

Three	shold Concepts:	Develop ideas	Master techniques	Take inspiration from the grea
		This concept involves understanding how ideas develop through an	This concept involves developing a skill set so that ideas may be	This concept involves learning
		artistic process.	communicated.	great artists and artisans throu
		Unit 1	Unit 2	Unit 3
	Aesthetic Awareness	• Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic e awareness and appreciation of sensory experiences and a range of different stimuli.		
	Observation	<ul> <li>Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world.</li> <li>Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.</li> </ul>		
	Communication	Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share the creations with others.		
otion	Physical skill	<ul> <li>Manipulate, control and explore a range of tools and equipm</li> <li>Use tools and equipment safely.</li> </ul>	ent for different purposes.	
Reception	Art Processes and technique	Purposefully explore different techniques within painting, dra	awing, collage and sculpture using a variety of media and materials.	
	Evaluation	• Share and talk about their work/work of others, say what the	y like and dislike and why, make suggestions about changes they could mak	e or different tools or techniques
	ELG – Creating with materials			<ul> <li>Safely use and explor experimenting with c</li> <li>Share their creations,</li> <li>Make use of props ar narratives and stories</li> </ul>
	Art and Design	Art and Design Skills	Textiles	Sculptures and Collag
	Develop Ideas	<ul> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul> <li>Respond to ideas and</li> <li>Explore ideas and col</li> <li>Explore different met</li> </ul>
	Painting	<ul> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> </ul>		
	Drawing	<ul> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> </ul>		
	Print			
Year 1	Textiles		<ul> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>	
	Digital media			
	Collage			<ul> <li>Use a combination of</li> <li>Sort and arrange mat</li> <li>Mix materials to creat</li> </ul>
	Sculpture			<ul> <li>Wix materials to creat</li> <li>Use a combination of</li> <li>Include lines and text</li> <li>Use rolled up paper, so</li> <li>Use techniques such</li> </ul>
	Take inspiration from the	Describe the work of notable artists.		Ose techniques such     Describe the work of
	greats	<ul> <li>artisans and designers.</li> </ul>		<ul> <li>artisans and designer</li> </ul>
		Use some of the ideas of artists studied to create pieces.		Use some of the idea
	Art and Design	Art and Design skills	Painting and mixed media	Sculpture and 3D
ar 2	Develop Ideas	Respond to ideas and starting points.	Respond to ideas and starting points.	Respond to ideas and
Year			Explore ideas and collect visual information.	Explore ideas and col
			Explore different methods and materials as ideas develop.	Explore different met

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ng from both the artistic process and techniques of oughout history.

ic experiences, show pleasure and enjoyment, show

their ideas, feelings and thoughts about their

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ore a variety of materials, tools and techniques, a colour, design, texture, form and function; ns, explaining the process they have used; and materials when role playing characters in ies.

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of notable artists.

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	Painting		<ul> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	
	Drawing	<ul> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>		
	Print		<ul> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	
	Textiles			
	Digital media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.		
	Collage			
	Sculpture			<ul> <li>Use a combination of</li> <li>Include lines and text</li> <li>Use rolled up paper, s</li> <li>Use techniques such a</li> </ul>
	Take inspiration from the greats			
	Art and Design	Painting and Mixed Media	Formal elements of art	Craft and Design
	Develop Ideas	<ul> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> </ul>	<ul> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> </ul>	Develop ideas from st
	Painting			<ul> <li>Mix colours effectivel</li> <li>Use watercolour pain backgrounds then additional</li> </ul>
	Collage			
	Sculpture			
Year 3	Drawing	<ul> <li>Use different hardness's of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul> <li>Use different hardness's of pencils to show line, tone and texture.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul> <li>Use different hardness</li> <li>Annotate sketches to</li> <li>Sketch lightly (no nee</li> </ul>
	Print	Replicate patterns observed in natural or built environments.		
	Textiles			
	Digital Media		Create images, video and sound recordings and explain why they were created.	
	Take inspiration from the		<ul> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul>	
	greats		<ul> <li>Create original pieces that are influenced by studies of others.</li> </ul>	

n of shapes. exture. er, straws, paper, card and clay as materials. ch as rolling, cutting, moulding and carving.

vely. aint to produce washes for add detail.

ness's of pencils to show line, tone and texture. to explain and elaborate ideas. eed to use a rubber to correct mistakes)



	Art and Design	Formal elements of art	Textiles	Sculpture
	Develop Ideas	<ul> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language</li> </ul>	<ul> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> </ul>	<ul> <li>Develop ideas from s</li> <li>Collect information, s</li> <li>Adapt and refine idea</li> </ul>
	Painting	<ul> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>		
	Collage Sculpture			<ul> <li>Select and arrange m</li> <li>Ensure work is precis</li> <li>Use coiling, overlapp</li> <li>Create and combine</li> </ul>
Year 4				<ul> <li>made from nets or so</li> <li>Include texture that of</li> <li>Use clay and other m</li> <li>Add materials to prov</li> </ul>
Ye	Drawing	<ul> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>		
	Print	<ul> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns.</li> </ul>		
	Textiles		<ul> <li>Shape and stitch materials.</li> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric</li> </ul>	
	Digital Media Take inspiration from the greats	<ul> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>		
-5	Art and Design	Painting and Mixed Media	Formal elements of art	Sculpture and 3D
Year	Develop Ideas	<ul> <li>Use the qualities of materials to enhance ideas</li> <li>Spot the potential in unexpected results as work progresses.</li> </ul>	<ul> <li>Use the qualities of materials to enhance ideas</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul>	<ul> <li>Use the qualities of r</li> <li>Spot the potential in</li> <li>Comment on artwor</li> </ul>

starting points throughout the curriculum.
, sketches and resources.
eas as they progress.

e materials for a striking effect. cise.

pping, tessellation, mosaic and montage. ne shapes to create recognisable forms (e.g. shapes r solid materials).

at conveys feelings, expression or movement. r mouldable materials.

rovide interesting detail.

of materials to enhance ideas in unexpected results as work progresses. vorks with a fluent grasp of visual language



Parting         - Stack (highly) before partition to combine line and colour before an increased in the advice partition is combine line and colour from where article.         - Stack (highly) before partition to combine line and colour for where article.         - Stack (highly) before partition to combine line and colour for where article.           Edge         - Combine colours, store and must a child co parts to create proce. Use transit techniques and the qualities of paint to create colours.         - Stack (highly) before partition before anticombine line and colour for whether article.           Edge         - Combine colours, store and must a child colour for whether.         - Stack (highly) before partition before particle whether article.         - Stack (highly) before partition before anticol whether.           Edge         - Combine colours, store and must a child colour for whether.         - Stack (highly) before partition before partition whether.         - Stack (highly) before partition before anticol whether.           Edge         - Combine colours, store and must a child colour expected best shore and to charts.         - Stack (highly) before partition before partition before to combine line and colour expected best shore and the colour expected best shore and the colour shore the shore and the colour expected best shore and the colour shore the shore and part of the colour expected best shore and the colour shore the shore and the colour expected best shore and the colour shore the shore and the colour expected best shore and the colour shore the shore and the colour expected best shore and the colour shore the shore and the colour expected best shore and the colour shore the shore and the colour expected best shore tho the shore and the colour e		1			
Sculprure         Sculprure         • Show Infeline qualities proportions or, if more is used to the instrument or impossibility.         • Use a variety of techniques to add interesting effects (a.g. reflections, shadows, direction of analysit).         • Use a variety of techniques to add interesting effects (a.g. reflections, shadows, direction of analysit).         • Use a variety of techniques to add interesting effects (a.g. reflections, shadows, direction of analysit).         • Use a variety of techniques to add interesting effects (a.g. reflections, shadows, direction of analysit).         • Use the instrument, proportion of analysit.         • Use the instrument of analysit.         • Entrume of instrument of analysit.           Testies         -			<ul> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create</li> </ul>	Create a colour palette based upon colours observed in the	
Image: spinor					
Image: space of the s		Sculpture			<ul> <li>proportions or, if mor</li> <li>Use tools to carve and</li> <li>Combine visual and ta</li> </ul>
Textiles         Instrument         Instrumen		Drawing	<ul> <li>reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul>		
Textiles         Instrument         Instrumen		Print	Mix textures (rough and smooth, plain and patterned).		
Image: Provide the subject of the section of the sectef sectin secon section section of the section of the section of		Textiles			
greats       some notable artists, artians and designers.       notable artists, artians and designers.       notable artists, artians and designers.         Show how the work of those studied was influential in both society and to other artists.       Show how the work of those studied was influential in both society and to other artists.       Show how the work of those studied was influential in both society and to other artists.         Create original pieces that show a range of influences and styles       Formal elements of art       Textiles       Drawing         Develop Ideas       Develop and imaginatively extend ideas from starting points throughout the curriculum.       Collect information, sketches and resources and present ideas imaginatively in a sketch book       Show how the work of those studied was influential in both society and to other artists.       Show how the work of those studied was influential in both society and to other artists.         Painting       Sketch (lightly) before painting to combine line and colour.       Create original pieces that show a range of influences and present ideas interscent pieces.       Combine colours, tore artists.       Use the qualities of watercolour and acrylic paints to create visually interesting pieces.       Combine colours, tore and thits to enhance the mood of a piece.       Create arcs and the qualities of paint to create tristand and techniques.       Show how the work of those studied was influential in both society and to the qualities.         Use       Use be qualities of painting, drawing upon ideas from other artists.       Develop a personal style of painting, drawing upon ideas from the art		Digital Media			C C
Develop Ideas         •         <		-	<ul> <li>some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and</li> </ul>	<ul><li>notable artists, artisans and designers.</li><li>Show how the work of those studied was influential in both society and to other artists.</li></ul>	
Yeg <ul> <li>throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of waiteresting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <li>Collage</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactlie qualities.</li> <li>Use cramic mosaic materials and techniques.</li>		Art and Design	Formal elements of art	Textiles	Drawing
<ul> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>Collage</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>			<ul> <li>throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> </ul>		<ul> <li>Use the qualities of w interesting pieces.</li> <li>Use the qualities of w interesting pieces.</li> </ul>
Combine visual and tactile qualities.     Use ceramic mosaic materials and techniques.	Year 6	Painting	<ul> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas</li> </ul>		
Sculpture • Show life-like qualities		Collage			

ties and real-life nore abstract, provoke different interpretations. and add shapes, texture and pattern. I tactile qualities. uch as wire or moulds) to provide stability and form.

dia by editing (including sound, video, animation, tallations).

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cones and tints to enhance the mood of a piece.

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				proportions or, if mo Use tools to carve an Combine visual and ta Use frameworks (suc
	Drawing	<ul> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>		<ul> <li>Choose a style of drawing impressionistic).</li> <li>Use a variety of technishadows, direction of shadows, direction of sha</li></ul>
	Print	<ul> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>		
	Textiles		<ul> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>	
	Digital Media			
	Take inspiration from the greats	<ul> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles</li> </ul>	<ul> <li>Show how the work of those studied was influential in both society and to other artists</li> </ul>	<ul> <li>Give details (including artists, artisans and d</li> <li>Show how the work of to other artists.</li> <li>Create original pieces</li> </ul>

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