

Progression of Skills in Art and Design

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Topics</u>	Autumn Term: All about Me + Bear Stories Spring Term: People who help us Animals and growing Summer Term: Traditional Tales The Big Outdoors	Autumn Term: All about Me Seasons/ Celebrations Spring Term: When I grow up Farms and Growing Summer Term: Traditional Tales The Big Outdoors	Autumn Term: Now and Then Spring Term: Animals Summer Term: Home and Away	Autumn Term: Great Fire of London Spring Term: Explorers/ Aboriginal Art Summer Term: Inspirational People/Local Heroes	Autumn Term: The Stone Age Spring Term: Rivers Summer Term: WWII
<u>Drawing</u> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) Possible artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Casset.	<ul style="list-style-type: none"> 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.) Spring People who Help Us – drawing people and objects. 	<ul style="list-style-type: none"> 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) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM-EAD:R) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM-EAD:R) (Throughout year weekly art lessons – including observational drawing and guided drawing. Drawing fruit – observational drawing – Autumn 1. Spring- Drawing animals/farm and wishy washy. Forest School – nature observational drawing – Summer Term. Drawing insects – Topic 'The Great Outdoors' – Summer term. CP easel + wax crayons, permanent writing/drawing table + resources. Draw with increasing complexity and detail, such as representing a face with a circle and 	<ul style="list-style-type: none"> Experiment with a variety of media. All terms – CP Drawing flower – observational drawing Begin to control the types of marks made with the range of media. Draw on different surfaces. all year - forest school, seasons work Charlies Rennie Macintosh - flowers Start to record simple media explorations in a sketch book. All year - Drawing trees as they change through the seasons. Observational – accuracy looking, weather, people, objects. 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 Investigate textures by describing, naming, rubbing, copying. Aut 1 – Materials lesson linking with science, forest schools Produce an expanding range of patterns and textures. All year – CP Forest school 	<ul style="list-style-type: none"> Begin to control the types marks made with the range of media. Self-portraits – range of artists Van Gogh, Frida Karlo (others TBC) Great Fire of London – draw Tudor houses and fire pictures 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 (Autumn) Use a sketchbook to plan and develop simple ideas. Ongoing all art units Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Learning shading skill – series of lessons Great Fire of London – Tudor houses (Autumn) Continue to Investigate textures and produce an expanding range of patterns. Explorers- Aboriginal patterns and Art topic Observational drawing – Forest school – including drawing patterns in nature and creatures. 	<ul style="list-style-type: none"> Developing intricate patterns/ marks with a variety of media. Taught art lessons – patterns project – looking at how to create different marks and textures. Norwich: River afternoon study Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Cave Paintings- Autumn Shell drawing – observational drawing + project Henry Moore – Blitz underground sketches – part of WWII history project. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Ongoing all art units Pattern project (autumn) Norwich Castle Art Gallery, River Walk (spring) Begin to show an awareness of objects having a third dimension and perspective. Shell project – observational drawing Shape work in Maths (Summer) Create textures and patterns with a wide range of drawing implements. Albrecht Durer's Rhino – part of Autumn Pattern project Norwich: River afternoon study Henry Moore – Blitz underground sketches – part of WWII history project.

		<p>including details. (DM-EAD:3-4yrs) (Self-portraits – All about me- Topic Autumn 1. CP – mirrors and drawing materials).</p> <ul style="list-style-type: none"> • ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) 			
<p><u>Painting</u> (watercolour, ready mixed, acrylic) Possible artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keefe, Hooper, Rembrandt, Lowry, Matisse, Margritte.</p>	<ul style="list-style-type: none"> • 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) Throughout year - CP. Learn colour names – autumn/ Harvest Giuseppe Arcimboldo vegetable man for seasons. Spring - Colour mixing Link to Matisse transport /shapes 	<ul style="list-style-type: none"> • 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) • 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. Names of colours taught in MM – Unit 1 – Autumn 1: Repeating colour patterns. Spring – When I grow up. Painting as an artist. Mrs Wishy Washy – bubble painting. Spring. Painting with mud. 	<ul style="list-style-type: none"> • Explore with a variety of media; different brush sizes and tools. Spr – adding detail to map of UK, geographical features. • Explore lightening and darkening paint without the use of black or white. Sum – painting plants looking at Charles Rennie Macintosh • 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 • 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. CP – Autumn – Henri Matisse colour names primary and secondary Making Christmas play props. 	<ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Great Fire of London- Tudor house (Autumn) Aboriginal Art project – Spring term • Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Mix colours to create sea surface – linking to topic local heroes • 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. All topics Aboriginal Art project – Spring term 	<ul style="list-style-type: none"> • 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 – looking at Georgia O'Keefe's shell paintings Christmas calendars – inspired by Bruegel's snow and hunters scene. Norwich: River Afternoon, River landscapes (spring), WWII Blitz skyline picture – linking with history topic • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Georgia O'Keefe + Shells project (Autumn) • 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 projects • Confidently create different effects and textures with paint according to what they need for the task. Georgia O'Keefe + Shells project (Autumn) WWII Blitz skyline picture – linking with history topic
<p><u>Sculpture</u> (3d work, clay, dough, boxes, wire, paper)</p>	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. (DM-EAD:3-4yrs) 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Aut 1 – Cp, play dough, Christmas crafts 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination 	<ul style="list-style-type: none"> • Use equipment and media with confidence. Learn to secure work to continue at a later date. • Join two parts successfully.

<p>sculpture, mod roc) Possible artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Sagel, Leach, Kinetic, recycled/found object sculptures, Egyptian artefacts, Christo, Frink, Balla, Andre.</p>	<p>make. (DM-EAD:3-4yrs)</p> <ul style="list-style-type: none"> 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. Summer pirate topic – making boats 	<ul style="list-style-type: none"> 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) 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 Spring: Seeds clay pressing – farms and growing Spring: Seeds clay pressing- farms and growing. Forest School – Summer term including making clay faces, peg dolls and fairy doors. 	<p>Salt dough roses – linking with plants work</p> <ul style="list-style-type: none"> 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 with playdough linking with senses work 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>Making an Elizabethan house – linking with Great Fire of London (Autumn) Forest school – clay work, building dens.</p> <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Making an Elizabethan house – linking with Great Fire of London (Autumn) Explore carving as a form of 3D art Science Living Things – animal carving from clay 	<p>Clay project linking to land, soil, and river topic WWII Model gardens</p> <ul style="list-style-type: none"> 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 ideas Clay project linking to land, soil, and river topic WWII Model gardens Produce more intricate surface patterns/ textures and use them when appropriate. Clay pots – Forest School Autumn term 1 Clay project linking to land, soil, and river topic – fossil imprint Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique Clay project linking to land, soil, and river topic
<p>Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press prints, lino print, mono-print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.</p>	<ul style="list-style-type: none"> 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, different sized brushes, also via playdough tools 	<ul style="list-style-type: none"> 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) ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Share their creations, explaining the process they have used. (EAD) CP throughout year. Potato printing, rubber 	<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. CP throughout year. String + block printing roses – linking to Charles Rennie Macintosh and plants. 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 object from Forest School Rolling pin printing – Christmas activities – wrapping paper. String + block printing roses – linking to Charles Rennie Macintosh and plants. Explore printing in relief: Sting and card. Begin to identify 	<ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Aboriginal Art Project 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 Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Links with RE Islam + spring topic 'Art Around the World' Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Art Around the World topic 	<ul style="list-style-type: none"> Print simple pictures using different printing techniques River artwork project Printing silhouette – WWII Blitz Continue to explore both mono-printing and relief printing. String/bubble wrap/objects printing – linking with river topic + eco/recycling/pollution 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 River artwork project Demonstrate experience in 3 colour printing. River artwork project Explore 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>stamp printing, plastic stencils. Look at repeating colour patterns MM-Unit 1. Christmas cards – finger/hand printing. Spring – Veg printing, hooves Forest school – bark/leaf rubbing. Finger/hand printing.</p>	<p>forms of printing: Books, posters pictures, fabrics. String + block printing roses – linking to Charles Rennie Macintosh and plants.</p>	<ul style="list-style-type: none"> Experiment with overprinting motifs and colour. (Christmas – wrapping paper) 	<p>Look at artists and crafts people creating work based on images of water/riders including David Hockney.</p> <ul style="list-style-type: none"> Demonstrate experience in combining prints taken from different objects to produce an end piece. String/bubble wrap/objects printing – linking with river topic + eco/recycling/pollution
<p>Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)</p> <p>Possible Artists: Ashley, Fasset, African/Indian, Adire</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Share their creations, explaining the process they have used. (EAD) CP throughout year; roleplay using materials, beads and string – necklace making, collage work, Owl babies collage. sewing boards. Forest School – peg dolls. wool + frame weaving, willow weaving headbands. Links with Science. 	<ul style="list-style-type: none"> 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. Autumn – Science topics – waterproof materials. Washing and drying linking to history topic. Possible links to Nativity costumes TBC. Spr 1 – Henri Rousseau collage Use appropriate language to describe colours, media, equipment and textures. All year as children learn about new resources 	<ul style="list-style-type: none"> Begin to identify different forms of textiles. Science Materials (spring) Match and sort fabrics and threads for colour, texture, length, size and shape. Links to Science – Materials (spring) Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Christmas Activities (autumn) Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Forest School 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) Explorers/world art- designing and making a flag Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Forest school 	<ul style="list-style-type: none"> Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects River and waters scenes project Apply decoration using beads, buttons, feathers etc. Make do and Mend project – linking with history project WWII + Recycling Continue to gain experience in applying colour with printing. River and waters scenes project Make do and Mend project – linking with history project WWII + Recycling Explore using resist paste and batik. River and waters scenes project Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Make do and Mend project – linking with history project WWII + Recycling Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Ongoing throughout year River and waters scenes project Demonstrate experience in looking at fabrics from other countries. Links to RE looking Sikhism– traditional Indian fabrics and clothes.

	Year 4	Year 5	Year 6
<u>Topics</u>	Autumn Term: Celts and Romans Spring Term: Egyptians Summer Term: Rainforests	Autumn Term: Ancient Greeks Spring Term: Ancient Greeks (continued) Anglo Saxons and Vikings Summer Term: Anglo Saxons and Vikings (continued)	Autumn Term: Mayan and Aztecs Spring Term: Victorians Summer Term: SATS + trips
<u>Drawing</u> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) Possible artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Casset.	<ul style="list-style-type: none"> 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 house drawings - autumn 1) Draw for a sustained period of time at an appropriate level. (All terms) Links with PWP – drawing story maps. Drawing Egyptian art and artifacts Drawing plants and animals in rainforest – links to geography and labelled drawings. 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) Have opportunities to develop further drawings featuring the third dimension and perspective. Drawing the Egyptian pyramids – linking to history topic - Spring Drawing 3d shapes as 2d representations in maths summer 1 	<ul style="list-style-type: none"> 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's Mark Making and landscape sketches project (Autumn 1) Links with printing project – portraiture and planning Greek pot. Links to drawing Viking art and planning long boat project. Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Ongoing all units Mark Making project – Autumn 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. Van Gogh's bedroom linking to his landscape work (Autumn 2) 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. Van Gogh's Mark Making and landscape sketches project (Autumn 1) Links with printing project – portraiture and planning Greek pot. Links to drawing Viking art and planning long boat project. 	<ul style="list-style-type: none"> Draw for a sustained period of time over a number of sessions working on one piece – Realistic drawing of Human Lungs (autumn) + throughout year on projects including summer – self-portraits. 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) summer – self-portraits. 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) Collaging to create beach huts. (summer) 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) 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. (spring)
<u>Painting</u> (watercolour, ready mixed, acrylic) Possible artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hooper, Rembrandt, Lowry, Matisse, Margritte.	<ul style="list-style-type: none"> 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 – Spring term. (Ongoing using sketch books) 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. (Egyptians Spring history – silhouette) 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. Artwork relating to rainforest summer term Start to look at working in the style of a selected artist (not copying). (Rousseau rainforest + 	<ul style="list-style-type: none"> 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. Van Gogh's Mark Making and other artist using paint in a similar way. Look at Impressionism and Giacomo Balla (Street Light) 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. All project – throughout year Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Look at Impressionism and other related movements. 	<ul style="list-style-type: none"> 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. Portraits of Queen Victoria. (spring) 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. Portraits of Queen Victoria. (spring) Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Portraits of Queen Victoria. (spring) Self-portraits. (summer) 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.

<p><u>Sculpture</u> (3d work, clay, dough, boxes, wire, paper sculpture, modroc) Possible artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Sagel, Leach, Kinetic, recycled/found object sculptures, Egyptian artefacts, Christo, Frink, Balla, Andre.</p>	<p>Indigenous art (Yawanawa Tribe) - geography - summer)</p> <ul style="list-style-type: none"> 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. Clay scarab beetle- Egyptian history project Decorate, coil, and produce maquettes confidently when necessarily Celtic bowls and jewellery/torcs.. Pyramid stacks, Model over an armature: newspaper frame for 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. Miniature Celtic roundhouses canopic jars plastic bottles, 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, brooches) Use language appropriate to skill and technique. (Star words for each art lesson) Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Egyptian relics and sites 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Spring – Greek clay pot project – linking with History Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Viking boat model project – linking with summer history Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. (Greek pots) Viking boat model project – linking with summer history Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Viking boat model project – linking with summer history Compare the style of different styles and approaches. Peer feedback after projects 	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment- Ongoing + carving printing block – summer project Secure work to continue at a later date. Clay fossils. (Spring) Model and develop work through a combination of pinch, slab, and coil – Use of clay to create fossils/shell (spring) 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) (spring) Demonstrate experience in relief and freestanding work using a range of media – Pasta skeletons. (spring) Recognise sculptural forms in the environment: Furniture, buildings. Tudor/Victorian architecture. Links to trips locally and London Trip (TBC). 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. (spring) Confidently carve a simple form. Print blocks (Link to DT) Solve problems as they occur. Ongoing Use language appropriate to skill and technique. Ongoing – Naming shading techniques in feedback with partners. (autumn)
<p><u>Printing</u> (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press prints, lino print, mono-print, string) Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.</p>	<ul style="list-style-type: none"> Increase awareness of mono and relief printing. (Compare and analyse different artwork, relief printing at forest school) Demonstrate experience in fabric printing. (brusho 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) Expand experience in 3 colour printing. Fabric, brusho and wax crayons – Celtic patterns Rainforest/leaf art – summer term Continue to experience in combining prints taken from different objects to produce an end piece. Rainforest/leaf art – summer term Create repeating patterns. Canopic jars, Rainforest/leaf art – summer term 	<ul style="list-style-type: none"> Use tools in a safe way Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Printing project looking at work of Andy Warhol- mono printing, layering and digital media. 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 and units) Printing project looking at work of Andy Warhol- mono printing, layering and digital media. 	<ul style="list-style-type: none"> 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 print 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 and printing beach huts – summer project Develop their own style using tonal contrast and mixed media. Forest school printing. (summer) Stand-alone sequence of lessons relating to print and project – summer beach huts.
<p><u>Textile</u> (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)</p>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Viking sail creation as part of model long boat – linking with Summer History topic Demonstrate experience in 3D weaving. (Woven panel Christmas Cards) 	<ul style="list-style-type: none"> Experiment with a variety of techniques exploiting ideas from sketchbook. Ongoing Creating stockings Christmas activities. (autumn) Use a number of different stitches creatively to produce different patterns and textures. Creating stockings Christmas activities. (autumn)

<p>Possible Artists: Ashley, Fassett, African/Indian, Adire</p>	<ul style="list-style-type: none"> • Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. (See above – fabric) Celtic fabric work – linking with 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) • Demonstrate experience in looking at fabrics from other countries. (Egyptian materials and artefacts) 	<ul style="list-style-type: none"> • Produce two colour tie dye. • Continue to gain experience in batik- use more than one colour. Viking sail • Plan a design in a sketchbook and execute it. Use sketchbooks to plan a piece through drawing and other preparatory work. Use the sketch book to plan how to join parts of the piece. Viking sail creation as part of model long boat – linking with Summer History topic • 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 creation as part of model long boat – linking with Summer History topic 	<ul style="list-style-type: none"> • Work in 2D and 3D as required. • Design, plan and decorate a fabric piece. • Recognise different forms of textiles and express opinions on them. Yr6 end of year tapestry/patchwork project • 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. Yr6 end of year tapestry/patchwork project • Use language appropriate to skill and technique. Use working walls to use correct language throughout year and sketchbook. Stitching stocking - Christmas project.
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