

Year groups will study artists/ movements related to their topics

	Autumn	Spring	Summer
Reception/1 Year A	2D Drawing-Pencil skills-Line, shape Painting- colour mixing/large brushes/utensils/textured paint Sculpture-Collage-Leaf Man Pier Mondrian	Drawing-pastels Sculpture-junk modelling Painting-Colour mixing/smaller brushes Watercolour Turner	Drawing-charcoal/Pencil Printing pattern Chalk pastels Georgia O'Keeffe
Reception/1 Year B	2D Drawing-Pencil skills-Line, shape Painting- colour mixing/large brushes/utensils/textured paint Sculpture-Collage Printing/pattern Picasso	Drawing-pastels Sculpture-junk modelling Painting-Colour mixing/smaller brushes Watercolour Louise Bourgeois	Drawing-charcoal/Pencil Painting Chalk pastels Matisse
Y2	Painting-techniques/control secondary colours, shades and tones. Sculpture-2D collage Van Gogh	Printing -Pattern-repeating Drawing-objects- Line, shape Tone-introduce shading Lowry	Sculpture-Clay Drawing Andy Goldsworthy
Y3	Oil pastels Charcoal drawing linked to Cave Painting Tone-develop shading skills Autumnal drawing 3D objects and painting Polystyrene Printing	Painting-Tints and shade-colour studies Abstract 2D shape texture Paint-Texture Bernard	Drawing-sketching observational Collage Sculpture-clay Barbara Hepworth
Y4	Painting mixing and matching Drawing Painting landscapes/3D still life Line/Tint/tone/shade Collograph printing Hokusai	Drawing portraits/ Charcoal drawing techniques Painting Collaging Frida Kahlo Chris Ofili	Drawing Textured paint Sculpture-Joining Giacometti
Y5	Observational drawing-shading/blending, hatching Printing-colour/texture Albrecht Durer	Drawing- shading/blending, hatching Painting watercolour Georges Seurat	Textiles from around the world Lets talk Textiles Tie Dye
Y6	Observational drawing/sketching shading/blending, hatching Painting (Spray paints) Banksy	Drawing line and composition Painting -mixing and matching tint/tone/shade Create shades and tints WW2 poster campaign	Drawing-perspective-form Sculpture Clay Henry Moore Anthony Gormley

Reception/1	*Enjoy using graphic tools, fingers, hands, wax crayons, chalk, pens, pencils, felt tips. *Create simple representations of people and objects. *Experiment drawing on different surfaces and paper *Enjoy using a variety of tools including different size/ size brushes and tools *Recognise and name primary colours *Mix and match colours *Use an experimental approach to simple colour mixing to discover secondary colours *Create different textures *Use different malleable media *Cut shapes and use modelling tools *Enjoy taking rubbings/prints with different materials *Develop simple repeating patterns using objects - Y1-Begin to use sketchbook to record and collect ideas *Develop an awareness of art in the environment and learn about artists and express likes/dislikes *Create pieces of art inspired by famous artists *Begin to experiment joining skills - Cut shapes using scissors	* Enjoy using graphic tools, fingers, hands, wax crayons, chalk, pens, pencils, felt tips, pastels * Create simple representations of events, people and objects. *Enjoy using a variety of tools including different size/ size brushes and tools *Mix and match colours *Use an experimental approach to simple colour mixing to discover secondary colours *Y1-Begin to use sketchbook to record and collect ideas *Work on different scales *Develop more confidence in joining skills *Build and construct with a variety of materials/objects	*Enjoy using graphic tools, fingers, hands, wax crayons, chalk, pens, pencils, felt tips, pastels, charcoal * Create simple representations of events, people and objects. *Y1-Begin to use sketchbook to record and collect ideas *Mix and match colours to artifact/objects *Enjoy using a variety of tools including different size/ size brushes and tools *Mix and match colours
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Y2	* Use a sketch book to record drawings and collect ideas. *Continue to mix colours experientially *Revisit colour mixing and understand relationships of primary and secondary colour *Mix a range of secondary colours, shades and tones. * Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks *Explore ways of joining (ie slots, glue, tape)	*Use a sketch book to record drawings and collect ideas. *Explore the use of line, shape and colour. *Begin to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. *Demonstrate experience with simple printmaking using a range of materials *Make simple marks on rollers and printing palettes - Take simple prints - i.e. mono -printing	* Use a sketch book to record drawings and collect ideas. *Observe and look closely at objects in the environment and draw what they see. *Continue to explore different media for drawing and demonstrate control with the types of marks made with the different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.
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	*Continue to study the work of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. * Use ideas from the artists studied to create pieces	* Continue to study the work of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. * Use ideas from the artists studied to create pieces	*Demonstrate experience working with malleable media such as clay, papier Mache, Salt dough or Modroc * Continue to study the work of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. * Use ideas from the artists studied to create pieces
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Y3	* Use a sketch book to record media explorations and experimentations, refine and alter their drawings as necessary * Build on mark making skills previously learnt developing increasing control * Use different media to achieve variations in line, tone * Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and technique * Make simple printing blocks. * Design patterns of increasing complexity and repetition.	* Mix a variety of colours and know which primary colours make secondary colours * Apply and build upon colour mixing previously learnt, thinking about how certain colour ranges/combinations affect the outcome. * Use a developed colour vocabulary. * Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. * Continue to study the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work * Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and technique	* Begin to show an awareness of objects having a third dimension and perspective and develop an emphasis on recording detail * Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. * Plan, design, collect and develop ideas. * Create surface patterns/ textures and use them when appropriate * Continue to study the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work * Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and technique
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Y4

- * Use a sketch book to collect and record visual information from different source
- * Explore relationships between line and tone, pattern, shape, line
- * Demonstrate experience with different media to achieve variations in tone and make marks
- * Make and match colours with increasing accuracy
- * Use more specific colour language e.g. tint, tone, shade, hue.
- * Choose paints and implements appropriately.
- * Select broadly the kinds of material to print with in order to get the effect they want
- * Explore collagraph mono printing
- * Build up layers and colours/textures through printing
- * Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- * Begin to explore artists, architects and designers in history and create pieces which are influenced by the studies of others.

- * Use growing drawing skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli
- * Plan and create different effects and textures with paint according to what they need for the task
- * Construct with a variety of materials exploring how to bring different media together, both technically and visually.
- * Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- * Begin to explore artists, architects and designers in history and create pieces which are influenced by the studies of others.
- * Create imaginative work from a variety of sources

- * Make informed choices about the 3D technique chosen.
- * Show an understanding of shape, space and form.
- * Talk about their work understanding that it has been sculpted, modelled or
- * Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- * Begin to explore artists, architects and designers in history and create pieces which are influenced by the studies of others.
- * Plan, design, make and adapt models.

Y5	*Use a sketch book to collect and develop ideas. *Work in a sustained and independent way to create a detailed drawing from observation, experience, and imagination. *Develop close observational skills. *Use different techniques for different purposes blending, shading, hatching *Explore the potential properties of the visual elements, line, tone and shape. *Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. *Recognise the art of key artists and begin to place them in key movements or historical events. *Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	*Create imaginative work from a variety of sources *Recognise the art of key artists and begin to place them in key movements or historical events. *Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further	* Introduce the process of working with textiles, designing, making and adapting models *Recognise the art of key artists and begin to place them in key movements or historical events. * Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further
Y6	*Use a sketch book to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. *Manipulate and experiment with the elements of art: line, tone, colour and shapes *Discuss and review own and others work, expressing thoughts and feelings explaining their views. *Explore great Artists, architects and designers in history - Choose paints and implements appropriately.	*Create shades and tints *Carry out preliminary studies, test media and materials and mix appropriate colours. *Discuss and review own and others work, expressing thoughts and feelings explaining their views. *Explore great Artists, architects and designers in history place them in key movements or historical events.	*Begin to use simple perspective in their work i.e. by using single focal point on horizon begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background *Plan a sculpture through drawing and other preparatory work *Develop skills in using clay. Use tools to carve, add shape, texture and pattern *Create sculpture and constructions with increasing independence *Discuss and review own and others work, expressing thoughts and feelings explaining their views. *Explore great Artists, architects and designers in history