



National Curriculum Aims:

National Curriculum – Key Stage 1:
Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

National Curriculum Key Stage 2:
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

Early Years:
Early Learning Goals
Creating with Materials

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

STRAND	Nursery	Reception	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. • 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 	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. • Understand how artists choose materials based on their properties in order to achieve certain effects. • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to

	<ul style="list-style-type: none"> Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> How to look carefully to make an observational drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. To know how to turn a range of marks successfully to a drawing. 	<ul style="list-style-type: none"> begin purposefully choosing materials for a specific effect. How to use different materials and marks to replicate texture. How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. To know how to apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.
Examples of activities and resources	<p>Drawing of a person Mark making using fine and gross motor, inside and out</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art</p>	<p>Drawings of self Observational drawings of poppies using a variety of media</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art</p>	<p>Making your Mark</p> <p>L1- Research lesson- exploring media L2- Exploring line L3- 'Making Waves' L4- 'Experimenting with Media' L5- Observational Drawing L6- Walking gallery & evaluations</p> <p>Suggested artists: Bridget Riley, Zaria Forman, Wassily Kandinsky</p>	<p>Salfordscape</p> <p>L1- Research lesson- L2- Charcoal mark making L3- Creating texture L4- Zoom in L5- Observational Drawing L6- Walking gallery & evaluations</p> <p>Suggested artists: LS Lowry, David Coulter, Harold Riley, Bob Richardson</p>
Key Vocabulary	Mark make, line, colour, pencil, crayon, draw, paint, paint brush,	Features, face, colour, line, draw, curve, straight, observe	2D shape, continuous, horizontal, vertical, observe, diagonal, wavy, cross-hatch, line, texture	Cross hatching, hatching, lines, mark-making, observe, scribbling, sketch, stippling, texture
	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> To understand how to apply tone, with some guidance about where to use it. To use shading to demonstrate a sense of light and dark in their work with a reasonable degree of accuracy and skill. Use simple shapes to form the basis of a detailed drawing. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, 	<ul style="list-style-type: none"> To use basic shapes to form more complex shapes and patterns. To use shading to demonstrate a sense of light and dark in their work with a reasonable degree of accuracy and skill. Patterns can be irregular and change in ways that are not as you would expect. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. To use shading to demonstrate a sense of light and dark in their work with a reasonable degree of accuracy and skill. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Work with a range of media with control in different ways to achieve different effects, including 	<ul style="list-style-type: none"> Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. To know how to combine imagery into unique compositions. To know how to achieve the tonal technique called chiaroscuro. To know the effects different materials make. To know gestural and expressive ways to make marks. To use observation and sketch objects quickly. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece and

	<p>planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. • To know the difference between organic and geometric shapes. • To know how to develop their work through direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. 	<p>planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> • To use pencils of different grades to shade and add tone. • To use a pencil with varying pressure to create different marks. • To use observation and sketch objects quickly. • To use charcoal and an eraser to draw tone. • To draw objects in proportion to each other. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression and movement to a drawing. • To know how to use different media and techniques to create a 3D drawing with shading and highlights. • To begin to understand how artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. 	<p>experimenting with the techniques used by other artists.</p> <ul style="list-style-type: none"> • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • To use pencils of different grades to shade and add tone. • To use a pencil with varying pressure to create different marks. • How to combine techniques to create a final composition. • To use observation as a way to record. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Artists are influenced by what is going on around them. • Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Begin to develop an awareness of composition, scale and proportion in their drawings. • Mix colour shades and tones with confidence, understanding which works well in their work and why. • To draw facial features in proportion to each other. • To use my knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • To know that shade and tone techniques can be used create a 3D self-portrait. • Describe and reflect upon the processes they are using and how they hope to achieve high quality outcomes. 	<p>incorporating the formal elements of art.</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks, as well as using annotations of their thoughts. • To draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images when working with tone. • To know how to independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • To know that artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.
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Examples of activities and resources	<p align="center"><u>Growing Artists</u></p> <p>L1- Research lesson- L2- Observational drawing L3- Shading L4- Botanical drawing L5- Abstract drawing L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Georgia O'Keffee, Charles Darwin, Carl Linnaeus, Max Ernest</p>	<p align="center"><u>Life in 3D</u></p> <p>L1- Research lesson- shade and tone L2- 3D pencil drawing L3- Sense of proportion L4- Hatching L5- Observational Drawing L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Henry Moore, Ed Ruscho, Alberto Giacometti, Fernando Botero</p>	<p align="center"><u>Faces</u></p> <p>L1- Research lesson L2- Experimental style L3- Shade and Tone L4- My Face L5- Observational Drawing L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Frida Kahlo, Diego Rivea</p>	<p align="center"><u>Light-Dark</u></p> <p>L1- Research lesson L2- Experimental mark making L3- Chiaroscuro L4- Chiaroscuro in digital form L5- Observational Drawing L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Leonardo da Vinci, Vilhelm Hammershoi, Winslow Homer, Odilon Redon</p>
Key Vocabulary	Arrangement, blend, composition, form, frottage, geometric, organic, shading,	Cross-hatching, figurative, hatching, highlight, proportion, shading, three dimensional (3D), tone	Portrait, self-portrait, symmetry, proportion, shading, sketch, three dimensional (3D), tone	Chiaroscuro, composition, mark making, mural, still life, technique, tonal, tone

National Curriculum Aims:				
<p>National Curriculum – Key Stage 1: <u>Key stage 1 pupils should be taught:</u></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 				
<p>National Curriculum Key Stage 2: <u>Key stage 2:</u> 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. <u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> 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 				
<p>Early Years: <u>Early Learning Goals</u> Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 				
STRAND	Nursery	Reception	Year 1	Year 2

<p>Painting and Mixed Media</p>	<ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. • Use one-handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. • 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 • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to clean a paintbrush when changing colour. • How to overlap paint to mix new colours. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. • Describing and comparing features of their own work and others' artwork. • To know that the primary colours are red, blue and yellow. • To know that primary colours can be mixed to make secondary colours. • To know that there are many different shades (or 'hues') of the same colour. • To know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Further demonstrate increased control with a greater range of media. *Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made • Try different tools to recreate a texture and decide which tool works best. • To know that colours can be mixed to 'match' real life objects or to create things from imagination. • To know that collage materials can be shaped to represent shapes in an image and chosen to represent texture. • To know how to use patterns to add detail to artwork.
<p>Examples of activities and resources</p>	<p>Jack Frost collages Chinese New Year dragons Painting to music Colour Monsters Outdoor art</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle</p>	<p>Winter scenes Chinese New Year dragons and lanterns Painting to music Colour Monsters Outdoor art</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle</p>	<p style="text-align: center;">Colour Splash</p> <p>L1- Research lesson- Colour Mixing L2- 'Printing with colour' L3- 'Exploring colour mixing' L4- Observational Drawing of still life L5- Clarice Cliff plates L6- Walking gallery & evaluations</p> <p>Suggested artists: Clarice Cliff</p>	<p style="text-align: center;">Life in Colour</p> <p>L1- Research lesson- colour exploration L2- 'Colour Magic' L3- Observational Drawing of natural objects L4- 'Texture and Collage' L5- 'Create collage' L6- Walking gallery & evaluations</p> <p>Suggested artists: Romane Bearden</p>

	Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art	Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art		
Key Vocabulary	Long, smooth, short, sharp, happy, sad, fast, slow, loud, quiet	Glide, swirl, sweep, flick, zig zag, dynamic, collage, landscape	Primary colour, secondary colour, hue, shade, concentric circles, design	Collage, detail, overlap, surface, texture,
	Year 3	Year 4	Year 5	Year 6
Painting and Mixed Media	<ul style="list-style-type: none"> • Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Using different tools or using the same tool in different ways can create different types of lines. • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • To be able to identify features that prehistoric paintings have in common. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Showing an understanding of appropriate finish and presenting work to a good standard. • Art is influenced by the time and place it was made, and this affects how people interpret it. • To know how to apply paint using different techniques e.g. stippling, dabbing, washing. • To know how to use tints and shades of a colour to create a 3D effect when painting. • To know how to arrange objects to create a still-life composition and how to plan a painting by drawing first. 	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Consider what choices can be made in their own work to impact their viewer. • Discuss how artists create work with the intent to create an impact on the viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • To know How to use sketchbooks to research and present information. • To know how to develop ideas into a plan for a final piece. • How to make a personal response to the artwork of another artist.

	<p>To know that organic forms can be abstract.</p> <ul style="list-style-type: none"> To know how to use simple shapes to scale up a drawing to make it larger. To know how to make natural paints using natural materials and use to paint on a rough textured surface. 	<ul style="list-style-type: none"> To know how to mix a tint and a shade by adding black or white, and using lighter and darker tints and shades of a colour can create a 3D effect. 	<p>solutions and make improvements to their work.</p> <ul style="list-style-type: none"> To know how to experiment with materials and create different backgrounds to draw onto. To know that artists use self-portraits to represent important things about themselves. To know how to develop a final composition from sketchbook ideas. 	
Examples of activities and resources	<p align="center"><u>Prehistoric Art</u></p> <p>L1- Research lesson- L2- Observational Drawing of British animals L3- 'Charcoal animals' L4- 'Prehistoric pallet' L5- 'Cave Paintings' L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> -</p>	<p align="center"><u>Light and Dark</u></p> <p>L1- Research lesson- tints and shades L2- 'Three Dimensions' L3- 'Painting Techniques' L4- Observational Drawing L5- 'Still Life' L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Paul Cezanne, Giorgio Morandi, Clara Peters</p>	<p align="center"><u>Portraits</u></p> <p>L1- Research lesson- self portraits L2- Observational Drawing of self L3- 'Line Portrait' L4- ''Changing Faces' L5- 'Mixed Media Portraits' L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Chila Kumari Singh Burman, Vincent Van Gogh</p>	<p align="center"><u>Artist Study</u></p> <p>L1- Artist research- David Hockney or Richard Brakenburg L2- Paula Rego L3- Fiona Rae L4- Lubaina Himidi L5- Research and planning L6- Create Art L7- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> David Hockney, Richard Brakenburg, Fiona Rae, Paula Rego, Lumaina Himidi</p>
Key Vocabulary	Prehistoric, proportion, sketch, texture, smudging, scaled up, composition, pigment,	Abstract, composition, contrasting, landscape, paint wash, pointillism, tint, vivid	Art medium, background, collage, evaluate, justify, monoprint, represent, transfer	Analyse, evaluation, inference, interpret, justify, respond, thought-provoking, translate

National Curriculum Aims:

National Curriculum – Key Stage 1:

Key stage 1 pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

National Curriculum Key Stage 2:

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

Early Years:

Early Learning Goals

Creating with Materials

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

STRAND	Nursery	Reception	Year 1	Year 2
Sculpture	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Use one-handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. • Compose and decompose shapes so that children recognise a shape can have other shapes within it • Select, rotate and manipulate shapes to develop spatial reasoning skills • 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 	<ul style="list-style-type: none"> • To know that we can change paper from 2D to 3D by folding, rolling and scrunching. • To know that three dimensional art is called sculpture. • Using their hands to manipulate a range of modelling materials, including paper and card. • Explore how to join and fix materials in place. • Creating 3D forms to make things from their imagination or recreate things they have seen. • Selecting colours, shapes and materials to suit ideas and purpose. • Designing and making something that is imagined or invented. • Beginning to develop skills such as measuring materials, cutting and adding decoration. • Use a sketchbook to plan simple ideas. • Describing similarities and differences between Art & Design e.g. between painting and sculpture, and linking these to their own work. • Describing and comparing features of their own work and others' artwork. 	<ul style="list-style-type: none"> • To know that pieces of clay can be joined using the 'scratch and slip' technique. • To know that a clay surface can be decorated by pressing into it or by joining pieces on. • To know that patterns can be made using shapes. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to artwork. • Developing understanding of sculpture to construct and model simple forms. • Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Developing basic skills for shaping and joining clay, including exploring surface texture. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Talk about art they have seen using some appropriate subject vocabulary. • Explaining their ideas and opinions about their own and others' artwork giving reasons. • Use a sketchbook to plan and develop simple ideas and in making simple informed choices in media.

Examples of activities and resources	<p>Clay Minibeasts Observational drawings of Minibeasts 3-D junk models of vehicles</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art</p>	<p>Junk modelling 3 Little Pigs Houses Clay sea creatures using a range of objects to create texture Observational drawings of seaside natural objects</p> <p>Ongoing skills & activities: Using ICT for Mark making Drawing Club linked to stories 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area to create sculptures Loose parts to create transient art</p>	<p>Paper Play</p> <p>L1- Research lesson- Trees and nature L2- Observational Drawing of trees using shade and tone L3- 'Paper Play' L4- 'Tree of Life', planning of sculpture L5- 3-D paper sculpture L6- Walking gallery & evaluations</p> <p>Additional lessons- African story of Anansi the spider. Individual 3-D sculpture spiders out of newspaper in the style of Louise Bourgeois.</p> <p>Suggested artists: Louise Bourgeois, Gustav Glint, Henri Rousseau</p>	<p>Clay Tiles</p> <p>L1- Research lesson- Seaside and nature L2- Observational Drawing of seaside natural objects exploring pencil grades and charcoal L3- 'Exploring Clay' pinch pots L4- 'Applying skills in clay', planning of clay tile L5- 3-D clay sculpture L6- Walking gallery & evaluations</p> <p>Suggested artists: Andy Goldsworthy</p>
Key Vocabulary	Join, roll, flatten, two dimensional (2D), three dimensional (3D), pinch, twist, clay,	Artist, imagine, attach, roll, flatten, two dimensional (2D), three dimensional (3D), pinch, twist, clay	Concertina, curve, overlap, sculpture, spiral, two dimensional (2D), three dimensional (3D), zig-zag	Impressing, sculptor, ceramic, negative space, score, sculpture, slip, surface
	Year 3	Year 4	Year 5	Year 6
Sculpture	<ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show space around and between objects. Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the process. Planning and thinking through the making process to create 3D forms. Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Exploring how shapes can be used to create abstract artworks in 3D. Using subject vocabulary to describe and compare creative works. Explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem solving process, collect and develop ideas and make changes to improve their work. 	<ul style="list-style-type: none"> To know that simple 3D forms can be made by creating layers by folding and rolling materials. To know how light and the absence of light can create shadows. To know that carving is a technique used by sculpture artists. Explore how different materials can be shaped and joined, using complex techniques, such as carving or modelling wire/pipe cleaners to create a 3D outcome. Showing an understanding of appropriate finish and presenting work to a good standard. Responding to stimulus and beginning to make choices about materials and techniques used to work in 3D. Using subject vocabulary confidently to describe and compare creative works. Using hands and tools with confidence when cutting, shaping and joining malleable materials. Evaluating their work more regularly and independently during the planning and making process. Use sketchbooks to collect and record visual information from different sources. 	<ul style="list-style-type: none"> To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three dimensional art work changes the effect of the piece. Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Extending ideas for designs through sketchbook use, research, justifying choices made during the design process. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural context may have influenced their creative work. Planning a 3D artwork, developing an idea in 2D into three dimensional. Persevering when constructions are challenged and working to problem solve more independently. Discussing the processes used by themselves and by other artists, and 	<ul style="list-style-type: none"> To know that the surface textures created by different materials can help suggest form in two dimensional art work. To know how an understanding of shape and space can support creating effective composition. To know how line is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g red for danger or for celebration. Drawing upon their experience of creative work, and their research, to develop their own starting points for creative outcome. Using personal plans and ideas to design and construct more complex sculptures and 3D forms. Combining materials and techniques appropriately to fit with ideas. Problem solving, editing and refining to create desired effect and results. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

	<p>Continue to use simple annotations to express responses.</p> <ul style="list-style-type: none"> Beginning to develop skills such as measuring materials, cutting and adding decoration. Describing similarities and differences between Art & Design e.g. between painting and sculpture, and linking these to their own work. Describing and comparing features of their own work and others' artwork. 	<p>Begin to plan structural ideas in addition to decorative. Collect source material for future works. Continue to use simple annotations to express responses.</p>	<p>describe the particular outcome achieved.</p> <ul style="list-style-type: none"> Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture and for decorative purposes. Annotations in sketchbook. 	<ul style="list-style-type: none"> Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture and for decoration. Detailed annotated work in sketchbook.
Examples of activities and resources	<p><u>Abstract art</u></p> <p>L1- Research lesson- Explore abstract sculptures L2- Observational Drawing of objects from nature using a range of gradient pencils L3- 'Structural Shapes' and 'Constructing in 3-D' L4- 'Exploring Space', planning of sculpture L5- 3-D abstract sculpture L6- Walking gallery & evaluations</p> <p>Additional lessons- Paint and decorate sculpture</p> <p><u>Suggested artists:</u> Barbara Hepworth, Ruth Asawa</p>	<p><u>Fabulous Figures</u></p> <p>L1- Research lesson- Body shapes and form L2- Observational Drawing 'From 2-D to 3-D' L3- 'Exploring human shapes' & soap carving L4- 'Shadow Sculpture', planning of sculpture L5- 3-D foil sculpture L6- Walking gallery & evaluations</p> <p>Additional lessons- Children to create frames for their foil sculpture and connect together to create a mobile hanging installation</p> <p><u>Suggested artists:</u> Giacometti, Keith Haring and Lorenzo</p>	<p><u>Wild and wonderful wire</u></p> <p>L1- Research lesson- Compare and contrast sculptures in the North and Nigerian sculpture artist L2- Observational Drawing of objects from nature using pencils, black handwriting pens and water to create line, tone and texture L3- 'Exploring Wire' L4- 'Inspired by nature, created by nature'. Further exploration and design L5- 3-D wire sculpture L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> Antony Gormley, Nenna Okore</p>	<p><u>Making Memories</u></p> <p>L1- Observational still life drawing of objects from around school L2- 'Exploring self' L3- 'Relief sculptures' L4- 'Memory museum' and plan final piece L5- 'Memory sculpture' L6- Walking gallery & evaluations</p> <p><u>Suggested artists:</u> -</p>
Key Vocabulary	<p>Abstract, negative space, sculptor, organic form, structure, found objects, positive space, sculpture,</p>	<p>Carve, shadow, absence of light, sculpture, figure, form, mannequin</p>	<p>Culture, elements, influence, art medium, concept, installation art, scale, experimental</p>	<p>Assemblage, embedded, originality, relief, symbolic, composition, juxtaposition, representation</p>

<p>National Curriculum Aims:</p>
<p>National Curriculum – Key Stage 1: Key stage 1 pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

National Curriculum Key Stage 2:
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

Early Years:
Early Learning Goals
Creating with Materials

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

STRAND	Nursery	Reception	Year 1	Year 2
Craft and Design		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery. • Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Begin to show accuracy and care when drawing. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Use sketchbooks to explore ideas. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • How to wrap objects/shapes with wool. • How to measure a length. • How to weave with paper on a paper loom. • Artists can use everyday materials that have been thrown away to make art. • Art is made in different ways and is made by all different kinds of people. • Know that three dimensional art is called sculpture. • An artist is someone who creates. 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Further demonstrate increased control with a greater range of media. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • That 'composition' means how things are arranged on the page. • Shapes can be organic (natural) and irregular. • How to draw a map to illustrate a journey. • How to overlap cellophane/tissue to create new colours. • Art can be figurative or abstract. • People make art to explore an idea in different ways.

Examples of activities and resources		<p><u>Who was Godfrey Ermen?</u></p> <p>L1- Who was Godfrey Ermen? L2- Exploration L3- Begin final piece L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p>	<p><u>Weaving Paper</u></p> <p>L1- Observational drawing L2- Wrapping with wool L3- Card weaving L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> -</p>	<p><u>Abstract Maps</u></p> <p>L1- Observational drawing L2- Creative journey L3- Peel Green & Eccles L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> -</p>
Key Vocabulary		Godfrey Ermen, factory, old, collage, portrait, draw, tear, overlap	Craft, knot, plait, thread, threading, warp, weaving, weft	Composition, shape, inspired, pattern, imaginary, abstract, mosaic, overlap,
	Year 3	Year 4	Year 5	Year 6
Craft and Design	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Further demonstrate increased control with a greater range of media. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Talk about how art is made. • How to separate wool fibres ready to make felt. • How to lay wool fibres in opposite directions to make felt. • How to roll and squeeze the felt to make the fibres stick together. • How to add details to felt by twisting small amounts of wool. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Artists can use the same material (felt) to make 2D or 3D artworks. • How to produce and select an effective final design. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Work as a professional designer does by collating ideas to generate a theme. • Evaluate their work more regularly and independently during the planning and making process. • The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. • How to transfer a design using a tracing method. • To know that batik is a traditional fabric decoration technique that uses hot wax. • To know how to paint on fabric • To know that a mood board is a visual collection which aims to convey a general feeling or idea. • How to use glue as an alternative batik technique to create patterns on fabric. 	<ul style="list-style-type: none"> • Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. • Extending ideas for designs through sketchbook use, research, justifying choices made during the design process. • Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural context may have influenced their creative work. • Planning a 3D artwork, developing an idea in 2D into three dimensional. • Persevering when constructions are challenged and working to problem solve more independently. • Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • How to make an observational drawing of a house. • To know the steps to make a monoprint when a roller is sufficiently inked. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • How an understanding of shape and space can support creating effective composition. • Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • How to create a photomontage. • To know how different materials can be used to produce photorealistic artwork.

	<ul style="list-style-type: none"> • Art can be purely decorative or it can have a purpose. 		<ul style="list-style-type: none"> • Shapes can be used to place the key elements in a composition. • How to select a small section of a drawing to use as a print design. • Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. 	<ul style="list-style-type: none"> • How to take a macro photo, choosing an interesting composition. • How to use a camera or tablet for photography. • To know that macro photography is showing a subject as larger than it is in real life. • How to manipulate a photograph using photo editing tools. • Art can be a digital art form, like photography.
Examples of activities and resources	<p style="text-align: center;"><u>Felting</u></p> <p>L1- Observational drawing L2- Felt making L3- Felt design L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> Sophie Peanut</p>	<p style="text-align: center;"><u>Textile Batik</u></p> <p>L1- Observational drawing L2- William Morris L3- Design & start final piece L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> William Morris</p>	<p style="text-align: center;"><u>Architecture</u></p> <p>L1- Observational drawing L2- Mono printing L3- Design final piece. L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> Zaha Hadid, Friedensreich Hundertwasser</p>	<p style="text-align: center;"><u>3D Photography</u></p> <p>L1- Observational photography L2- Photo Montage L3- Macro photography L4- Final piece L5- whole school exhibition, walking galleries & evaluations</p> <p><u>Suggested artists:</u> Hannah Hoch</p>
Key Vocabulary	Felt, felt making, design, detail, wool roving, pattern, fibre, texture.	Design, designer, repeating pattern, surface pattern, batik, image, inspiration, mood board	Architectural, organic, architect, perspective, architecture, mono print, view finder, abstract,	Arrangement, layout, composition, Dada, photomontage, macro, monochrome, monochromatic