

## Art & Design

EYFS		
ELG- Physical Development	Fine Motor Skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
ELG – Expressive Arts and Design	Creating With Materials	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>

Art and Design						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p><b>Blue – Skills</b> <b>Purple - Knowledge</b></p>			
	<b>Creativity</b>					
	<b>Creation</b>					
Skills	<b>Design</b> and make art to express ideas.	Select the best materials and techniques to <b>develop an idea.</b>	Use and combine a <b>range of visual elements</b> in artwork.	<b>Develop techniques</b> through experimentation to create different types of art.	<b>Produce creative work</b> on a theme, developing ideas through a range of preliminary sketches or models.	<b>Create innovative art</b> that has personal, historic or conceptual meaning.

Knowledge	<p><b>Ideas can be created through observation</b> (looking closely), <b>imagination</b> (creating pictures in the mind) and <b>memory</b> (remembering experiences from the past).</p>	<p>Materials and techniques that are well suited to different tasks include ink, smooth paper and polystyrene blocks for printing; <b>hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings</b> and clay, clay tools and slip for sculpting.</p>	<p>Visual elements include <b>colour, line, shape, form, pattern and tone.</b></p>	<p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be <b>combined to create a range of effects.</b></p>	<p>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to <b>explore ideas and techniques</b> and plan what a final piece of art will look like.</p>	<p>In conceptual art, the <b>idea or concept behind a piece of art</b> is more important than the look of the final piece.</p>
	ILP	<p>Big cat paintings</p> <p>Create your own superhero</p>		<p>Still life/perspective drawings</p> <p>Comparisons UK/Kenya landscapes</p>	<p>Journey stick</p> <p>Roman mosaics</p>	<p>Tudor jewellery</p> <p>Canopic jars</p>

Art & Design						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<b>Generation of Ideas</b>					
	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea	Create a series of sketches over time to develop ideas on a	Review and revisit ideas and sketches to improve and develop ideas.	Gather, record and develop information from a range of sources to create a

			or experiment with a technique.	theme or mastery of a technique.		mood board or montage to inform their thinking about a piece of art.
	<b>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</b>	<b>A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.</b>	<b>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork.</b> They are often line drawings that are done in pencil.	<b>Artists use sketching to develop an idea over time.</b>	<b>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</b>	<b>A mood board is an arrangement of images, materials, texts and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</b>
	Big cat paintings Superhero design	Picasso inspired paintings	Clay beakers Adi weaving	Roman mosaics/coin Viking shields	Solar system	Personal – What type of artist am I?  Surrealist/ impressionist painting

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	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<b>Materials</b>					
	<b>Malleable Materials</b>					
	Manipulate malleable materials by squeezing, pinching,	Press objects into a malleable material to	Create a 3-D form using malleable or rigid materials, or a	Use clay to create a detailed 3-D form.	Create a relief form using a range of tools,	Create a 3D form using malleable materials in the style

	pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	make textures, patterns and imprints.	combination of materials.		techniques and materials.	of a significant artist, architect or designer.
	<b>Malleable materials include rigid and soft materials</b> , such as clay, plasticine and salt dough.	Malleable materials, such as clay, plasticine or salt dough, <b>are easy to shape. Interesting materials that can make textures, patterns and imprints</b> include tree bark, leaves, nuts and bolts and bubble wrap.	<b>Malleable materials</b> , such as clay, papier mâché and Modroc, are <b>easy to change into a new shape. Rigid materials</b> , such as cardboard, wood or plastic, <b>are more difficult to change into a new shape and may need to be cut and joined together</b> using a variety of techniques.	Techniques used to create a 3-D form from clay include <b>coiling, pinching, slab construction and sculpting</b> . Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	Relief sculpture projects from a flat surface, such as stone. <b>High relief sculpture clearly projects out of the surface</b> and can resemble a freestanding sculpture. <b>Low relief, or bas-relief sculpture do not project far out of the surface</b> and are visibly attached to the background.	<b>A 3D form is a sculpture made by carving, modelling, casting or constructing.</b>
	Dinosaur eggs Victorian crowns	Create own minibeast with textures using imprints	Volcanoes Stone Age/Iron Age homes	Roman coins 3D mountains	Tudor jewellery Fruit and veg sculptures	Day of the Dead skulls Tudor portrait

Art & Design					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Paper and Fabric</b>					
Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Make paper using traditional craft techniques.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
<b>Collage</b> is an art technique where different materials are layered and stuck down to create artwork.	<b>Art papers have different weights and textures.</b> For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. <b>Different media</b> , such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	Warp and weft are terms for the two basic components used in loom <b>weaving</b> . The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.	<b>Stitches</b> include running stitch, cross stitch and blanket stitch.	<b>A traditional technique for making paper</b> is soaking paper and blending it to make pulp, straining the pulp through wire mesh, tapping the paper onto absorbent cloth to remove moisture and pressing the paper between weighted wooden boards for at least two days.	<b>Materials have different qualities</b> , such as rough or smooth, hard or soft, heavy or light, opaque and transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
		Adi weaving	Roman Numeral stitching		WW2 bunting

Primary coloured translucent collages – stained glass window				Link to 'Properties of Materials' – Science topic in Spring 2.	Montage of materials
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Art & Design					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Paint</b>					
Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
The <b>primary colours</b> are red, yellow and blue.	The <b>secondary colours</b> are green, purple and orange. These colours can be made by mixing primary colours together.	Examples of <b>contrasting colours</b> include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.	<b>Warm colours</b> include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. <b>Cool colours</b> include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.	A <b>tint</b> is a colour mixed with white, which increases lightness, and a <b>shade</b> is a colour mixed with black, which increases darkness.	Different artistic movements often use colour in a distinctive way. <b>Expressionist</b> artists use intense, non-naturalistic colours. <b>Impressionist</b> artists use complementary colours. <b>Fauvist</b> artists use flat areas or patches of colour. <b>Naturalist</b> artists use realistic colours.

Primary colour wheel	Secondary colour wheel  Follow up piece – Great Fire of London	Contrasting colour wheel  Follow up piece – Chocolate treat	Volcanoes	Fruit/Vegetable plant painting	Gallery exhibition classifying artists
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Art & Design					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pencil, Ink, Charcoal and Pen</b>					
Use soft and hard pencils to create different types of line.	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the properties of pen and ink to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition.	Use line and tone to draw perspective.
Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. <b>Different types of line</b> include zigzag, wavy, curved, thick and thin.	<b>Textures</b> include rough, smooth, ridged and bumpy. <b>Tone</b> is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be	<b>Hatching, cross-hatching and shading</b> are techniques artists use to add texture and form.	Pen and ink create dark lines that strongly contrast with white paper. <b>Pen and ink techniques</b> include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light	<b>Ink wash</b> is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. <b>Different types of perspective</b> include one-point perspective (one vanishing point on the horizon line), two-

		used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.		tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.		point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).
Line drawings of familiar animals	Pirate boat design	Sketches of animal skins/feathers	Mountains landscape	Fantasy landscape	Shells from different perspectives	

Art & Design						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Printing</b>					
	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Add text or photographic samples to a print.	Use the work of a significant printmaker to influence artwork.
	A <b>print</b> is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.	A <b>block print</b> is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and	A <b>two-colour print</b> can be made in different ways, such as by inking a roller with two different colours before transferring it	<b>Different printmaking techniques</b> include monoprinting, engraving, etching, screen printing and lithography.	Some artists, such as Kurt Schwitters, use <b>text or photographic images to add interest or meaning to a print.</b>	<b>Printmakers</b> create artwork by transferring paint, ink or other art materials from one surface to another.

		then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.			
Dinosaur/animal footprints	Pirate flag printing block	Rivers Design chocolate treat	Anglo-Saxon prints	Lunar chart using prints	Inuit prints Gallery exhibition - styles	

Art & Design						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<b>Nature</b>					
	<b>Natural Art</b>					
	Make transient art and pattern work using a range of natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.	Represent the detailed patterns found in natural phenomena, such as water and weather.	Record natural forms, animals and landscapes with clarity, using digital photography.	Create art inspired by or giving an environmental message.
	<b>Transient art</b> is moveable, non-permanent and usually made of a variety of objects and materials.	<b>Natural forms</b> are objects found in nature and include flowers, pine cones, feathers,	<b>Nature and natural forms</b> can be used as a starting point for <b>creating artwork</b> .	<b>Natural patterns from weather and water</b> are often used as a subject matter.	Various techniques can help children take clear, interesting <b>photographs</b> , such as using auto mode,	<b>Environmental art</b> addresses social and political issues relating to natural and urban environments.

	Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	stones, insects, birds and crystals.			pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	
	Continuous provision	Minibeast habitat	Predators – birds in flight, animals hunting	Mountain landscape	Photos of allotments/plants for community	WW2 bunting – address availability of materials

Art & Design						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<b>Humankind</b>					
	<b>Human Form</b>					
	Represent the human face from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses.	Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or	Explore and create expression in portraiture.	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure-drawing.

				historical starting points.		
	A <b>human face includes features</b> , such as eyes, nose, mouth, forehead, eyebrows and cheeks.	A drawing or painting of a human face is called a <b>portrait</b> .	Artists draw, paint or <b>sculpt human forms</b> in active poses.	Art can be developed that depicts the <b>human form to create a narrative</b> .	A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the <b>Expressionists</b> .	In art, <b>distortion</b> is an alteration to an original shape, <b>abstraction</b> refers to art that doesn't depict the world realistically and <b>exaggeration</b> is the depiction of something that is larger than in real life.
	Superhero designs Family portraits	Self-portrait (PSHE link)	Pompeii people (sketch and sculpt)	Boudicca sketches Roman coins/Emperors	Tudor portraits	Self-portraits – various artist styles

Art & Design						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<b>Place</b>					
	<b>Landscapes</b>					
	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, paint or photograph an urban landscape.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Use a range of materials to create imaginative and fantasy landscapes.	Draw or paint detailed landscapes that include perspective.
	Drawings or paintings of locations can be inspired by	A <b>landscape</b> is a piece of artwork that shows a scenic view.	An <b>urban landscape</b> is a piece of artwork that	Art can display interesting or unusual	<b>Imaginative and fantasy landscapes</b> are artworks that usually	<b>Perspective</b> is the art of representing 3D

	<b>observation</b> (looking closely), <b>imagination</b> (creating pictures in the mind) and <b>memory</b> (remembering places from the past).		shows a view of a town or city.	<b>perspectives and viewpoints.</b>	have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	objects on a 2D surface.
	Big cat paintings Create own superhero	Seascape paintings (link to pirate ship)	City landscape (London/Thames)	Mountain landscape	Fantasy landscape - rollercoasters	WW2 landscape  Seascape (Titanic/icebergs)

Art & Design						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Comparison</b>					
	<b>Compare and Contrast</b>					
	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
	<b>Similarities and differences</b> between two pieces of art	<b>Common themes</b> in art include landscapes, portraiture, animals,	Explorations of the <b>similarities and differences</b> between	Artwork has been used at <b>different times and in different cultures</b> to	<b>Visual elements</b> include line, light,	<b>Perspective</b> is the representation of 3D objects on a 2D

	include the materials used, the subject matter and the use of colour, shape and line.	streets and buildings, gardens, the sea, myths, legends and stories and historical events.	pieces of art, structures and products <b>from the same genre</b> could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	shape, colour, pattern, tone, space and form.	surface. <b>Abstraction</b> refers to art that doesn't depict the world realistically. <b>Figurative</b> art is modern art that shows a strong connection to the real world, especially people. <b>Conceptual</b> art is art where the idea or concept behind the piece is more important than the look of the final piece.
What's the same/different?	Self portraits  Animals/landscapes	Ancient Greece  Cave paintings	RE link  Evelyn De Morgan/John William Waterhouse comparison	Hans Holbein portraits  Rangolis	Gallery exhibition (artist styles)	

Art & Design						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Significance</b>					
	<b>Significant people, artwork and movements</b>					
Describe and explore the work of a significant artist.	Explain why a painting, piece of art, body of	Work in the style of a significant artist, architect or designer.	Explain the significance of art, architecture or design from history	Investigate and develop artwork using	Explain the significance of different artworks from a range of times	

		work or artist is important.		and create work inspired by it.	the characteristics of an artistic movement.	and cultures and use elements of these to create their own artworks.
	Words relating to colour, shape, materials and subject matter can be used to explore works by <b>significant artists</b> .	<b>Pieces of art are important for many reasons:</b> they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	The work of <b>significant artists, architects and designers has distinctive features</b> , including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	<b>Historical works of art</b> are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	<b>Artistic movements</b> include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Works of art can be <b>significant for many reasons</b> . For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
	Observations of significant artists work	Carl Warner - Food landscapes  Picasso	Ancient Greece  Monet – Lily Pond	Roman mosaics  Evelyn De Morgan/John William Waterhouse comparison	Renaissance portraits.	Salvador Dali

Art & Design						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Evaluation</b>						
Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.	
<b>Aspects of artwork that can be discussed</b> include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Aspects of artwork to <b>analyse and evaluate</b> include subject matter, colour, shape, form and texture.	<b>Suggestions for improving or adapting</b> artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	<b>Constructive feedback</b> highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	<b>Ideas</b> are the new thoughts and messages that artists have put into their work. <b>Methods</b> and approaches are the techniques used to create art.	Strategies used to provide <b>constructive feedback and reflection</b> in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.	
Explore and compare examples of art with an animal theme – choose a favourite and recreate.						