

KS1	Autumn		Spring	Summer
Awareness of Art Contribution to Cultural History	<u>Year 1</u> To recognise and describe some simple characteristics of different kinds of art, craft and design <u>Year 2</u> To observe and talk about the work of a range of artists including contemporary craftspeople and sculpture artists To begin to understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.			
Critical Thinking and Evaluation	<u>Year 1</u> To describe what they think and feel about their own and others work To comment and ask questions about a piece of art work To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use <u>Year 2</u> To evaluate a peers piece of work an discuss ways to improve it. To discuss differences in work of artists, themselves, and others. To know how to create a piece of art in response to the work of another artist. To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (eg know the names of the tools and colours they use)			
Cycle A	<u>Artist Focus:</u> Mondrian (AF - Critical thinking and Interpretation) <u>Outcome:</u> Innovation - own version of Mondrian	<u>Artist Focus:</u> Orla Kiely (AF - Exploring and Creating) <u>Outcome:</u> Innovation - create own Kiely inspired print	<u>Artist Focus:</u> Klee (AF - Exploring and Creating) <u>Outcome:</u> Recreation of Klee	<u>Artist Focus:</u> Andy Goldsworthy (AF - Exploring and Creating / Awareness of art contribution to cultural history) <u>Outcome:</u> Create own sculpture from natural materials
	<u>Year 1</u> To use a variety of tools and techniques to develop better control of materials and equipment, including different brush sizes. To know the names of all the primary colours. To mix primary colours using powder paint. <u>Year 2</u> To practise brush control and use a brush to produce marks appropriate to work. To be able to mix primary colours confidently.	<u>Year 1</u> To paint from observational experience To draw shapes from first hand observations, looking at everyday objects and drawing what they see. To use pencils to create lines of different thickness in drawings. To experiment with and use different techniques to create arrange of textures and tones To observe patterns in the natural and man-made world To make a simple printing block To build repeating patterns, random or organised, with range of hard and soft materials <u>Year 2</u> To draw from first hand observations from real life, looking at natural and man-made objects. To make a simple printing block to build and extend repeating patterns, , using two contrasting colours. To create a print by rolling, pressing, rubbing and stamping.	<u>Year 1</u> To know the names of all the primary and secondary colours. To mix primary and secondary colours using powder paint. To use a variety of tools and techniques to develop better control of materials and equipment, including different brush sizes. To use pencils to create lines of different thickness in drawings. To experiment with and use different techniques to create arrange of textures and tones. To work on different scales. <u>Year 2</u> To investigate and use three grades of pencil when drawing and shading. (HB, 2B, 2H) To use charcoal, pencil, pencil crayon and pastel to create drawings and investigate textures and tone. To blend pastels. To practise brush control and use a brush to produce marks appropriate to work. To be able to mix primary and secondary colours confidently and mix brown. To create different shades of paint by adding black and tints by adding white.	<u>Year 1</u> To paint from observational experience To draw shapes from first hand observations, looking at everyday objects and drawing what they see. To use pencils to create lines of different thickness in drawings. To experiment with and use different techniques to create arrange of textures and tones . To observe patterns in the natural and man-made world To explore and investigate textures of a range of man-made and natural materials used for sculpture. To manipulate clay in a variety of ways including rolling and kneading and create imprints and rubbings to explore texture. <u>Year 2</u> To draw from first hand observations from real life, looking at natural and man-made objects. investigate and use three grades of pencil when drawing and shading. (HB, 2B, 2H) To use a viewfinder to focus on a specific part of an artefact before drawing it. To assemble a range of materials to make real or imagined forms - experiment with natural materials . To change the surface of a malleable material by creating line and texture on the surface, using a range of tools safely. To explore sculpture with a range of malleable material. To manipulate a malleable material in a variety of ways for a purpose.
Cycle B	<u>Artist Focus:</u> Kandinsky (AF - Exploring and Creating) <u>Outcome:</u> Recreation of section of painting using viewfinder (create large class picture)		<u>Artist Focus:</u> Van Gogh (AF - Critical thinking and Interpretation) <u>Outcome:</u> Innovation. Flowers in a vase	<u>Artist Focus:</u> Barbara Hepworth (AF - Awareness of art contribution to cultural history) <u>Outcome:</u> Innovation. Flowers in a vase
	<u>Year 1</u> To know the names of all the primary and secondary colours. To mix primary and secondary colours using powder paint. To use a variety of tools and techniques to develop better control of materials and equipment, including different brush sizes. To work on different scales.		<u>Year 1</u> To make a simple printing block To build repeating patterns, random or organised, with range of hard and soft materials To paint from observational experience To use a variety of tools and techniques to develop better control of materials and equipment, including different brush sizes.	<u>Year 1</u> To draw shapes from first hand observations, looking at everyday objects and drawing what they see. To use pencils to create lines of different thickness in drawings. To experiment with and use different techniques to create arrange of textures and tones .

	<u>Year 2</u> To use charcoal, pencil, pencil crayon and pastel to create drawings and investigate textures and tone. To blend pastels. To use a viewfinder to focus on a specific part of an artefact before drawing it. To practise brush control and use a brush to produce marks appropriate to work. To be able to mix primary and secondary colours confidently and mix brown. To create different shades of paint by adding black and tints by adding white. To work on different scales.	To use pencils to create lines of different thickness in drawings. To experiment with and use different techniques to create arrange of textures and tones To draw shapes from first hand observations, looking at everyday objects and drawing what they see. <u>Year 2</u> To draw from first hand observations from real life, looking at natural and man-made objects. investigate and use three grades of pencil when drawing and shading. (HB, 2B, 2H) To use charcoal, pencil, pencil crayon and pastel to create drawings and investigate textures and tone. To blend pastels. To be able to mix primary and secondary colours confidently and mix brown. To create different shades of paint. To practise brush control and use a brush to produce marks appropriate to work. To experiment with tools and techniques to create textures and other effects. To work on different scales.	To explore and investigate textures of a range of man-made and natural materials used for sculpture. To draw shapes from first hand observations, looking at everyday objects and drawing what they see. <u>Year 2</u> To draw from first hand observations from real life, looking at natural and man-made objects. investigate and use three grades of pencil when drawing and shading. (HB, 2B, 2H) To assemble a range of materials to make real or imagined forms - experiment with constructing and joining recycled, manmade and natural materials . To change the surface of a malleable material by creating line and texture on the surface, using a range of tools safely. To explore sculpture with a range of malleable material. To manipulate a malleable material in a variety of ways for a purpose.
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LKS2	Autumn	Spring	Summer
Awareness of Art Contribution to Cultural History	<u>Year 3</u> To know about and describe the work of some artists, craftspeople, architects and designers. To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. <u>Year 4</u> To talk about great artists, including sculpture artists, architects and designers from different cultures and periods of time in history, looking at similarities and differences between different artists and mediums used To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.		
Critical Thinking and Evaluation	<u>Year 3</u> To compare and evaluate my own and a peers piece of artwork and discuss ways to adapt and develop it further. To discuss differences and similarities between artists and mediums used To talk about and describe the work of a range of artists. To be able to explain how to use some of the tools and techniques they have chosen to work with. <u>Year 4</u> To adapt work according to my own views an describe how I might develop it further. To experiment with styles used by other artists. To talk about great artists, architects and designers in history, looking at similarities and differences between different artists and mediums used and beginning to make links with own works.		
Cycle A	<u>Artist Focus:</u> Georgia O’Keeffe (AF - Critical thinking and Interpretation) <u>Outcome:</u> Innovation. Flowers in a vase	<u>Artist Focus:</u> Mosaics (Emma Biggs, Sagrada Familia, Pietro Cavallini) (AF - Awareness of art contribution to Cultural History) <u>Outcome:</u> Innovation. Mosaic piece	<u>Artist Focus:</u> Frida Kahlo (AF - Exploring and Creating) <u>Outcome:</u> Portrait of a friend / Self portrait.
Exploring and Creating	<u>Year 3</u> To begin to show an awareness of objects having a third dimension. To observe closely natural and man-made objects To use different grades of pencil, and other drawing materials (charcoal, pencil, pastels, crayons) to shade and to show different tones, textures and pattern. To use sketches to produce a final piece of art. To use a range of brushes, roller, sponges and engraving to create different effects in painting. To create monochromatic colours (varying tones of one colour(hue)) To use more specific colour language. <u>Year 4</u> To become proficient with using a wide range of drawing media to show line, shape, and colour To use marks and lines to show texture in my art To apply tone in a drawing in a simple way (by adding white to highlight) To become proficient with using watercolours. To mix tertiary colours.	<u>Year 3</u> To use sketches to produce a final piece of art. To use collage as a means of collecting ideas and information to plan my art. To experiment with a range of mosaic techniques such as overlapping and layering to create patterns. To apply simple use of pattern and texture in a drawing when planning a mosaic. To use mosaic as a means of extending work from initial ideas.	<u>Year 3</u> To begin to show an awareness of objects having a third dimension. To observe closely natural and man-made objects To use different grades of pencil, and other drawing materials (charcoal, pencil, pastels, crayons) to shade and to show different tones, textures and pattern. To encourage more accurate drawings of facial features showing scale and proportion - working towards a head and shoulders portrait of self or a friend. To use sketches to produce a final piece of art. To look at clay relief work and practise using a variety of tools and skills safely to create artworks in this form (facial feature) <u>Year 4</u> To become proficient with using a wide range of drawing media to show line, shape, and colour To develop awareness of objects having a third dimensions in drawings including shadows. To use marks and lines to show texture in my art. To apply tone in a drawing in a simple way (by adding white to highlight) To mix flesh colours. To develop better control of tools and techniques for 3D work to be able to join materials adequately and produce intricate patterns and textures in malleable materials. To plan a structure through drawing and preparatory work To shape, form and construct from observation or imagination. To experiment with shape, form and texture using mod roc or clay. To experiment with combining different media to create art eg Modroc and paint
Cycle B	<u>Artist Focus:</u> Ancient Egypt (AF - Awareness of art contribution to Cultural History) <u>Outcome:</u> Egyptian death mask using clay and paint	<u>Artist Focus:</u> Hokusai (AF - Critical thinking and Interpretation) <u>Outcome:</u> Innovation.	<u>Artist Focus:</u> Monet (AF - Exploring and Creating) <u>Outcome:</u> Innovation. A water reflection in the style of Monet

	<u>Year 3</u> To begin to show an awareness of objects having a third dimension. To use different grades of pencil, and other drawing materials (charcoal, pencil, pastels, crayons) to shade and to show different tones, textures and pattern. To encourage more accurate drawings of facial features showing scale and proportion To use sketches to produce a final piece of art. To use a range of brushes, roller, sponges and engraving to create different effects in painting. To create monochromatic colours (varying tones of one colour(hue)) To use more specific colour language. <u>Year 4</u> To use marks and lines to show texture in my art To mix tertiary colours and flesh colours. To develop better control of tools and techniques for 3D work to be able to join materials adequately and produce intricate patterns and textures in malleable materials. To plan a structure through drawing and preparatory work To shape, form and construct from observation or imagination. To experiment with shape, form and texture using mod roc or clay. To experiment with combining different media to create art eg Modroc and paint	<u>Year 3</u> To begin to show an awareness of objects having a third dimension. To observe closely natural and man-made objects To use different grades of pencil, and other drawing materials (charcoal, pencil, pastels, crayons) to shade and to show different tones, textures and pattern. To use sketches to produce a final piece of art. To use a range of brushes, roller, sponges and engraving to create different effects in painting. To create monochromatic colours (varying tones of one colour(hue)) To use more specific colour language. To explore pattern and shape, creating designs for printing To create printing blocks using a relief or impressed method To print with two colour overlays and explore colour mixing through overlapping colour prints deliberately. <u>Year 4</u> To become proficient with using a wide range of drawing media to show line, shape, and colour. To use marks and lines to show texture in my art. To mix tertiary colours. To create printing blocks using a relief or impressed method To create symmetrical patterns when printing To explore colour mixing through overlapping colour prints deliberately and print onto different materials using at least 3 colours.	<u>Year 3</u> To begin to show an awareness of objects having a third dimension. To observe closely natural and man-made objects To use different grades of pencil, and other drawing materials (charcoal, pencil, pastels, crayons) to shade and to show different tones, textures and pattern. To use sketches to produce a final piece of art. To use a range of brushes, roller, sponges and engraving to create different effects in painting. To create monochromatic colours (varying tones of one colour(hue)) To use more specific colour language. To experiment with water colour paints - create a background using a wash. <u>Year 4</u> To develop awareness of objects having a third dimensions in drawings including shadows. To use marks and lines to show texture in my art To become proficient with using watercolours. To mix tertiary colours and flesh colours. To show reflections in my art.
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UKS2	Autumn	Spring	Summer
Awareness of Art Contribution to Cultural History	<u>Year 5</u> To research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. <u>Year 6</u> To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.		
Critical Thinking and Evaluation	<u>Year 5</u> To adapt work according to my own and others views. To research the work of an artist and use my work to replicate a style. To talk about and describe great artists, architects and designers in history, making links with my work and beginning to annotate my own work with comments and thoughts. <u>Year 6</u> To be able to modify and improve work to achieve high quality outcomes. To explain why I have used different tools and / or specific techniques to create art. To talk about and describe great artists, architects and designers in history, making links with my work and annotating my own work with comments and thoughts.		
Cycle A	<u>Artist Focus:</u> Lowry (AF - Exploring and Creating) <u>Outcome:</u> Recreation of Lowry picture - perspective and correct form of people	<u>Artist Focus:</u> William Morris (AF - Critical Thinking and Interpretation) <u>Outcome:</u> Innovation - print in style of Morris – telling a story through art	<u>Artist Focus:</u> Ancient Greek Pottery (Kenyan ceramicist - Madeline Aduno) (AF - Awareness of art contribution to Cultural History) <u>Outcome:</u> Innovation - Greek style vase
	<u>Year 5</u> To become proficient in using a wide range of drawing media To organise line, tone, shape and colour to represent figures and forms in movement . To develop an awareness of composition, scale and proportion. To begin to use simple perspective in their work using a single focal point and horizon. To mix and match colours to create atmosphere and light effects . To mix and work with primary, secondary, complimentary and contrasting colours, families of colours, light and dark tones. <u>Year 6</u> To develop style when drawing using pastels, pencils, charcoal To draw upon and use different techniques for different purposes within their own work eg perspective and drawing human figures / using white to add tone to show effects of light on objects and people To become more proficient in showing composition, scale and proportion in their paintings e.g. foreground, middle ground and background. To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting. To become more concise with colour mixing and blending techniques. To mix and match colours to create atmosphere and light effects	<u>Year 5</u> To become proficient in using a wide range of drawing media To develop an awareness of composition, scale and proportion. To mix and match colours to create atmosphere and light effects . To mix and work with primary, secondary, complimentary and contrasting colours, families of colours, light and dark tones. To develop a painting from a drawing. To tell a story through art To create repeating patterns in print and preparatory drawings. To work into prints with a range of media (Pens, Paints) To create printing blocks, relief and impressed, by simplifying a sketch book idea. To create a pattern design following criteria using 3 overlays <u>Year 6</u> To develop style when drawing using pastels, pencils, charcoal To become more concise with colour mixing and blending techniques. To mix and match colours to create atmosphere and light effects. To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting. To experiment with using stencils to create art To create printing blocks from an initial sketch book idea. To create accurate print designs with three overlays To work into prints with a range of media e.g. pens, colour pens and paints	<u>Year 5</u> To become proficient in using a wide range of drawing media To organise line, tone, shape and colour to represent figures and forms in movement . To develop an awareness of composition, scale and proportion. To plan a decorated sculpture through drawing and other preparatory work to become proficient with shape, form and texture using clay. To become proficient in combining different media to create art eg clay and paint <u>Year 6</u> To draw upon and use different techniques for different purposes within their own work eg perspective and drawing human figures / using white to add tone to show effects of light on objects and people To plan and make a 3D form using ideas gathered from their sketchbook using annotation To experiment with wire to create a frame that is built upon. To join materials securely when combining media to create a sculpture To shape, form and construct from observation or imagination. To decide how to work into sculpture with a different range of media eg pens, paints, pastels
Cycle B	<u>Artist Focus:</u> Bomber Command sculpture (AF - Awareness of art contribution to Cultural History) <u>Outcome:</u> Recreation of Bomber command sculpture	<u>Artist Focus:</u> Henri Rousseau (AF - Exploring and Creating) <u>Outcome:</u> Innovation based on the Surprise	<u>Artist Focus:</u> Banksy (AF - Critical Thinking and Interpretation) <u>Outcome:</u> Innovation using stencil to print
	<u>Year 5</u> To develop an awareness of composition, scale and proportion. To plan a decorated sculpture through drawing and other preparatory work to become proficient with shape, form and texture using clay. To become proficient in combining different media to create art eg clay and paint <u>Year 6</u>	<u>Year 5</u> To become proficient in using a wide range of drawing media including oil pastels To develop an awareness of composition, scale and proportion. To begin to use simple perspective in their work using a single focal point and horizon. To mix and match colours to create atmosphere and light effects . To mix and work with primary, secondary, complimentary and contrasting colours, families of colours, light and dark tones. <u>Year 6</u>	<u>Year 5</u> To become proficient in using a wide range of drawing media To organise line, tone, shape and colour to represent figures and forms in movement . To develop an awareness of composition, scale and proportion. To develop a painting from a drawing. To tell a story through art To work into prints with a range of media (Pens, Paints) To create printing blocks, relief and impressed, by simplifying a sketch book idea. To create a pattern design following criteria using 3 overlays

	To plan and make a 3D form using ideas gathered from their sketchbook using annotation To experiment with wire to create a frame that is built upon. To join materials securely when combining media to create a sculpture To shape, form and construct from observation or imagination. To decide how to work into sculpture with a different range of media eg pens, paints, pastels	To develop style when drawing using pastels, pencils, charcoal To draw upon and use different techniques for different purposes within their own work eg perspective and drawing human figures / using white to add tone to show effects of light on objects and people To become more proficient in showing composition, scale and proportion in their paintings e.g. foreground, middle ground and background. To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting. To become more concise with colour mixing and blending techniques. To mix and match colours to create atmosphere and light effects	<u>Year 6</u> To draw upon and use different techniques for different purposes within their own work eg perspective and drawing human figures / using white to add tone to show effects of light on objects and people To become more proficient in showing composition, scale and proportion in their paintings e.g. foreground, middle ground and background. To deliver a message through art To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting. To become more concise with colour mixing and blending techniques. To mix and match colours to create atmosphere and light effects To experiment with using stencils to create art To create printing blocks from an initial sketch book idea. To create accurate print designs with three overlays To work into prints with a range of media e.g. pens, colour pens and paints
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