p>	<p>Skills: <u>Textiles & Collage</u> Use a variety of techniques inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. *Name the tools and materials that have been used. *Develop skills in stitching. Cutting and joining. * Experiment with a range of media e.g. overlapping layering etc. Bunting, costumes</p>
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	<p>* Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and 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.</p>						<p>colour vocabulary. *Experiment with different 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.</p> <p>Water colours – Who would live in a house like this.</p>					
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<p>Y2</p>	<p>Skills: <u>Drawing</u> and <u>Painting</u> 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. ☑ 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.</p> <p>* 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.</p> <p><u>Learning about an artist</u> Rainforest art – Henri Rousseau - Surrealism. Breadth of Study</p>	<p>Skills: <u>Drawing</u> and <u>Painting</u> from observation <u>Printmaking</u> *Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. <u>Mixed media - Printmaking & collage</u> Christmas cards. Autumn Term 1 - Wonderland 3D – Clay modelled birds Or Drawn & Collaged birds – cardboard/foam board, wire, drawing materials (chalks, watercolours, inks etc)</p> <p>Use manmade and natural materials to decorate birds.</p> <p><u>Drawing Feathers.</u></p>	<p>Skills: <u>Drawing</u> <u>Learning about an artist</u> Peter Thorpe – Abstract Art <u>Painting</u> 2D colour & Wax resist, Pastels, oils and mark making.</p>	<p>Skills: <u>Drawing</u> Self Portraits – Astronauts. <u>Painting</u> 2D colour & Wax resist, Pastels, oils and mark making.</p>	<p>Skills: <u>Painting</u> Mixed Media Seascapes and looking at work of William Turner (Learning about an artist)</p> <p><u>Or</u></p> <p><u>(Learning about an artist) - Hokusai 'The Great Wave off Kanagawa'</u> Warm & cool colours - understanding relationships of primary & secondary colours. <u>Printmaking</u></p> <p>Relief print of wave <u>Or</u></p> <p><u>Textiles & Collage</u> Use a variety of techniques, inc. weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic.</p>	<p>Skills: <u>Learning about an artist</u> <u>Alexander Calder, Barbera Hepworth, Anthony Gormley, Henry Moore.</u></p> <p>Sculpture/3D Form - Make an alexander Calder mobile with Recyclables.</p> <p>Make own materials to use on sculpture. <u>Textiles & Collage</u> Use a variety of techniques, inc. weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.</p>	<p>Skills: <u>Drawing and Painting</u> 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. • 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.</p> <p>* 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.</p> <p><u>Learning about an artist</u></p>	<p>Skills: <u>Learning about an artist</u> <u>Alexander Calder, Pablo Picasso</u></p> <p>Draw from close looking via observation from primary & secondary source material and from imagination.</p> <p>Sculpture/3D Form - Make a toy sculpture inspired by Pablo Picasso - Petit Cheval with Recyclables/cardboard.</p> <p>Autumn Term 1 - Houses Around the World</p> <p><u>Drawing -</u> Develop mark making skills through experimentation with various drawing media; pencil, graphite, chalk, soft pastel, wax & charcoal.</p> <p>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”</p>	<p>Skills: <u>Painting</u> 2D colour Painting <u>Drawing</u> <u>Illustration - Mark making techniques - Turning paper into 'fur'</u></p> <p><u>Painting</u> Fairy Tale characters - Wolves</p> <p>Investigating Author/Illustrators: Mini Grey Emily Gravett Quentin Blake</p>	<p>Skills: <u>Collage & Sculpture/3D Form</u> * Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. *Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Dragons (birds) wire/cardboard frame?</p> <p><u>Drawing/ Painting</u> 2D colour Painting Watercolour Dragon eggs</p>	<p>Skills: <u>Learning about an artist</u> <u>Andy Goldsworthy James Brunt</u></p> <p>Sculpture/3D Form Modroc-making patterned Vessels</p> <p><u>Drawing</u> Draw from close looking via observation from primary & secondary source material and from imagination <u>Printmaking</u> Monoprints *Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.</p>	<p>Skills: <u>Learning about an artist</u> Emma Ma</p> <p><u>Textiles</u> <u>Collage</u> Use a variety of techniques inc. weaving French knit tie- dyeing fabric crayons and wax resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic • Stitch, knot and use other manipulative skills.</p> <p>Collage Landscape the River bank. Using texture, colour & imagination to make different materials represent real life objects.</p> <p>Wool, paper, plastic, cardboard, fabric, cotton wool, feathers, leaves.</p>
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<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>☑ Use ICT</p> <p>*Investigate different kinds of art, craft and design.</p> <p>Exploring and developing ideas (ONGOING)</p> <p>* Record and explore ideas from first hand observation, experience and imagination.</p> <p>☑ Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>☑ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Evaluating and developing work (ONGOING)</p> <p>• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>• Identify what they might change in their current work or develop in their future work.</p> <p>Sculpture/3D Form</p> <p>* Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>• Build a textured relief tile.</p> <p>• Understand the safety and basic care of materials and tools. *Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>				<p>• Stitch, knot and use other manipulative skills.</p> <p>Collage - using found materials</p> <p>Beach scenes using Flotsam and Jetsom.</p> <p>Textiles</p> <p>Tie Dye t-shirts and collage of fabrics to look like sea scape.</p> <p>Drawing/ Painting</p> <p>Colour, texture & form -</p> <p>Treasured Fossils or Become a Fossil -</p> <p>Explore painting on different surfaces, such as fabric (dressing up as a fossil.</p>		<p>Rainforest art –Henri Rousseau - Surrealism.</p> <p><u>Breadth of Study</u></p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>☑ Use ICT</p> <p>*Investigate different kinds of art, craft and design.</p> <p><u>Exploring and developing ideas (ONGOING)</u></p> <p>* Record and explore ideas from first hand observation, experience and imagination.</p> <p>☑ Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>☑ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><u>Evaluating and developing work (ONGOING)</u></p> <p>• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>• Identify what they might change in their current work or develop in their future work.</p> <p><u>Sculpture/3D Form</u></p> <p><u>Josep Guinovart</u></p>	<p>Victorian Christmas Cards</p> <p>Printmaking – Monoprints</p> <p>*Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>• Design patterns of increasing complexity and repetition.</p> <p>• Print using a variety of materials, objects and techniques.</p>				
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	<p><u>Sculpture/3D Form</u> Josep Guinovart</p>											
Y1	<p>Skills: <u>Textiles & Collage</u></p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and Binca.</p> <ul style="list-style-type: none"> • 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. <p><u>and Drawing portraits – Arcimboldo</u></p> <p><u>Breadth of Study</u> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <ul style="list-style-type: none"> • Use ICT <p>*Investigate different kinds of art, craft and design.</p> <p><u>Exploring and developing ideas (ONGOING)</u></p> <ul style="list-style-type: none"> * Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for 	<p>Skills: <u>Drawing from observation.</u></p> <p>*Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>*Use a sketchbook to gather and collect artwork.</p> <p>*Begin to explore the use of line, shape and colour</p> <p><u>Drawing houses</u></p> <p><u>Sculpture/3D Form</u> Bears – Playdough Clay tree sculptures</p>	<p>Skills: <u>Painting</u></p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and Shades, using different types of paint. <p>* Create different textures .e.g. use of sawdust.</p> <p><u>2D Colour Mixing</u> P/S colours</p>	<p>Skills: <u>Drawing and Painting from observation.</u></p> <p><u>2D Colour</u> Van Gogh, Starry Starry night – Wax resist, Pastels, oils and mark making.</p>	<p>Skills: <u>Observational drawings</u> Seaside</p> <p><u>Printmaking</u></p> <ul style="list-style-type: none"> * 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. 	<p>Skills: <u>Textiles</u> <u>Carnival/Festival, costumes</u></p> <p><u>Sculpture/3D Form</u></p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> * 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. 	<p>Skills: <u>Textiles & Collage</u></p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and Binca.</p> <ul style="list-style-type: none"> • 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. <p><u>and Drawing portraits – Arcimboldo</u></p> <p><u>Sculpture/3D form</u></p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> * Explore sculpture with a range of malleable media, especially clay. * Experiment with, construct and join 	<p>Skills: <u>Sculpture/3D Form</u></p> <p>James Brunt Collections of natural objects</p> <p>Printing</p>	<p>Skills: <u>Textiles: Weave hot air balloon basket.</u></p> <p><u>Drawing: Feathers</u></p>	<p>Skills: <u>Painting/ colour mixing</u></p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and Shades, using different types of paint. <p>* Create different textures .e.g. use of sawdust.</p> <p>Shape/colour 2D colour: hot air balloons</p> <p><u>Sculpture/3D Form: Birds</u></p>	<p>Skills: <u>Printmaking sunflowers</u></p> <ul style="list-style-type: none"> * 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. <p>Landscapes</p> <p>Van Gogh: Sunflowers</p>	<p>Skills: <u>Printmaking Drawing Plants</u></p>

	<p>their work, and develop their ideas.</p> <ul style="list-style-type: none"> • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p><u>Evaluating and developing work (ONGOING)</u></p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. 						recycled, natural and man-made materials. * Explore shape and form.					
YR	<p>Skills: Drawing</p> <p>*Draw from memory, observation and imagination *Have opportunities to draw using art materials such as soft pencils, coloured pencils, felt-tip pens, biros, crayons, charcoal, chalk pastels and oil pastels *Have opportunities to use other materials for drawing such as ribbons, skipping ropes,</p>	<p>Skills: Painting – 2D colour</p> <p>*Have opportunities to make art using colour including with ready mixed paint, watercolour tins, felt tip pens, crayons and oil pastels *Have opportunities to use different tools to apply paint, including for example fingers, paint brushes, sticks, cotton buds and paint brushes in a range of sizes from very tiny to large decorating brushes *Learn that adding white makes a</p>	<p>Skills: Printmaking</p> <p>*Be able to make a print by loading an object with paint and applying it to a surface *Make repeating patterns using different objects such as found objects, cut fruit and vegetables and by making handprints and footprints *Be able to print patterns by pressing objects into clay *Have the opportunity to make prints by rolling objects such as toy cars,</p>	<p>Skills: Textiles</p> <p>*Have opportunities to use fabrics, ribbons and threads to make art *Learn the basic principle of weaving e.g., on a fence or on a card weaving loom *Learn the basic principle of sewing e.g., on a sewing card *Learn how to thread beads onto</p>	<p>Skills: Collage</p> <p>*Have opportunities to make pictures and patterns by cutting and sticking a variety of materials e.g., wallpaper, cellophane, tissue paper *Be able to cut and tear paper and thin card *Learn how to apply the right amount of glue for sticking *Be able to sort materials for collage by colours and textures *Learn how materials such as sand, gravel and glitter can be</p>	<p>Skills: Sculpture/3D Form</p> <p>*Have opportunities to build using construction kits, junk materials and natural materials *Have opportunities to model using different modelling materials such as plasticine, clay or dough *Learn how they can cut malleable materials with a blunt knife or scissors *Experiment with ways of joining materials and objects together</p>	<p>Skills: Drawing</p> <p>*Draw from memory, observation and imagination *Have opportunities to draw using art materials such as soft pencils, coloured pencils, felt-tip pens, biros, crayons, charcoal, chalk pastels and oil pastels *Have opportunities to use other materials for drawing such</p>	<p>Skills: Painting – 2D colour</p> <p>*Have opportunities to make art using colour including with ready mixed paint, watercolour tins, felt tip pens, crayons and oil pastels *Have opportunities to use different tools to apply paint, including for example fingers, paint brushes, sticks, cotton buds and paint brushes in a range of sizes from very tiny to large decorating brushes *Learn that adding white makes a colour lighter and adding black makes it darker *Be able to name a range of primary and secondary colours and talk about which</p>	<p>Skills: Printmaking</p> <p>*Be able to make a print by loading an object with paint and applying it to a surface *Make repeating patterns using different objects such as found objects, cut fruit and vegetables and by making handprints and footprints *Be able to print patterns by pressing objects into clay *Have the opportunity to make prints by rolling objects such as toy cars, tyres, marbles and tricycles</p>	<p>Skills: Textiles</p> <p>*Have opportunities to use fabrics, ribbons and threads to make art *Learn the basic principle of weaving e.g., on a fence or on a card weaving loom *Learn the basic principle of sewing e.g., on a sewing card *Learn how to thread beads onto string or ribbon *Be encouraged to sort and name different kinds</p>	<p>Skills: Skills: Collage</p> <p>*Have opportunities to make pictures and patterns by cutting and sticking a variety of materials e.g., wallpaper, cellophane, tissue paper *Be able to cut and tear paper and thin card *Learn how to apply the right amount of glue for sticking *Be able to sort materials for collage by colours and textures *Learn how materials such as</p>	<p>Skills: Sculpture Form</p> <p>*Have opportunities to build using construction kits, junk materials and natural materials *Have opportunities to model using different modelling materials such as plasticine, clay or dough *Learn how they can cut malleable materials with a blunt</p>

	<p>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.</p>	<p>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</p>	<p>tyres, marbles and tricycles</p>	<p>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</p>	<p>sprinkled onto a patch of glue and then tipped off</p>	<p>*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.</p>	<p>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.</p>	<p>colours they like and why</p>		<p>of fabrics by textures and colours *Identify and talk about textiles in the world around them, e.g., clothes, carpets, and curtains</p>	<p>sand, gravel and glitter can be sprinkled onto a patch of glue and then tipped off</p>	<p>knife or scissors *Experiment with ways of joining materials and objects together *Learn how they can make patterns by pressing objects and tools into modelling materials and by pressing modelling materials into moulds *Explore properties of clay, including how it becomes soft with water and hardens when dry. Recognise objects made from clay e.g., ornaments, tiles and pottery.</p>
Values	Friendship	Friendship/Respect	Hope	Forgiveness	Perseverance	Generosity	Friendship	Friendship/Respect	Hope	Forgiveness	Perseverance	Generosity

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