

Term	Year Group								
Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn	<p>All about me Dear Zoo Bear Stories</p> <p>DRAWING Create closed shapes with continuous lines and begin to use these shapes to represent objects. (DM-EAD:3-4yrs) Use drawing to represent ideas. (DM-EAD:3-4yrs) Draw with increasing complexity and detail, such as representing a face with a circle and including details. (DM-EAD:3-4yrs) (Throughout year- CP. Emotion Bears (Autumn term). Snowman guided drawing.)</p> <p>PAINTING Explore colour and colour mixing. (DM-EAD:3-4yrs) Throughout year-CP. autumn – Learn colour names. Harvest Giuseppe Arcimboldo – vegetables and seasons</p> <p>SCULPTURE Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) (Throughout year CP. Junk modelling. Autumn term – salt dough hedgehogs. Paper sculptures – Fireworks – Autumn. CP – Construction. Masks – Dear Zoo.)</p> <p>PRINTING Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) (Throughout year – CP - Stamps).</p> <p>TEXTILES Join different materials and explore different textures. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) (Throughout year -CP – Sewing boards. Fabric collages.)</p>	<p>All about Me Handa’s Surprise Seasons/Celebrations</p> <p>DRAWING Draw with increasing complexity and detail, such as representing a face with a circle and including details. (DM-EAD:3-4yrs) (Self-portraits – All about me-Topic CP – mirrors and drawing materials). Create closed shapes with continuous lines and begin to use these shapes to represent objects. (DM-EAD:3-4yrs) art lessons – including observational drawing and guided drawing. Drawing fruit – observational drawing – Autumn 1.</p> <p>PAINTING Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (DM-EAD:3-4yrs) Explore colour and colour mixing. (DM-EAD:3-4yrs) Explore, use and refine a variety of artistic effects to express their ideas and feelings (DM-EAD:R)</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) (CP throughout year. Encouraged to express themselves using paint and easel – sponges, paintbrushes, and fingers. Colour mixing – CP + Science Day activity, week 1 self-portraits. Names of colours taught in MM – Unit 1 – Autumn 1: Repeating colour patterns.</p> <p>SCULPTURE Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) ELG: Make use of props and materials when role playing characters in narratives and stories.(EAD)</p>	<p>Now and Then</p> <p>DRAWING Start to record simple media explorations in a sketch book. All year - Drawing trees as they change through the seasons – Observational – accuracy weather, people, objects Investigate textures by describing, naming, rubbing, copying. Aut 1 – Materials lesson linking with science.</p> <p>PAINTING Start to record simple media explorations in a sketch book. All year Start to mix a range of secondary colours, moving towards predicting resulting colours. Aut 1 – Cp – Henri Matisse colour names primary and secondary Making Christmas play props.</p> <p>SCULPTURE Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Aut 1 – Cp, play dough, Christmas crafts Impress and apply simple decoration techniques: impressed, painted, applied. CP play dough Use tools and equipment safely and in the correct way. CP all year</p> <p>PRINTING Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Use found objects from Forest School (autumn) Rolling pin printing – wrapping paper Christmas Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Rolling pin printing – wrapping paper Christmas</p> <p>TEXTILES Begin to identify different forms of textiles. Science topic – waterproof materials. Washing day/mangle – linking with history topic Possible links to Nativity costumes TBC.</p>	<p>Great Fire of London</p> <p>DRAWING Begin to control the types marks made with the range of media. Self-portraits – range of artists including: Vincent Van Gogh + Frida Kahlo, others TBC. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Great Fire of London – Tudor houses– Fire pictures Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Learn shading skill independently – series of lessons (Autumn)</p> <p>PAINTING Begin to control the types of marks made with a range of painting techniques eg. Layering, mixing media and adding texture. Painting Elizabethan house models.</p> <p>SCULPTURE Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. (Elizabethan Houses)</p> <p>PRINTING Experiment with overprinting motifs and colour. (Christmas – wrapping paper)</p> <p>TEXTILES Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Christmas Activities (autumn) - stocking</p>	<p>Year 2</p> <p>DRAWING Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Cave Paintings. Shell project – observational drawing of shells Developing intricate patterns/ marks with a variety of media. Taught – pattern project – looking at how to create different marks and textures. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Ongoing all art projects. Pattern project developing different styles of drawing. Create textures and patterns with a wide range of drawing implements. Patterns project. Albrecht Durer’s Rhino. Shell project Begin to show an awareness of objects having a third dimension and perspective. Albrecht Durer – shell project</p> <p>PAINTING Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Shell project (Autumn 1) Christmas Calendars – inspired by Bruegel – Winter hunters. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Ongoing – pattern and shell project Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Georgia O’Keefe – Shell project Confidently create different effects and textures with paint according to what they need for the task. Georgia O’Keefe – Shell project</p>	<p>Year 3</p> <p>DRAWING Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Cave Paintings. Shell project – observational drawing of shells Developing intricate patterns/ marks with a variety of media. Taught – pattern project – looking at how to create different marks and textures. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Ongoing all art projects. Pattern project developing different styles of drawing. Create textures and patterns with a wide range of drawing implements. Patterns project. Albrecht Durer’s Rhino. Shell project Begin to show an awareness of objects having a third dimension and perspective. Albrecht Durer – shell project</p> <p>PAINTING Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Shell project (Autumn 1) Christmas Calendars – inspired by Bruegel – Winter hunters. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Ongoing – pattern and shell project Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Georgia O’Keefe – Shell project Confidently create different effects and textures with paint according to what they need for the task. Georgia O’Keefe – Shell project</p>	<p>Year 4</p> <p>DRAWING Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. (Throughout year. Celtic knots. Celtic round houses. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. (all terms, all work to be drafted in books) Draw for a sustained period of time at an appropriate level. (all terms) Story Maps links to PWP.</p> <p>PAINTING Start to develop a painting from a drawing. (Ongoing using sketch books)</p> <p>SCULPTURE Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. (Behaviours for learning throughout year) Make a slip to join two pieces of clay Decorate, coil, and produce maquettes confidently when necessarily. (Celtic bowls- forest school and jewellery – castle trip/torc.) Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. (Miniature Celtic roundhouses) Adapt work as and when necessary and explain why. (Plan every piece of work) Gain more confidence in carving as a form of 3D art. (Clay – Celtic art.) Use language appropriate to skill and technique. (Star words for each art lesson)</p> <p>PRINTING Increase awareness of mono and relief printing (Throughout topics and year +Forest school) Demonstrate experience in fabric printing (brush and staining fabric using berries – Celtic patterns) Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. (Throughout year)</p>	<p>Year 5</p> <p>DRAWING Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. – Use different techniques for different purposes i.e. shading, hatching within their own work. Van Gogh – landscape drawings and mark making project – autumn 1. Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Ongoing including mark making project Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Vincent Van Gogh bedroom + landscape work. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Mark making and landscapes project</p> <p>PAINTING Confidently control the types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Linking with Van Gogh mark making and look at other artists using similar paint mark marking – impressionists and Giacomo Balla (Street Light) artwork. Autumn 2. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to develop their own style using tonal contrast and mixed media. All projects throughout year. Recognise the art of key artists and begin to place them in key movements or historical events. Look at impressionist and related movements artists. Also, Giacomo Balla</p>	<p>Year 6</p> <p>DRAWING Draw for a sustained period of time over a number of sessions working on one piece Realistic drawing of Human Lungs (autumn) + throughout year Develop their own style of drawing through: line, tone, pattern, texture. Realistic drawing of Human Lungs – Study of da Vinci/ shading techniques to help develop own style. (autumn) Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Learning about and applying a range of techniques to create own anatomical drawings (links to science topic Living Things including Humans). (autumn) Develop their own style using tonal contrast and mixed media. Sketching techniques in anatomical drawings. Autumn Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Analysis of da Vinci anatomical drawings. Planning for Maya prints, looking at tradition Maya artwork (Links to DT – Creating print blocks). (autumn)</p> <p>PAINTING Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook Peer feedback throughout the year of work in sketchbook. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Christmas Calendars</p> <p>TEXTILES Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Creating stockings Christmas activities. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Ongoing.</p>

		<p>(CP throughout year including junk modelling and creation for roleplay, construction (inside and out). Cutting and joining different materials. Playdough. Christmas activities – making crowns, 3D paper decorations. Autumn clay hedgehogs Playdough faces – building hand muscles. (All about me topic)</p> <p>PRINTING Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM-EAD:R) Create collaboratively, sharing ideas, resources and skills. (DM-EAD:R)</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CP throughout year. Potato printing, rubber stamp printing, plastic stencils. Look at repeating colour patterns MM-Unit 1. Christmas cards –</p> <p>TEXTILES Join different materials and explore different textures. (DM-EAD:3-4yrs) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM-EAD:R)</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CP throughout year; roleplay using materials, beads and string – necklace making, collage work, Owl babies collage. sewing boards</p>			<p>SCULPTURE Produce larger ware using pinch/slab/coil techniques. Use language appropriate to skill and technique Forest School – clay pots</p>	<p>Expand experience in 3 colour printing. (Fabric, brusho and wax crayons – Celtic patterns)</p> <p>TEXTILES Plan a design in a sketchbook and execute it. (Throughout year) Use a technique as a basis for stitch embroidery. (Stockings at Christmas) Apply decoration using needle and thread: buttons, sequins. (Stockings – Christmas) Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. (See above – fabric) Celtic fabrics work – see printing Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. (Throughout year) Adapt work as and when necessary and explain why. (Throughout lessons and units) Change and modify threads and fabrics. Use language appropriate to skill and technique. (Christmas stockings)</p>	<p>TEXTILES Demonstrate experience in 3D weaving. Christmas cards – woven panel</p>	<p>Use language appropriate to skill and technique. Use working walls to use correct language throughout sketchbook and year. Stitching Christmas activity.</p>
Spring	<p>People who help us Animals and growing</p> <p>DRAWING Use drawing to represent ideas. (DM-EAD:3-4yrs) Draw with increasing complexity and detail, such as representing a face with a circle and including details. (DM-EAD:3-4yrs) People who Help Us – drawing people and objects</p> <p>PAINTING Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (DM-EAD:3-4yrs) Explore colour and colour mixing. (DM-EAD:3-4yrs) Spring – Colour mixing</p>	<p>When I grow up Farms and growing</p> <p>DRAWING Create closed shapes with continuous lines and begin to use these shapes to represent objects. (DM-EAD:3-4yrs) Use drawing to represent ideas. (DM-EAD:3-4yrs) Spring- Drawing animals/farm and Mrs wishy washy.</p> <p>PAINTING Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (DM-EAD:3-4yrs) Explore colour and colour mixing. (DM-EAD:3-4yrs) Explore, use and refine a variety of artistic effects to</p>	<p>Animals</p> <p>DRAWING Experiment with a variety of media. All terms – CP Begin to control the types of marks made with the range of media. Draw on different surfaces. All year – forest school, seasons work Produce an expanding range of patterns and textures – forest school Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. Spr – drawing animal fur/ skin Henry Moore – animal drawings</p> <p>PAINTING Begin to control the types of marks made with a range of painting techniques e.g. layering,</p>	<p>Explorers/Aboriginal Art Art around the world</p> <p>DRAWING Control the types of marks made with a range of media. Draw on different surfaces with a range of media. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. Aboriginal Art topic</p> <p>PAINTING Begin to control the types of marks made with a range of painting techniques e.g. layering,</p>	<p>Rivers</p> <p>DRAWING Developing intricate patterns/marks with a variety of media. Norwich: River Afternoon study (spring) Use a sketchbook to record media explorations and experimentations as well as planning and collecting Norwich Castle Art Gallery, River Walk (spring) Create textures and patterns with a wide range of drawing implements Norwich: River Afternoon collage – drawing on collage</p> <p>SCULPTURE Use equipment and media with confidence. Learn to</p>	<p>Egyptians</p> <p>DRAWING Draw for a sustained period of time at an appropriate level Have opportunities to develop further drawings featuring the third dimension and perspective. Drawing Egyptian gods. Art and artifacts, including the Pyramids.</p> <p>PAINTING Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. (Throughout year. Egyptian silhouette) Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour,</p>	<p>Ancient Greeks Anglo Saxons + Vikings</p> <p>DRAWING Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Links with portraiture and printing project and planning Greek pot.</p> <p>SCULPTURE Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p>	<p>Victorians</p> <p>DRAWING Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Depicting London in Victorian times.</p> <p>PAINTING Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Portraits of Queen Victoria</p>

	<p>Link to Matisse transport /shapes</p>	<p>express their ideas and feelings (DM-EAD:R)</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</p> <p>Spring – When I grow up. Painting as an artist. Mrs Wishy Washy –bubble painting. Spring. Painting with mud.</p> <p>SCULPTURE Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) Spring: Seeds clay pressing – farms and growing)</p> <p>PRINTING Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM-EAD:R) Spring – Veg printing, hooves)</p>	<p>PAINTING Explore with a variety of media different brush sizes and tools. Spr – adding detail to map of UK, geographical features. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. All year – forest school</p> <p>SCULPTURE Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Spr 2- creating a model person – for map work Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Spr2 – creating a face playdough – linking with senses</p> <p>TEXTILES Begin to identify different forms of textiles. Spr 2 – Creating clothes for model person Have experience in colouring textiles: printing, fabric crayons. Spr 2 – Creating clothes for model person Use more than one type of stitch. Explain how to thread a needle and have a go. Spr 2 – Creating clothes for model person Have some experience of weaving and understand the process and some techniques. Spr 2 – easter basket Begin to identify different types and textures of fabric and materials for collage. Spr 1 – Henri Rousseau collage Use appropriate language to describe colours, media, equipment and textures. All year as children learn about new resources</p>	<p>mixing media, and adding texture. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Aboriginal Art – series of lessons and topic</p> <p>PRINTING Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. (Links with RE Islam+ topic Art Around the world) Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Aboriginal patterns</p> <p>TEXTILES Begin to identify different forms of textiles. Science Materials (spring) Match and sort fabrics and threads for colour, texture, length, size and shape. In Science – Materials (spring) Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Science Materials (spring) Making a flag – linking to explorers</p>	<p>secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan. Collect and develop ideas. To record media explorations and experimentations as well as try out idea. Produce more intricate surface patterns/textures and use them when appropriate. Clay project – fossils in clay Continue to explore carving as a form a 3D art. Use language appropriate to skill and technique. Fossils and clay work – linking with topic rocks and soils.</p> <p>PRINTING Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. String/bubble wrap/objects printing – linking with rivers topic + pollution/eco/recycling Use a sketchbook to record media expectations and experimentations as well as try out ideas, plan colours and collect source material for future works. Ongoing including river artwork project Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work. Look at artists and crafts people creating work based on water/rivers including David Hockney. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece. String/bubble wrap/objects printing – linking with rivers topic + pollution and eco</p> <p>TEXTILES Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Use a variety of techniques eg. Printing, dyeing, weaving, and stitching to create textural effects Continue to gain experience in applying colour with printing. River and water scenes Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. River and water scenes Ongoing throughout year</p>	<p>shades and tones with increasing confidence. Egyptians Spring history – silhouettes Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Egyptians Spring history</p> <p>SCULPTURE Make a slip to join to pieces of clay. (Clay scarab beetle – Egyptian art) Decorate, coil, and produce maquettes confidently when necessarily. (Pyramid stacks, Scarab beetle) Model over an armature: newspaper frame for 3 modroc. (Canopic jars Egyptians) Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. (Canopic jars using plastic bottles.) Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. (Egyptian relics and sites)</p> <p>TEXTILES Demonstrate experience in looking at fabrics from other countries. (Egyptian materials and artefacts)</p> <p>PRINTING Create repeating patterns. Printing patterns and decoration onto canopic jars.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Use sketchbooks. Plan a sculpture through drawing and other preparatory work. Use sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Greek clay pots project – linking with history work.</p> <p>PRINTING Use tools in a safe way Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono printing techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work. Printing project looking at work of Andy Warhol – mono printing, layering and digital media</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Portraiture – Queen Victoria</p> <p>SCULPTURE Work in a safe, organised way, caring for equipment- Ongoing Secure work to continue at a later date. Clay fossils. Model and develop work through a combination of pinch, slab, and coil – Use of clay to create fossils/shell Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Creating fossils/ammonites on square slab using a range of finishes. (Darrel Wakeman) Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Planning for the creation of pasta skeletons. Solve problems as they occur. Ongoing Use language appropriate to skill and technique. – Naming shading techniques in feedback with partners. Ongoing</p>
--	--	---	---	--	---	--	---	--

					Demonstrate experience in looking at fabrics from other countries. Links to RE looking at Sikhism and Indian fabrics and traditional clothes.			
Summer	Traditional Tales The Big Outdoors	Traditional Tales The Big Outdoors	Home and Away	Inspirational People/ Local Heroes	WWII	Rainforests	Anglo Saxons + Vikings	
	<p>SCULPTURE Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) Summer – pirate topic- making boats</p>	<p>DRAWING Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM-EAD:R) art lessons – including observational drawing and guided drawing. Drawing insects – Topic 'The Great Outdoors' – Summer term.</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)</p> <p>SCULPTURE Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) Develop their own ideas and then decide which materials to use to express them. (DM-EAD:3-4yrs) Forest School – Summer term including making clay faces, peg dolls and fairy doors.</p> <p>PRINTING Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM-EAD:R) ELG: Share their creations, explaining the process they have used. (EAD) finger/hand printing. Forest school – bark/leaf rubbing.</p> <p>TEXTILES Join different materials and explore different textures. (DM-EAD:3-4yrs) ELG: Share their creations, explaining the process they have used. (EAD) Forest School – peg dolls, wool + frame weaving, willow weaving headbands. Links with Science.)</p>	<p>DRAWING Experiment with a variety of media. Drawing flower – observational Begin to control the types of marks made with the range of media. – Charles Rennie Macintosh</p> <p>PAINTING Explore lightening and darkening paint without the use of black or white. Sum 1 – painting plants - Charles Rennie Macintosh</p> <p>PRINTING Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. String printing block roses – Charles Rennie Macintosh.</p> <p>SCULPTURE Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Impress and apply simple decoration techniques: impressed, painted, applied. – Salt dough – roses</p>	<p>DRAWING Continue to investigate textures and produce an expanding range of patterns. Observational drawing forest school including drawing patterns/creatures in nature.</p> <p>PAINTING Continue to experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones. mix colours to create a sea surface.</p> <p>SCULPTURE Explore carving as a form of 3D art Science Living Things – animal carving from Clay</p> <p>PRINTING Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image Use found objects from Forest School</p> <p>TEXTILES Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Forest school Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Forest School</p>	<p>DRAWING Begin to show an awareness of objects having a third dimension and perspective. Shape work in Maths Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Create textures and patterns with a wide range of drawing implements. Blitz underground sketches by Henry Moore.</p> <p>PAINTING Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Blitz skyline painting Confidently create different effects and textures with paint according to what they need for the task. Blitz skyline painting</p> <p>SCULPTURE Join two parts successfully. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experiments as well as try out ideas. WWII gardens</p> <p>PRINTING Print simple pictures using different printing techniques. Print silhouette for WWII Blitz pictures (summer)</p> <p>TEXTILES Show an awareness and name a range of different fabrics. Apply decoration using beads, buttons etc. Continue to gain experience in applying colour with printing. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting. Make Do & Mend – links to topic WWII and recycling fabrics.</p>	<p>DRAWING Draw for a sustained period of time at an appropriate level Drawing plant and creates in rainforest – links to Geography and labelled drawings. Have opportunities to develop further drawings featuring the third dimension and perspective. Drawing 3d shapes as 2d representations in maths summer 1</p> <p>PAINTING Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. artwork relating to rainforest summer term Start to look at working in the style of a selected artist (not copying). Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. (Rousseau rainforest geography / collage. Indigenous art (Yawanawa) Amazonian tribe.</p> <p>PRINTING Continue to experience in combining prints taken from different objects to produce an end piece. (Rainforest art work summer) Create repeating patterns. rainforest art) Create repeating patterns. Increased awareness of mono and relief printing Expand experience in 3 colour printing. (Leaf /rainforest printing)</p>	<p>DRAWING Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Drawing Viking art and planning long boat project</p> <p>PRINTING Use print as a starting point to embroidery. Viking sail boat project.</p> <p>SCULPTURE Gain experience in modelling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks. Plan a sculpture through drawing and other preparatory work. Use sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Viking boat project Confidently carve a simple form. Viking serpent/boat head Use language appropriate to skill and technique. Viking boat project Compare the style of different styles and approaches. Peer feedback</p> <p>TEXTILES Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Produce two colour tie dye. Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it, Use sketchbook to plan a piece through drawing and other preparatory work. Use the sketch book to plan how to join parts of the piece. Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. Change and modify threads and fabrics. Use language appropriate to skill and technique. Viking sail design and creation for Viking sailboat. Linking with history topic.</p>	<p>DRAWING Develop their own style using tonal contrast and mixed media. Collaging to create beach huts. Draw for a sustained period of time over a number of lessons working on one piece. Develop their own style using tonal contrast and mixed media – self-portraits.</p> <p>PAINTING Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Self-portraits.</p> <p>PRINTING Develop ideas from a range of sources. Ongoing – Developing style through nature, other artist's work, feedback. See positive and negative shapes. Stand-alone sequence of lessons relating to printing and project – summer beach huts. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Self-evaluation of work in sketchbooks. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Ongoing – Self and peer evaluation. Evaluation of prints before creating – walking gallery. Collaging of beach huts. (summer) Develop their own style using tonal contrast and mixed media. Forest school printing. (summer) Stand-alone sequence of lessons relating to printing and project – summer beach huts.</p> <p>SCULPTURE Work in a safe, organised way, caring for equipment- Confidently carve a simple form. Carve print block form printing project Recognise sculptural forms in the environment: Furniture, buildings. Tudor/Victorian architecture. Links to trips locally and London Trip (TBC).</p> <p>TEXTILES Design, plan and decorate a fabric piece. Work in 2D and 3D as required. Recognise different forms of textiles and express opinions on them. Y6 end of year Tapestry – patchwork piece.</p>