

# Tillington Manor Primary School – Art Progression Map

“A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.” NC, 2014.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

## Key stage 2

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

# Drawing

## What is drawing?

Drawing for different purposes, including perceptions, communication, invention and actions – using a range of media such as charcoal, pencils of different grades (hard to soft), graphite sticks, coloured pencils, oil pastels, chalk pastels, crayons, wax, markers, fine line, ball point pens, inventive mark making tools, ink pens and erasers.

## How will I teach drawing?

- first-hand observation/observational drawing
- perspective
- scale
- viewfinder
- a range of drawing tools (graded pencils, crayons, wax, felt tip pens, charcoal)
- tracing
- Observe the drawing of landscapes, patterns, faces and objects.
- Draw for a sustained period at their own level.

By the end of KS1:

- Draw lines of different thickness and size
- Show pattern and texture by adding dots and lines
- Begin to control lines to create simple drawings from observations
- Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel
- Colour within the line
- Draw on smaller and larger scales
- Begin to add detail to line drawings
- Observe and draw landscapes, patterns, faces and objects

By the end of KS2:

- Use first hand observations using different viewpoints, developing more abstract representations
- Introduce perspective, fore/back and middle ground
- Investigate proportions
- Use a range of mediums on a range of backgrounds
- Work indoors and outdoors
- Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape.

<ul style="list-style-type: none"> <li>Show confidence in using a variety of drawing mediums including ink and pen</li> <li>Show interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>Develop accuracy in observational drawing, including the human figure</li> </ul>							
Drawing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture	mark making shapes with support (identify shapes)	shapes/lines	using shapes to make figures	starting to add details	detail eg. facial expression	details and fur/leaves shading	light/dark shading
Line	Draw lines of different sizes/shapes describe lines as thick or thin.	Create thin and thick lines using different materials	Compare different thickness of lines with different materials	Explore different thickness lines with different grades of pencil	Identify hard and soft grades of pencils	Begin to explore materials/grades of pencil for different effects	Choose to use different materials/grades of pencil to create different effects/mood.
Pattern	Identify different patterns eg. swirly, zig zag, spotty.	Begin to create own patterns	Add pattern by adding dots and dashes symmetry	Repeating patterns (not linear) e.g. William Morris	Meaning of patterns e.g. flags, heraldry	Abstract patterns/filling the space	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns
Colour	Identify the colours	Colouring between the lines	Appropriate colours being used	Colour in between the lines	Colour shading/ no white space/smooth coverage	Cross hatching	Appropriate use of materials to create multi-media.

## Painting

What is Painting?

- Painting for different purposes and in different ways, exploring diverse techniques and processes such as wash, strokes, layers, blending, scumbling, spatter, drip, glaze, wet, dry, spring.
- Using a range of media e.g. watercolour, tempera, oil, acrylic, ink, PVA. Additives such as salt, sawdust, sand and collage materials and including any natural materials e.g. beetroot juice.
- Using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, spatulas and invented painting tools made from found and selected resources.

### **How will I teach painting?**

- reference to the colour wheel and mixing/blending
- colour wheel and palettes
- different size brush strokes
- range of different paints and tools and their appropriateness for the job

By the end of KS1:

- Recognise and name primary and secondary colours
- Apply colour with a range of tools/materials
- Recognise warm and cold colours
- Mix primary colours to make secondary colours
- Make marks using paint with a variety of tools
- Consider consistency when applying paint
- Hold a large paint brush correctly
- Create different textures using sand, flour, sawdust, glitter

By the end of KS2:

- Lighten and darken tones using black and white
- Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)
- Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint)
- Explore complementary and opposing colours in creating patterns
- Mix colours confidently knowing which primary colours make which secondary colours
- Introduce acrylic paint
- Develop watercolour techniques
- Explore using limited colour palettes e.g. natural or man-made
- Control and experiment with colour to create mood and express feelings
- Develop a personal style of painting, drawing upon ideas from other artists.
- Investigate working on canvas experiment with colour in creating an effect

Painting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour <ul style="list-style-type: none"> <li>warm vs. cold</li> <li>man-made vs. natural</li> </ul>	identify primary and secondary colours	distinguish between colours e.g. dark blue, bluey green.	mix primary colours to make secondary colours.	lighten/darken colour using black and white	colour-wheel explore complementary and opposing colours in	Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)	Control and experiment with colour to create mood and express feelings
Line/Pattern different size brush strokes	hold a paintbrush/tool for wet mark making	develop paintbrush control	explore using different tools to create different effects.	Mark make with paint (dashes, blocks of colour, strokes, points)	experiment with techniques including dotting, scratching, splashing.	develop fine brush strokes for detail	different brushes for specific purposes
Texture powder paint stencils water colour acrylic	mark making with mixtures and sticks powder paint and block paint (sand, flour, sawdust, glitter)	Make marks on a range of materials/colour	recreate work in the style of an artist using a range of techniques	use watercolours	layers of different paints/wet/dry	acrylic paint on a canvas	select appropriate paints for project

## **Sculpture**

### **What is sculpture?**

Sculpture includes processes such as construction, using card, paper, wood, wire, plaster of paris, ModRoc, paper lamination, papier mache, found materials. Reduction and subtractions with carving materials including soap, wood, stone. Modelling such as modelling clay, air drying clay, salt dough, plasticine, wax, newplast. Casting using plaster of paris or silicone rubber.

### **How will I teach sculpture?**

- Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures

- Different materials and techniques leading to a 3D outcome
- Awareness of the different processes and ways of joining-together different materials.
- Use a variety of objects, recycled, natural and man-made.
- Tactile investigation – prototype on a smaller scale to investigate how to work.
- Look at sculptures and try to recreate them using everyday objects/range of materials

By the end of KS1:

- Investigate a range of different materials and experiment with how they can be connected together to form simple structures
- Shaping malleable materials in a variety of ways including squeezing, rolling, flattening and pinching.
- Impressing different textures and patterns using a variety of objects.
- Modelling, constructing and joining recycled, natural and man-made materials.
- Investigating different joining techniques.
- Nets exploring 2D to 3D
- Junk modelling
- Begin to form own 3D pieces
- Consider covering these with papier-mâché
- Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools
- Look at sculptures by known artists and natural objects as starting points for own work

By the end of KS2:

- Planning and designing sculptures from observation or imagination using sketchbook ideas.
- Using recycled, natural and man-made materials to create sculptures including clay.
- Developing skills in using clay including relief tiles, modelling and joining.
- Creating patterns and textures when using malleable materials such as clay.
- Develop confidence working with clay adding greater detail and texture
- Add colour once clay is dried
- Investigate ways of joining clay - scratch and slip
- Introduce 'modroc'
- Create work on a larger scale as a group
- Use pipe cleaners/wire to create sculptures of human forms
- Shape form model and construct
- Use tools more confidently
- Discuss own work and compare with work of other sculptors.
- Design and create sculpture, both small and large scale
- Make masks from a range of cultures and traditions, building a collage element into the sculptural process
- Use objects around us to form sculptures
- Use wires to create malleable forms

- Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)
- Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.

Sculpture	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D modelling	construct 3D structures using bricks/toys	roll, cut and coil. squeeze malleable material such as plasticine	investigate the nets 2D to 3D	pinch pot using clay	clay bas relief tile rubbings/impress (clay)	building with cardboard papier mache	mod roc
human form	explore human shapes/robots	begin to create human form with object around them	use pipe cleaners to show human form	use recycled materials to create	hand sculpture/paper mache	facial features of the human form	wire frame to create structure cover with tissue paper

## Textiles

### What are textiles?

Textiles are exploring the properties of fabrics, textile materials and found materials to create visual and expressive outcomes in textile materials – design fashion and garments, construct functional or expressive/creative outcomes in fabric.

### How will I teach textiles?

- Joining textiles together
- Combining disciplines e.g. painting on fabric
- Threading a real needle

By the end of KS1:

- Weave using recycled materials – paper, carrier bags
- Weave with wool
- Dye fabrics using tea, red cabbage, beetroot, onion, spinach
- Large eye needles to do some running stitch
- Sew using pre-cut holes/aida

By the end of KS2:

- Thread and knot their own needle/thread
- Research embroidery designs from around the world, create own designs based on these
- Sew simple stitches using a variety of threads and wool
- Investigate tie-dyeing and create tie dye pieces combining two colours
- Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.
- Join fabrics together in different ways
- Weave using paintings as a stimulus / the natural world
- Experiment with circular embroidery frames
- Create detailed designs which can be developed into batik pieces

Textiles	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fabric	explore different materials	identify different fabrics	experiment with natural dyes	explore how to change fabric	tie dye	clothing design	batik wax and dyeing
Weaving	found resources/string	paper weaving	weaving with wool	weave with found materials	recycled materials combined with strips of fabric	circular weaving – cultural (Mayans?)	design a piece of work that include weaving
Sewing	thread shoe laces	hole punch cardboard – sew round shapes with wool	thread a large needle with wool – precut wide aida	thread and knot a needle - running stitch	research different stitches and try them out	different types of stitches	embroidery hoop

## Printing

What is printing?



Printing to understand how to monoprint by lifting an impression or print from a texture surface, make rubbings and create single or repeated patterns using a motif or stamp block, cut paper and card stencils, using water-based printing ink, stencil paper, coloured tissue paper.

### How will I teach printing?

- Use of colour/background
- a range of different printing methods: relief printing, resist printing, monochrome, lino, polystyrene tile
- Create patterns with repeating prints

By the end of KS1:

- Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control
- Develop controlled printing against outline /within cut out shapes
- Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns
- Experiment with marbling, investigating how ink floats and changes with movement

By the end of KS2:

- Design and create their own print designs using multiple colours
- Print on a range of materials
- Use roller and ink printing. Use simple block shapes formed by children
- Blend two colours when printing
- Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays
- Form string roller prints to create continuous patterns

Printing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
sponges food printing	food printing	explore the prints made by a variety of everyday objects	create a print by pressing, rolling, rubbing and stamping	use prints to make repeating patterns	design their own print and use 2 colours	design their own print and use more than 2 colours	overprint with different colour making their own print
stencil pattern relief repeat block monoprint	sponges	stencils/templates	marbling	motifs to create print block images	polystyrene printing blocks to use with roller and ink	intaglio	explore screen printing

# Collage

## What is collage?

Collage is using torn, cut and collected papers adding inks, paints, fabrics, and found images, photographs and materials as well as frottage and montage processes using photography, lens and digital light based media.

## How will I teach collage?

- collage as a well of presenting information
- planning design through mood boards

By the end of KS1:

- Sort materials based on specific qualities - rough or smooth
- Take rubbings from around school
- Develop collages, based on a simple drawing, using papers and materials
- Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)

By the end of KS2:

- Create a collage using fabric as a base
- Rubbings from the local area
- Develop individual and group collages, working on a range of scales
- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views
- Develop tearing, cutting and layering paper to create different effects

Collage	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture	temporary collage using everyday objects	natural vs. man made collage e.g. rubbings	simple drawing and use collage to develop	exploring the difference between cutting/tearing	using a range of different types of paper eg. newsprint, magazines rubbings  overlap materials	fabric collage	design and produce a piece of work

Techniques	mixing different shapes together to make something new	tearing and ripping carefully	cutting accurately	mosaic		montage (putting pictures together)	

## Knowledge

### Art and Artists

Children should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### How will I teach art and artists?

- Refer to an artist or movement or technique every single art lesson
- Display work of artists around your classroom
- Starter type activities (e.g. quick draw this famous painting)
- Research and create mood boards

By the end of KS1:

- Use the work of artists to replicate ideas or inspire own work e.g.
- Look at the work of David Hockney e.g. photo montages (drawing)
- Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)
- Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian
- Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)
- Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)
- Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)
- Abstract paintings by Picasso (colour)
- Use the work of artist Stacey Chapman "car" and other images on the internet (print)
- Look at work of Henry Moore (sculpture)
- Consider work by contemporary textile artist Patricia Greaves (textiles).

By the end of KS2:

- Use the work of artists to replicate ideas or inspire own work e.g.
- Consider work by artists such as Cezanne, Derain, Van Gogh (colour)
- Look at the style of Fauve artists Derain, Vlaminck and Braque
- Consider the work of Seurat (pointillism –colour)
- Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)
- Consider work of Cornelia Parker (sculpture)
- Consider the work from other cultures e, g Asia

- Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)
- Look at cubist artists such as Picasso, Duchamp to show movement/ layering
- Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)
- Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
artists and art movements culture	painting drawing modelling moulding  'Language of Making'	<ul style="list-style-type: none"> <li>• John Constable</li> <li>• Andy Goldsworthy</li> <li>• Richard Long</li> <li>• Paul Klee</li> </ul>	Charles Dobson Henry Rousseau Wassily Kandinsky Piet Mondrian Barbara Hepworth Henry Moore Paul Klee. Vincent Van Gogh	Rebecca Coles Maurice Sendak Celtic craft makers.	Joan Miro Piet Mondrian Gustav Klimt, Henri Matisse Paul Klee Leonid Afremov Claude Monet David Hockney Georges Seurat Henri Rousseau.	William Morris Tom Yelland Vincent Van Gogh Wassily Kandinsky.	Patrick Caulfield Clarice Cliff Sue Averall Antoni Gaudi Julian Opie Pablo Picasso Andy Warhol Anthony Gormley L.S. Lowry
Use of ICT digital art animation	mouse control/mark making on paint programme	repeating patterns on paint programme	create lines and shapes using paint programme	explore shade/tone using paint programme	digital light picture	3D paint to create 3D models/art	Combine digital art with other forms/styles to create own pieces

### Enrichment:

Additional to the Curriculum as an extra enrichment day! Creative Craft – Art Week/Day – Make some thing children can use or sell.

fabric collage,  
paper weaving, jewellery  
basket making  
beadwork  
toy making  
mosaic making  
wood working  
tie dyeing using natural dyes e.g beetroot

CAD ???

Some kind of decoration/wind chime/key rings

**Visit to an Art Gallery**

Treasure Hunt  
 Interactive Paintings  
 Feelings  
 Stories  
 Inspirational work

**EYFS (RED- 30-50 months, Blue 40-60+ months, Green- Early Learning Goals)****Exploring and using media and materials**

- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**

- Developing preferences for forms of expression.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Plays alongside other children who are engaged in the same theme.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role- play and stories.

**Year 1 Expectations:**

Strand	Y1 - Children will know:	At Greater Depth Y1 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>Children are exposed to a range of materials/techniques to explore beginning to develop their creative responses</li> <li>begin to explore and develop basic skills in drawing, painting and sculpture to share ideas, experiences and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>Say what they think and feel about a piece of art they have studied</li> <li>Suggest what is good about their work</li> <li>They will begin to: <ul style="list-style-type: none"> <li>Talk about their work and the steps they took to create it</li> <li>begin to develop their understanding of art vocabulary but not use it appropriately yet.</li> </ul> </li> <li>begin to talk and give basic opinions on the work of others</li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>how to begin to describe aspects of art studied</li> <li>how to begin to know how different art is different</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>John Constable (Hadleigh Castle - landscape painter)</li> <li>Andy Goldsworthy (natural sculpture)</li> <li>Richard Long (Use of handprints/body/natural)</li> <li>Paul Klee (Castle and the Sun)</li> </ul>	
Skills and techniques	begin to develop a wide range of art and design techniques by beginning to explore: colour, pattern, texture, line, shape, form and space. (see below)	

Skills and Techniques	In Year 1, most children will...	Vocabulary
Drawing	<ul style="list-style-type: none"> <li>use shapes/lines to create a drawing</li> <li>create thin and thick lines using different materials</li> <li>begin to create own patterns</li> <li>colour in between two lines</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>distinguish between colours e.g. dark blue, bluey green.</li> <li>develop paintbrush control</li> <li>Make marks on a range of materials/colour</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>roll, cut and coil. squeeze malleable material such as plasticine</li> <li>begin to create human form with objects/shapes around them</li> </ul>	
Textiles	<ul style="list-style-type: none"> <li>identify different fabrics</li> <li>paper weaving</li> <li>hole punch cardboard - sew round shapes with wool</li> </ul>	
Collage	<ul style="list-style-type: none"> <li>natural vs. man made collage e.g. rubbings</li> <li>tearing and ripping carefully</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>explore the prints made by a variety of everyday objects</li> <li>stencils/templates</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>Describe art and create art in the style of Richard Long (printing)</li> <li>Describe and create art in the style of Andy Goldsworthy (sculpture)</li> <li>Compare the art of John Constable with Paul Klee and describe differences using artistic vocabulary.</li> </ul>	

Topic	Key questions + learning sequence → Outcomes	
Toys (Y1)	<p>Can I explore prints?                      Can I make prints and pictures by printing with objects both natural and man-made?                      Can I explore techniques?                      Can I use a block to make a simple print?                      Can I create different designs by experimenting with overprinting, motifs and colour patterns?                      Can I experiment with repeating patterns?                      Can I use a roller and simple printing palette?</p>	
	<p>Children experience and learn about:</p> <ul style="list-style-type: none"> <li>• a range of printing methods and mark making</li> <li>• how to use a range of materials</li> <li>• difference between man-made and natural material</li> <li>• a range of techniques</li> <li>• how to use printing to make a repeating pattern</li> <li>• Richard Long</li> </ul>	<p>Children in Y1 will:</p> <ul style="list-style-type: none"> <li>• use a range of printing methods</li> <li>• know how to use a range of materials</li> <li>• understand the difference between man-made and natural material</li> <li>• use a range of printing techniques</li> <li>• know how to use printing to make a repeating pattern\</li> <li>• be able to describe art by Richard Long</li> </ul>

Learning Question	Input/Ideas
<p>Can I explore prints?</p> <ul style="list-style-type: none"> <li>• Prints</li> <li>• Pattern</li> <li>• Mark making</li> </ul>	<p>Using a range of toys (cars, multi-link, lego etc) dipped in paint to make patterns and marks on different coloured papers. Experiment with different paints but keep the range small and consider using different coloured paper. Discuss the prints made and get children to discuss what made the prints.</p>
<p>Can I make prints and pictures by printing with objects both natural and man-made?</p>	<p>Cover the surface of a toy (e.g. lego tree or lego block) in paint and wrap the paper around to create the print. What effect do different surfaces make? Discuss the print.  Put different surfaces together e.g. Richard Long and create a print from natural resources.</p>
<p>Can I explore techniques?</p>	<p>Large piece of white or black paper. Apply paint to a range of different balls e.g. bouncy balls, tennis balls, basketballs. Bounce the balls on the large paper randomly or on the same spot with multiple applications of paint and observe and discuss the results.</p>
<p>Can I use a block to make a simple print?  Can I create different designs by experimenting with overprinting, motifs and colour patterns?</p>	<p>Using shoes from the toy box or an old shoe from home. Create over-printed patterns with a range of colours, considering how the colour will be used in the pattern - contrasting or complimentary.</p>
<p>Can I experiment with repeating patterns?</p>	<p>Use wooden blocks to create a simple repeating pattern. Experiment with different incidences of blocks. Use the boxes prints to make a robot and add extra details on as desired.</p>
<p>Can I use a roller and simple printing palette?</p>	<p>Cut a simple shape from heavy cardboard to create own print. Wrap the cardboard in bubble wrap and secure behind the stamp. Use a single colour and take a print. Use the print as the centre of an imaginative design like an animal or a plant. Use drawing and painting skills to add details.</p>

Topic	Key questions + learning sequence → Outcomes	
Castles (Y1)	Can I explore junk modelling? Can I explore art by Paul Klee? Can I use textiles to create a shield? Can I describe colours of wool? Can I compare Paul Klee and John Constable?	
	<b>Children will experience and learn about:</b> use 3D shapes and junk modelling to create their own interpretation of a castle and identify some of the features a castle would need. the artist Paul Klee and begin to describe his work 'Castle and Sun' use colour in their own work based on 2D shapes using Paul Klee as a starting point threading a needle and sewing using pre-cut holes tying a knot begin to compare two different artists and pictures along a similar theme	<b>Children in Y1 will:</b> use 3D shapes junk modelling to build recreate work in the style of an artist identify and use both primary and secondary colours thread a needle (with possible support) tie a knot (with possible support) use age-appropriate language to describe pictures

Learning Question	Input/Ideas
Can I explore junk modelling?	<ul style="list-style-type: none"> <li>Build own castle. What kinds of rooms will it need? What types of 3D shapes will you need to recreate? e.g cone shape for the roof.</li> </ul>
Can I explore art by Paul Klee?	<ul style="list-style-type: none"> <li>'Castle and Sun' What do you think of the artist? What kinds of shapes can you see? Children use templates or draw their own shapes free-hand. When colouring, identify the colours.</li> </ul>
Can I compare Paul Klee and John Constable?	<ul style="list-style-type: none"> <li>What's the same and what's different about these pictures? How do they make you feel?</li> </ul>
Can I use textiles to create a shield? Can I describe colours of wool?	<ul style="list-style-type: none"> <li>Children to sew around a shield shape in pre-cut holes to design their own shield. They can choose their own colours. Encourage children to tie knots. Alternatively, weave their own shield type shape.</li> </ul>
Can I explore junk modelling?	<ul style="list-style-type: none"> <li>Build own castle. What kinds of rooms will it need? What types of 3D shapes will you need to recreate? e.g cone shape for the roof.</li> </ul>
Can I explore art by Paul Klee?	<ul style="list-style-type: none"> <li>'Castle and Sun' What do you think of the artist? What kinds of shapes can you see? Children use templates or draw their own shapes free-hand. When colouring, identify the colours.</li> </ul>



Topic	Key questions + learning sequence → Outcomes	
<b>Weather (Y1)</b>	Can I experiment with different materials and lines? Can I observe and draw the effects of nature? Can I explore techniques? Can I draw using shadows? Can I use a range of media to create different effects ? Can I draw autumn leaves?	
	<b>Children will learn about and experience:</b> the weather and the effects it has on the world around us natural vs. man made materials a range of techniques and materials observe in close detail	Children in Y1 will: <ul style="list-style-type: none"> <li>• observe the seasonal/natural changes around them</li> <li>• discuss the feeling that weather creates</li> <li>• use a range of materials to explore different feelings/emotions</li> <li>• use line to show intensity</li> <li>• draw around shadows</li> <li>• compare artists' work on a similar theme (clouds)</li> <li>• identify the colours associated with autumn</li> <li>• develop grip and control using a variety of tools</li> </ul>

Learning Question	Input/Ideas
<b>Can I experiment with different materials and lines?</b>	<ul style="list-style-type: none"> <li>• Explore how weather impacts our mood and behaviour (rainy, windy, etc.)</li> <li>• Use a range of different media including: crayons, chalk, pencils, pastels and different coloured paper to depict the seasons and weather effects.</li> <li>• Experiment with weight of line and a range of colour combinations.</li> </ul>
<b>Can I observe and draw the effects of nature?</b>	<ul style="list-style-type: none"> <li>• Outside observe the effect that the wind has on the trees. How could you draw that? How does this differ from man-made objects?</li> <li>• Record movement with pencils and charcoal.</li> </ul>
<b>Can I explore techniques?</b>	<ul style="list-style-type: none"> <li>• Discuss how to show varying degrees of rain. Use a colour wash and various different sized lines to show the intensity of rain. Fold paper into three sections, each showing a different rainfall so when unfolded it demonstrates the rain getting heavier.</li> <li>• Add wash in primary colour.</li> </ul>
<b>Can I draw using shadows?</b>	<ul style="list-style-type: none"> <li>• Draw around a range of items using the shadow. Use toys and leaves combination of natural and man-made. Discuss the details lost in the drawings</li> </ul>
<b>Can I use a range of media to create different effects ?</b>	<ul style="list-style-type: none"> <li>• Look at range of artists work on clouds. Discuss the different tools used to make the clouds and what effect they have. Draw a range of clouds using different media: charcoal for rain, pastels for sunny day.</li> </ul>
<b>Can I draw autumn leaves?</b>	<ul style="list-style-type: none"> <li>• Children to sketch a range of leaves and add their own colours to them. Cut the leaves in half and complete the half. Record patterns and textures found on the leaves and combine together to make a whole-class collaborative piece of artwork. Refer to Andy Goldworthy.</li> </ul>

### Other ideas:

- Texture rubbings
- Natural world
- Andy Goldworthy
- Make pictures using outside materials

## Year 2 Expectations:

Strand	Y2 - Children will know:	At Greater Depth Y2 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>Children use a range of materials/techniques to explore art. They use artist's work to create their responses which are beginning to be recognisable.</li> <li>explore and develop basic skills in drawing, painting and sculpture and use these to create opportunities in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>Discuss what they think/feel about a piece of work.</li> <li>Suggest what is good about their work</li> <li>They will:               <ul style="list-style-type: none"> <li>Talk about their work and the steps they took to create it referring to techniques/artists/skills.</li> <li>begin to develop their understanding of art vocabulary but not always use it consistently.</li> </ul> </li> <li>give opinions on the work of others and begin to discuss how to improve</li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>discuss the similarities and differences of the different art forms/artists explored</li> <li>make links to their own work</li> <li>explain how the art form makes them feel</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>Henry Rousseau</li> <li>Wassily Kandinsky</li> <li>Piet Mondrian</li> <li>Barbara Hepworth</li> </ul>	
Skills and techniques	develop a wide range of art and design techniques by exploring: colour, pattern, texture, line, shape, form and space. (see below)	

Skills and Techniques	In Year 2, most children will...	Vocabulary
Drawing	<ul style="list-style-type: none"> <li>use shapes to make figures (animal or human)</li> <li>compare different thickness of lines with different materials</li> <li>add pattern by adding dots and dashes</li> <li>know and use symmetry</li> <li>use appropriate colours when adding colour</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>mix primary colours to make secondary colours.</li> <li>explore using different tools to create different effects.</li> <li>recreate work in the style of an artist using a range of techniques</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>investigate the nets 2D to 3D</li> <li>use pipe cleaners to show human form</li> </ul>	

Textiles	<ul style="list-style-type: none"> <li>• experiment with natural dyes</li> <li>• weaving with wool</li> <li>• thread a large needle with wool - precut wide aida</li> </ul>	
Collage	<ul style="list-style-type: none"> <li>• simple drawing and use collage to develop</li> <li>• cutting accurately</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>• create a print by pressing, rolling, rubbing and stamping</li> <li>• marbling</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>• Henry Rousseau</li> <li>• Wassily Kandinsky</li> <li>• Piet Mondrian</li> <li>• Barbara Hepworth</li> <li>• Henry Moore</li> </ul>	

Africa (Y2)	<p>Can I use sketching to plan a composition?                  Can I draw outlines of several African animals?                  Can I block in colour?                  Can I create a silhouette painting?                  Can I research an African artist?</p>	
	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• how art can make a difference in the wider world</li> <li>• how to sketch using simple shapes</li> <li>• how to apply sketching skills to a range of animals</li> <li>• how to use paint to fill a shape</li> <li>• how to use colourwash to create a background</li> <li>• difference between warm colours and cold colours</li> <li>• compare sketches and silhouettes and evaluate art style of John Muafangejo</li> <li>• create prints</li> </ul>	<p>Children in Y2 will:</p> <ul style="list-style-type: none"> <li>• how art can make a difference in the wider world</li> <li>• how to sketch using simple shapes</li> <li>• how to apply sketching skills to a range of animals</li> <li>• how to use paint to fill a shape</li> <li>• how to use colourwash to create a background</li> <li>• difference between warm colours and cold colours</li> <li>• compare sketches and silhouettes and evaluate art style of John Muafangejo</li> <li>• create prints</li> </ul>

Learning Question	Input/Ideas
<p>Can I use sketching to plan a composition?</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Sketch</li> <li>• Outline</li> </ul>	<p>Elmer the elephant with different colours - examples from Elephant Parade (art in the wider world - making a difference)</p> <p>Learn how to draw elephants                  Sketch simple skeleton                  Add ovals for the body, head                  Draw legs and trunk                  Finish with large ears                  Decorate with a design.</p>
<p>Can I draw outlines of several African animals?</p> <ul style="list-style-type: none"> <li>• Side view</li> <li>• sketch</li> </ul>	<p>Using skills developed from previous lesson. Side view photographs of a range of African animals. Sketch several animals and complete with simple trees and grass.</p>
<p>Can I block in colour?</p> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Brushes</li> <li>• Light colour</li> </ul>	<p>Use sketches from previous lesson. Demonstrate how to completely fill a shape with paint.                  Loading the brush with paint                  Painting the sides of shape and manipulating brush head to create a line of paint                  Filling in the centre of the shape.</p> <p>Starting with the lightest colours first. Apply this technique to other sketches.</p>
<p>Can I create a silhouette painting?</p> <ul style="list-style-type: none"> <li>• Warm colours</li> <li>• Colour wash</li> <li>• silhouette</li> </ul>	<p>Colour wash the background with warm colours and use sketches of outlines to create a silhouette picture. What is the difference between previous sketches and this? What do we need to be aware of?</p>
<p>Can I research an African artist?                  John Muafangejo</p>	<p>Recreate art in the style of John Muafangejo - using prints. Polystyrene tiles - digging out to make a print.</p>

<b>Flowers (Y2)</b>	<p>Can I observe and draw a different selection of flowers?                  Can I compare Van Gough and Georgia O'Keefe?                  Can I explore colour?                  Can I recreate a 2D art work using a 3D technique?                  Can I create my own ideas based on my experiences?</p>	
	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the style of Georgia O'Keefe and Van Gough and be able to compare them</li> <li>how to use lines to draw</li> <li>choice of colour</li> <li>explore clay and how to build up detail</li> <li>gain confidence in making their own artistic decisions</li> </ul>	<p>Children in Y2 will:</p> <ul style="list-style-type: none"> <li>Compare two artists</li> <li>discuss similarities and difference between artists and flowers</li> <li>understand how to use colour in their art</li> <li>use clay to create a 2D model of Sunflowers</li> </ul>

<b>Learning Question</b>	<b>Input/Ideas</b>
Can I observe and draw a different selection of flowers?	• Show the children a range of different types of flowers. Close ups of leaves or centre of petals. Emphasis on observing the flowers. Viewfinder to zoom in and create mono drawings adding patterns of dots or stripes. Which flowers do you like?
Can I compare Van Gough and Georgia O'Keefe?	• Display the images of sunflowers and flowers from Georgia O'Keefe. What are the differences and similarities?
Can I explore colour?	• Using Georgia O'Keefe, experiment with mixing colours and adding different colours next to each other.
Can I recreate a 2D art work using a 3D technique ?	• Using Van Gough 'Sunflowers' as inspiration. Create a clay flower. Making sure each petal is created and joined. Alternatively look at cardboard tube sunflowers.
Can I create my own ideas based on my experiences?	• Using the patterns, colours, shapes and different coloured backgrounds, paints and crayons. Create my own flower design to display on a whole school display.

<b>Seaside (Y2)</b>	Can I use observation to sketch? Can I draw abstract images using colour and different materials? Can I use pattern and shade? Can I create a colour palette based on the sea? Can I use texture in a collage?	
	<b>Children will know:</b> <ul style="list-style-type: none"> <li>• how to observe carefully</li> <li>• use paint and explore the effect different pain has</li> <li>•</li> </ul>	Children in Y2 will: <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Learning Question</b>	<b>Input/Ideas</b>
Can I use observation to sketch?	Place your collection of shells and pebbles in front of you and take a few moments to observe their shape, texture and colour. What differences can you see? How many colours can you count on each one? How do the upper and under sides compare?  Choose a selection of 3 or 4 shells
Can I draw abstract images using colour and different materials?	Use a slightly different combination of materials; introducing some water colour and poster paints in addition to the drawing materials. We began by discussing the drawing we did previously and how we looked carefully at the shells in front of us - but that this time, we were going to use our imagination to draw them! This isn't an exercise in memory recall - but more, an opportunity to use our imagination to create more abstract marks and patterns.
Can I use pattern and shade? <ul style="list-style-type: none"> <li>• Painting</li> <li>• Brushes</li> <li>• Light colour</li> </ul> Shades of blue	Van Gough 'Sea scape' Discuss likes and dislike about the picture. Recreate using the squiggles and discuss creating the different shades of blue. Use a handwriting pen as an outline to create the patterns.
Can I create a colour palette based on the sea?	Create a strip with different shades. Add details using the same colours. Hang them together to create a collaborative piece of art work which reminds children about the beach but doesn't include the details.
Can I use texture in a collage?	Create a collage either in the style of artist looked at. Or based on original work

### Year 3 Expectations

Strand	Y3 - Children will know:	At Greater Depth Y3 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>Children can use sketchbooks to record their observations and use them to review and revisit ideas</li> <li>to experiment and become increasingly aware of different kinds of art, craft and design.</li> <li>explore and develop their skills in drawing, painting and sculpture and use these to create opportunities in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>to use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>They will:               <ul style="list-style-type: none"> <li>Talk about their work and the steps they took to create it referring to techniques/artists/skills and begin to record this in their sketchbook.</li> <li>begin to develop their use of selected vocabulary</li> <li>give opinions on the work of others and begin to discuss how to improve</li> </ul> </li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>how to compare work of different artists</li> <li>begin to understand the different contexts of art through time</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>Leonardo Divinci</li> <li>Eric Joyer</li> </ul>	
Skills and techniques	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, such as drawing, painting, sculpture with materials (eg. pencil, charcoal, paint, clay)</li> <li>to develop their techniques, including their control and their use of materials for accuracy</li> <li>develop a wide range of art and design techniques by exploring: colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	

Skills and Techniques	In Year 3, most children will...	Vocabulary
Drawing	<ul style="list-style-type: none"> <li>starting to add details</li> <li>Explore different thickness lines with different grades of pencil</li> <li>Repeating patterns (not linear) e.g. William Morris</li> <li>Colour in between the lines using multiple colours avoiding white space at the edges</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>lighten/darken colour using black and white</li> <li>Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>use watercolours</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>pinch pot using clay</li> <li>use recycled materials to create</li> </ul>	
Textiles	<ul style="list-style-type: none"> <li>explore how to change fabric</li> <li>weave with found materials</li> <li>thread and knot a needle -running stitch</li> </ul>	

Collage	<ul style="list-style-type: none"> <li>exploring the difference between cutting/tearing</li> <li>mosaic</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>use prints to make repeating patterns</li> <li>motifs to create print block images</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li></li> </ul>	

Topic	Key questions and learning sequence → Outcomes		
Volcanoes (Y3)	<ul style="list-style-type: none"> <li>Can I research/discuss art around the theme of volcanoes?</li> <li>Can I explore materials?</li> <li>Can I explore greyscale?</li> <li>Can I investigate background, middle ground and foreground?</li> <li>Can I discuss the pop art movement?</li> <li>Can I create an imaginative piece of work based on techniques I've learnt?</li> </ul>		
	Children will know:	All children should:	Some children will:
	<ul style="list-style-type: none"> <li></li> </ul>		

Learning Question	Input/Ideas
<ul style="list-style-type: none"> <li>Can I research/discuss art around the theme of volcanoes?</li> </ul>	<p><a href="https://www.theguardian.com/artanddesign/gallery/2010/aug/01/art-volcano-warhol-turner">https://www.theguardian.com/artanddesign/gallery/2010/aug/01/art-volcano-warhol-turner</a></p> <p>Children to discuss and respond to each of the paintings in the link above. What is the same and what is different about the images? What messages do the images portray? How do you think each effect was achieved?</p>
<ul style="list-style-type: none"> <li>Can I explore materials?</li> </ul>	<p>JMW Turner <i>The Eruption of the Soufriere Mountains in the Island of St. Vincent, 30th April 1812</i> Oil on canvas © University of Liverpool Art Gallery &amp; Collections, The Bridgeman Art Library</p> <p>Using a dark background, draw the outline of the volcano using white chalk. Add the colour of the lava in pencil crayons. Think about blending techniques.</p>
<ul style="list-style-type: none"> <li>Can I explore greyscale?</li> </ul>	<p>Clarkson Frederick Stanfield <i>An Eruption of Mount Vesuvius, 1839</i> Water and gouache on paper © Tate, London</p>



	Using grey, black and white chalk pastels experiment with creating smoke clouds. How can you create depth just using those colours? Charcoal?
• Can I investigate background, middle ground and foreground?	Hiroshige <i>A seal denoting the month of the year, 1857 - 1858</i> Woodblock print © Ashmolean Museum/University of Oxford  Discuss the background, middle ground and foreground. Create an image using watercolours and black pen to draw out the details.
	Andy Warhol <i>Vesuvius</i> Naples, Museo di Capodimonte © Photo Scala, Florence/Courtesy of the Ministero Beni e Att. Culturali  Using bold colours and felt tip pens create an Andy Warhol inspired image.

(Y3) Light and Shadow	<ul style="list-style-type: none"> <li>• Can I explain what tone means and show examples?</li> <li>• Can I explain tone and show examples in colour?</li> <li>• Can I 3D drawing techniques?</li> <li>• Can I use 3D drawing techniques?</li> <li>• Can I everyday objects to create a shadow?</li> <li>• Can I sketch shadows based on photographs from outdoor exploration?</li> <li>• Can I use sculpture to create a shadow?</li> <li>• Can I recreate art in the style of Vincent Bal?</li> <li>• (shadowology)</li> </ul>	
	Children will know:	Y3 - Children will:

Learning Question	Input/Ideas
• Can I explain what tone means and show examples?	Create a tonal value chart using graded pencils. What happens to the different types of pencil? Explore the different types of pencil you could use: cross-hatching, hatching, blending, patterns of lines or dots,
• Can I explain tone and show examples in colour?	Repeat last lesson but explore different colours and tools. Pastels/crayons/felt pens/wax crayons. Again, explore the different patterns.
• Can I 3D drawing techniques?	Children to explore shading/colour using printed cubes. Dark/Medium/Light. Consider where the light is hitting the object. Look at shadow of a cube and see if children can replicate it.
• Can I use 3D drawing techniques?	Explore drawing letters using 3D lettering. Children can use the letters in their name then add colour considering where the light should be shown. Add shadow where the shadow is created.
• Can I everyday objects to create a shadow?	Bikes and toys outside to create giant ground art. Children could draw around each other or take photos of shadow sculptures created by their own bodies. Children given a range of options to choose from.

<ul style="list-style-type: none"> <li>Can I sketch shadows based on photographs from outdoor exploration?</li> </ul>	Using the photographs of shadows. Use these to create drawings on a smaller scale. Consider using the viewfinder technique to get detail of line. Could add patterns to these?
<ul style="list-style-type: none"> <li>Can I use sculpture to create a shadow?</li> </ul>	Use human form figures made from bendy pipe cleaners create shadow. Observe the changes of the character/light source.
Can I recreate art in the style of Vincent Bal?  (shadowology)	Explore the art created by Vincent Bal. What do you notice about it? What techniques does he use?

(Y3) The Stone Age/Iron Age	<ul style="list-style-type: none"> <li>Can I sketch kitchen utensils?</li> <li>Can I explore the scientific diagrams of Leonardo DaVinci?</li> <li>Can I explore 3D techniques of junk modelling?</li> <li>Can I make a moving model of a robot?</li> <li>Can I look at the work of Eric Joyer ?</li> <li>Can I recreate art in the style of Eric Joyer?</li> </ul>	
	Children will explore and experience: Observational drawing Leonardo DiVinci Explore 3D junk modelling techniques	Y3 - Children will:

Question	Input
Can I sketch kitchen utensils?	Observational drawing of metal objects found in the house. Cut out pages of Argos magazine to make a collage?
Can I explore the scientific diagrams of Leonardo DaVinci?	Display images of DaVinci's diagrams. What do you notice? Art in science. Use the objects from previous lesson to create own designs of robots from those items.

Can I explore 3D techniques of junk modelling?	Use junk modelling to create a sculpture of a robot. You could incorporate some ideas from your drawing design.
Can I make a moving model of a robot?	Using split pins design the parts of a robot again taking ideas from the observational drawings of household objects.
Can I look at the work of Eric Joyer ?	Display some images. Look at the background and foreground of the images. How would you describe the work of this artist?
Can I recreate art in the style of Eric Joyer?	Create the robot out of clay or produce the background and foreground and stick the robot image onto the background. Bold colours. Oil pastels?

The Egyptians (Y3)	<ul style="list-style-type: none"> <li>• Can I research and explore symbols from Ancient Egypt?</li> <li>• Can I plan and design a cartouche?</li> <li>• Can I explore 2D clay techniques?</li> <li>• Can I sketch and design an Egyptian death mask?</li> <li>• Can I use 3D techniques and mod roc to create an Egyptian death mask?</li> <li>• Can I research an artist? Can I compare?</li> </ul>	
		Y3 - Children will:

Learning Question	Input/Ideas
<ul style="list-style-type: none"> <li>• Can I research and explore symbols from Ancient Egypt?</li> </ul>	Display and share a range of images associated with Egypt. Children to display in sketch book and sketch some of the images shown. Use symbols/hieroglyphs to create a print on cardboard.
Can I plan and design a cartouche?	Use symbols from last lesson to design cartouche designs. Plan several ideas and various symbols in sketchbook.
<ul style="list-style-type: none"> <li>• Can I explore 2D clay techniques?</li> </ul>	Consider carefully how to use clay to create the design previously created. Display relief cartouche idea and also show the engraved/indent version. What the advantages and disadvantages of each technique? Make own cartouche.
<ul style="list-style-type: none"> <li>• Can I sketch and design an Egyptian death mask?</li> </ul>	Use charcoal to design portrait of death mask. Think about thickness of line and how to avoid smudge.
<ul style="list-style-type: none"> <li>• Can I use 3D techniques and mod roc to create an Egyptian death mask?</li> </ul>	Using a plastic mask covered in Vaseline. Attach to cardboard cut in the shape of pharaohs head dress. Use mod roc to cover the mask making sure the eyes are clear.  When completely dry, add colours.

<ul style="list-style-type: none"> <li>Can I research an artist? Can I compare?</li> </ul>	<p>Compare the work of Alaa Awad with the traditional ancient images associated with Egypt. Recreate parts of the image and add colour. Work on square by square drawing possibly.</p>
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**Year 4 Expectations**

Strand	Y4 - Children will know:	At Greater Depth Y4 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>Children can use sketchbooks to record their observations and use them to review and revisit ideas</li> <li>to experiment and become increasingly aware of different kinds of art, craft and design.</li> <li>explore and develop their skills in drawing, painting and sculpture and use these to create opportunities in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>to use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>They will:                             <ul style="list-style-type: none"> <li>Talk about their work and the steps they took to create it referring to techniques/artists/skills and begin to record this in their sketchbook.</li> <li>begin to develop their use of selected vocabulary</li> </ul> </li> <li>give opinions on the work of others and begin to discuss how to improve</li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>discuss the similarities and differences of the different art forms/artists explored</li> <li>make links to their own work</li> <li>explain how the art form makes them feel</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>explain the differences between different periods of history in the context of art</li> <li>demonstrate understanding of different styles artists have used</li> <li>.</li> </ul>	
Skills and techniques	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, such as drawing, painting, sculpture with materials (eg. pencil, charcoal, paint, clay)</li> <li>to develop their techniques, including their control and their use of materials. develop a wide range of art and design techniques by exploring: colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	

Skills and Techniques	In Year 4, most children will...	Vocabulary
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Drawing	<ul style="list-style-type: none"> <li>• detail eg. facial expression</li> <li>• Identify hard and soft grades of pencils</li> <li>• Meaning of patterns e.g. flags, heraldry</li> <li>• Colour shading/ no white space/smooth coverage</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>• colour-wheel explore complementary and opposing colours in</li> <li>• experiment with techniques including dotting, scratching, splashing.</li> <li>• layers of different paints/wet/dry</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>• clay bas relief tile rubbings/impress (clay)</li> <li>• hand sculpture/paper mache</li> </ul>	
Textiles	<ul style="list-style-type: none"> <li>• tie dye</li> <li>• recycled materials combined with strips of fabric</li> <li>• research different stitches and try them out</li> </ul>	
Collage	<ul style="list-style-type: none"> <li>• using a range of different types of paper eg. newsprint, magazines</li> <li>• rubbings</li> <li>• overlap materials</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>• design their own print and use 2 colours</li> <li>• polystyrene printing blocks to use with roller and ink</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>•</li> </ul>	

Local Area (Y4)	<ul style="list-style-type: none"> <li>• Can I research/discuss using observational skills in the local area?</li> <li>• Can I explore materials and collage?</li> <li>• Can I explore clay bas relief sculptures?</li> <li>• Can I plan my own work inspired by clay bas relief?</li> <li>• Can I create in the style of Juliet Ehrlich?</li> <li>• Can I evaluate and display my work in the local community?</li> </ul>	
	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• purpose of art in the wider community</li> <li>• draw observational sketches</li> <li>• wax rubbings</li> <li>• digital photographs/scan sketches to manipulate digitally</li> <li>• collage using the materials collected together</li> <li>• natural vs. man made</li> <li>• how to use a particular colour palette</li> <li>• how to use clay to create sculpture</li> <li>• plan and create their own work in the style of clay bas relief</li> <li>• discuss Juliet Ehrlich's art</li> </ul>	<p>Y4 - Children will:</p> <ul style="list-style-type: none"> <li>• purpose of art in the wider community</li> <li>• draw observational sketches</li> <li>• wax rubbings</li> <li>• digital photographs/scan sketches to manipulate digitally</li> <li>• collage using the materials collected together</li> <li>• natural vs. man made</li> <li>• how to use a particular colour palette</li> <li>• how to use clay to create sculpture</li> <li>• plan and create their own work in the style of clay bas relief</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• display work in community way</li> </ul> |  |
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<p>Can I research/discuss?</p> <ul style="list-style-type: none"> <li>• Observational</li> <li>• Wax rubbing</li> <li>• Viewfinders</li> <li>• Texture</li> <li>• Sketching</li> </ul>	<p>Investigate buildings in the local area by observational drawings, digital photographs and viewfinders to zoom in on features such as doors or fronts. Wax rubbings for get some different surface textures. Scan drawings into computer for use at the exhibition?</p>
<p>Can I explore materials?</p> <ul style="list-style-type: none"> <li>• Collage</li> <li>• Man made</li> <li>• Natural</li> <li>• Colour palette</li> <li>• Texture</li> <li>• Overlapping</li> <li>• Space</li> </ul>	<p>Collage using a range of media - use texture from last lesson to show different materials and differences. Combine drawings/photographs/rubbings. Man made vs. Natural. - colour palette?</p>
<p>Can I explore techniques?</p> <ul style="list-style-type: none"> <li>• Clay bas relief</li> <li>• Sculpture</li> <li>• Pattern</li> <li>• Relief</li> </ul>	<p><a href="http://www.claybasrelief.info/index.html">http://www.claybasrelief.info/index.html</a>            Create a bas relief piece of sculpture using a small slab of clay to draw patterns and experiment with low relief and materials            What considerations do we need to make for sculpture? Safety? How will it stand? Where will it be displayed? What is the brief?</p>
<p>Can I plan?</p> <ul style="list-style-type: none"> <li>• Clay bas relief</li> <li>• Sculpture</li> <li>• Pattern</li> <li>• Details</li> </ul>	<p>Plan your own bas relief images based on the drawings from the local environment (perhaps the Tillington symbol?) including the details previously put together before. Sketch in sketchbooks using the details and annotate with difficulties and problems.</p>

<p>Can I create?</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Colour</li> <li>• Evaluate</li> <li>• Critique</li> </ul>	<p>Using the knowledge and skills developed over this block use the plan to create claybas relief. Add colour if possible - discuss over-colouring and refer back to Juliet Ehrlich's art. What makes her effective? How much colour has she included?</p>
<p>Can I evaluate and display my work?</p> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Display</li> <li>• Community</li> </ul>	<p>Display sculptures alongside drawings and rubbings and invite the local community in for an exhibition of works. Children to discuss and evaluate their projects using a photograph stuck into sketchbooks.</p>

<p>Mapping it out (Y4)</p>	<ul style="list-style-type: none"> <li>• Can I combine words, pictures and symbols?</li> <li>• Can I use my imagination to create a detailed fantasy map?</li> <li>• Can I use my imagination to draw an old town map?</li> <li>• Can I apply collage techniques to create a mixed media map of the local area?</li> <li>• Can I create a 3D model of the local community?</li> </ul>	
	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• to design for a specific purpose</li> <li>• record mental images and record observations</li> <li>• to understand the effect of combining different media</li> <li>• to respond to imagination through drawing</li> <li>• to research the past and use that to inform artwork</li> <li>• to use collage to create effects</li> <li>• to work together on a collaborative project</li> <li>• to change 2D into 3D</li> <li>• how to explore different ideas around a similar theme</li> </ul>	<p>Y4 - Children will:</p> <ul style="list-style-type: none"> <li>• to design for a specific purpose</li> <li>• record mental images and record observations</li> <li>• to understand the effect of combining different media</li> <li>• to respond to imagination through drawing</li> <li>• to research the past and use that to inform artwork</li> <li>• to use collage to create effects</li> <li>• to work together on a collaborative project</li> <li>• to change 2D into 3D</li> <li>• how to explore different ideas around a similar theme</li> </ul>

<p>Can I combine words, pictures and symbols?</p>	<p>Can I draw a map of my life? What is the purpose of a map? What kinds of things could I include?</p>
<p>How to format map?</p>	<p>Different drawing techniques for arrows and maps lettering. Look at different creative maps for inspiration. They</p>

<p><b>Can I use my imagination to create a detailed fantasy map?</b></p>	<p>Give examples of photographs of landscape features that could be included in the fantasy map. Refer to fairy tales/legends.</p> <ul style="list-style-type: none"> <li>• landscapes</li> <li>• buildings and places</li> <li>• mythical beasts or treasure troves</li> </ul> <p>How to age the map? Folding, creasing and painting with strong tea?</p>
<p><b>Can I use my imagination to draw an old town map from 500 years ago?</b></p>	<p>Examine and list the key features found on old town maps. Look at current aerial photographs and maps of the area. Analyse key features of maps (compass rose, date and border) In sketchbooks, practice designs for the key features of the map.</p>
<p><b>Can I apply collage techniques to create a mixed media map of the local area?</b></p>	<p>Sketch then paint the landscape features of the local area (roads, river, fields, etc.) Create designs for features e.g. trees that are photocopied and cut out for inclusion on the map. Add photographs/drawings of local places on the map. Information panels, compass etc, can also be added to the final collage.</p>
<p><b>Can I create a 3D model of the local community?</b></p>	<p>Use a range of modelling materials and recycled materials to create some 3D models of buildings in the locality (or fantasy features e.g. swimming pool) Use knowledge of 3D models. Use pattern paper and texture. Using a 2D grid - put together to create collaborative work.</p>

<p>The Greeks (Y4)</p>	<ul style="list-style-type: none"> <li>• Can I sketch Greek patterns?</li> <li>• Can I create a Greek vase design?</li> <li>• Can I explore techniques?</li> <li>• Can I design a mosaic?</li> <li>• Can I explore the techniques required to collage a mosaic?</li> <li>• Can I explore the different types of column in an ancient Greek building?</li> </ul>	
	<p>Children will know:</p>	<p>Y4 - Children will:</p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p>Can I sketch Greek patterns?</p>	<p>Sketch Greek patterns using handwriting pen. Include drawing and sketches of ancient Greek buildings. Stories are told using vases.</p>
<p>Can I create a Greek vase design?</p>	<p>Use orange paper to put your designs onto in black. This will serve as a plan for your clay pot design. How will working in 2D be different to working in 3D with clay? What techniques will you need to adapt?</p>
<p>Can I explore techniques?</p>	<p>Use the terracotta clay to create a pot. Demonstrate to the children the pinch pot idea.</p>



Can I design a mosaic?	Explore mosaics by showing pictures and mosaic tiles. Mosaic might include a <i>Greek</i> god or something that symbolizes a <i>Greek</i> god/goddess. Incorporate this into the design for a mosaic.
Can I explore the techniques required to collage a mosaic?	Sketch out the idea. Discuss whether using scissors or tearing changes anything. What effect are they trying to create? How big are they going to make the pieces? What advantages or disadvantages would this have?
Can I explore the different types of column in an ancient <i>Greek</i> building?	Sketch the different columns and create a sketchbook page which gives information of how they are different. Build a temple out of art straws or using digital art. What are the challenges with this?

## Year 5 Expectations

Strand	Y5 - Children will know:	At Greater Depth Y5 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>Children can increasingly use sketchbooks to record their observations and use them independently to review and revisit ideas</li> <li>be aware of different kinds of art, craft and design.</li> <li>develop confidence to experiment and explore to develop their independent skills in drawing, painting and sculpture beginning to apply them to their own work</li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>to use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>They will:               <ul style="list-style-type: none"> <li>Talk about their work using vocabulary they had built over previous years</li> <li>refer to techniques/artists/skills in context of their own individual work</li> </ul> </li> <li>give opinions on the work of others and suggest ideas of improvements</li> <li>discuss the similarities and differences of the different art forms/artists explored</li> <li>make links to their own work</li> <li>develop their own individual creative responses to a stimulus</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li></li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>how to produce texture in a 2D drawing by use of shading</li> <li>how to appreciate differences in cultures evident in art</li> </ul>	
Skills and techniques	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, such as drawing, painting, sculpture with materials (eg. pencil, charcoal, paint, clay)</li> <li>to develop their control and use of materials when using a wide range of art and design techniques which explore: colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	

Skills and Techniques	In Year 5, most children will...	Vocabulary
Drawing	<ul style="list-style-type: none"> <li>details and fur/leaves shading</li> <li>Begin to explore materials/grades of pencil for different effects</li> <li>Abstract patterns/filling the space</li> <li>Cross hatching</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>develop fine brush strokes for detail</li> <li>acrylic paint on a canvas</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>building with cardboard papier mache</li> <li>facial features of the human form</li> </ul>	

Textiles	<ul style="list-style-type: none"> <li>• clothing design</li> <li>• circular weaving - cultural (Mayans?)</li> <li>• different types of stitches</li> </ul>	
Collage	<ul style="list-style-type: none"> <li>• fabric collage</li> <li>• montage (putting pictures together)</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>• design their own print and use more than 2 colours</li> <li>• intaglio</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>•</li> </ul>	

Topic	Key questions and learning sequence → Outcomes	
Amazon Rainforest (Y5)	<ul style="list-style-type: none"> <li>• Can I use a colour wheel to find complimentary colours?</li> <li>• Can I design my own outline stencil?</li> <li>• Can I explore techniques: Mola art</li> <li>• Can I sketch using background, middle ground and foreground?</li> <li>• Can I research Henri Rosseau?</li> <li>• Can I create a diorama using an original painting as a stimulus?</li> </ul>	
	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• how use and create a stencil</li> <li>• complimentary colours using the colour wheel</li> <li>• how to create intricate patterns</li> <li>• how to create a fabric pattern</li> <li>• how to sew onto a background fabric</li> <li>• sewing terms: stitching, tacking, pattern</li> <li>• a range of decorative stitches</li> <li>• work of the famous artist Henri Rousseau</li> <li>• the different levels of depth (foreground, middle ground, background)</li> <li>• how to experiment with materials to create depth</li> <li>• how to create a diorama</li> </ul>	<p>Y5 - Children will:</p> <ul style="list-style-type: none"> <li>• how use and create a stencil</li> <li>• complimentary colours using the colour wheel</li> <li>• how to create intricate patterns</li> <li>• how to create a fabric pattern</li> <li>• how to sew onto a background fabric</li> <li>• sewing terms: stitching, tacking, pattern</li> <li>• a range of decorative stitches</li> <li>• work of the famous artist Henri Rousseau</li> <li>• the different levels of depth (foreground, middle ground, background)</li> <li>• how to experiment with materials to create depth</li> </ul> <p>how to create a diorama</p>

Can I use a colour wheel to find complimentary colours?	Abstract shapes onto A3 paper cut out the outline shape of a chameleon (stencil) . Colour and create intricate patterns using complimentary colours.
<ul style="list-style-type: none"> <li>• Pattern</li> <li>• Complimentary colour</li> </ul>	
Can I design my own outline stencil?	In sketchbooks sketch the outlines of rainforest animals. Decide which is the best and draw onto thin paper to create a fabric pattern.

<ul style="list-style-type: none"> <li>• Stencil</li> <li>• Outline</li> <li>• fabric</li> </ul>	
<p>Can I explore techniques? (Mola art)</p> <ul style="list-style-type: none"> <li>• Tacking</li> <li>• Stitching</li> <li>• Fabric</li> </ul>	<p>Use fabric pattern to cut out fabric. Tack to a background fabric.</p> <p>Fabric - stitching - tacking - use pattern from lesson 1 and use a range of stitches to create patterns and colour. Sew round the outline in running stitch.</p> <p>Add sequins and beads to embellish.</p>
<p>Can I sketch using background, middle ground and foreground? Can I research a famous artist?</p> <ul style="list-style-type: none"> <li>• Henri Rousseau</li> <li>• Background</li> <li>• Perspective</li> <li>• Middle ground</li> <li>• Foreground</li> <li>• Depth</li> </ul>	<p>Introduce the jungle paintings of Henri Rousseau. Understand that such a composition consists of a foreground, middle ground and background and that artists use colour as a form of aerial perspective to give the impression of depth.</p> <p>Use watercolours to sketch and paint their own jungle scene focussing on creating a background, middle ground and foreground.</p>
<p>Can I create a diorama using an original painting as a stimulus?</p> <ul style="list-style-type: none"> <li>• Diorama</li> <li>• Background</li> <li>• Middle ground</li> <li>• foreground</li> </ul>	<p>Use background from previous lesson, create 3 separate paintings to create a diorama. (The three pieces can then be glued to lengths of woods 10mmx10mm to create depth)</p>

<p>The Maya (Y5)</p>	<ul style="list-style-type: none"> <li>• Can I use lines and pattern inspired by the Maya?</li> <li>• Can I use a Maya calendar as inspiration?</li> <li>• Can I design a Maya mask?</li> <li>• Can I use clay to create a Maya mask?</li> <li>• Can I create a Maya worry doll?</li> <li>• Can I explain the process of making a worry doll using a visual process? (see example)</li> </ul>	
	<p>Children will know:</p>	<p>Y5 - Children will:</p>

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Can I use lines and pattern inspired by the Maya?	Examine patterns used the maya and split up the page in sketch book. Work in each section on a different pattern.
Can I use a Maya calendar as inspiration?	Examine the Maya calendar and work on drawing with detail. Use the numbers to create a bold, stylistic black and white image.
Can I design a Maya mask?	Create a sketchbook page based around Maya masks. What were they used for? What features did they have? Sketch ideas and add details/evaluative comments.
Can I use clay to create a Maya mask?	Use clay to create a Maya mask. When dry add colours appropriately following on from design in sketch book from previous sessions. What's tricky? What techniques might you need to think about?
Can I create a Maya worry doll?	Using a peg and wool wind it round and create a Mayan worry doll.
Can I explain the process of making a worry doll using a visual process? (see example)	Create a page in sketchbook that shows the process of designing and creating a Maya worry doll.

The Anglo-Saxons/Vikings (Y5) (+Y6 - 2020-2021)	<ul style="list-style-type: none"> <li>• Can I research different types of patterns?</li> <li>• Can I build layers of cardboard to produce work?</li> <li>• Can I explore techniques?</li> <li>• Can I research the importance of talismans and jewellery? Staffordshire Hoard link</li> <li>• Can I use techniques from long ago?</li> <li>• Can I design a Viking shield?</li> <li>• Can I draw a dragon adding colour?</li> <li>• Can I create a Viking college of a longboat?</li> </ul>	
	Children will know: • •	Y5 - Children will:

Can I research different types of patterns?	Research religious symbols and patterns. Sketch these i sketchbooks to create ideas page for design. Design own cross.
Can I build layers of cardboard to produce work?	Create the layers of the cross and add details by building up the layers and the texture.
Can I explore techniques?	When dry add colours and details using markers.
Can I research the importance of talismans and jewellery? Staffordshire Hoard link	Research and design Anglo-Saxon jewellery as symbols of status. How are you going to add detail? What material do you need to use?
Can I use techniques from long ago?	Weaving or design of clothes.
Can I design a Viking shield? Can I draw a dragon adding colour? Can I create a Viking collage of a longboat?	

## Year 6 Expectations

Strand	Y6- Children will know:	At Greater Depth Y6 - Children will exhibit:
Creating and exploring	<ul style="list-style-type: none"> <li>to use sketchbooks to record their observations independently</li> <li>the different kinds of art, craft and design.</li> <li>how to select appropriate materials/techniques/tools/skills to create their own unique creative work.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>a willingness/ability to take a lead in group situations, make decisions and be self-motivated</li> <li>heightened fluency of skill across the wide range of artistic activities (e.g. increased level of imagination or capacity to use/combine range of materials/techniques/skills)</li> <li>the ability to improve and refine own work using own ideas independently</li> <li>the ability to compare different styles of art and use vocabulary accurately, providing more comprehensive responses which connect ideas across, and from, different units and from the different areas of the progression map</li> <li>increased taking of risks and justifying the creative decision children have made</li> </ul>
Reflecting and Evaluating	<ul style="list-style-type: none"> <li>to refer to techniques/artists/skills in context of their own individual work</li> <li>discuss the similarities and differences of the different art forms/artists explored</li> <li>how to evaluate their own work and the work of others</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li></li> </ul>	
Knowledge and Understanding	<ul style="list-style-type: none"> <li>how to produce emotions</li> <li>how to use creative techniques for effect</li> <li>how different styles are connected</li> </ul>	
Skills and techniques	<ul style="list-style-type: none"> <li>to continue to develop their mastery of art and design techniques, such as drawing, painting, sculpture with materials and use these confidently in their own work.</li> <li>to develop their control and use of materials when using a wide range of art and design techniques which explore: colour, pattern, texture, line, shape, form and space. (see below)</li> </ul>	

Skills and Techniques	In Year 6, most children will...	Vocabulary
Drawing	<ul style="list-style-type: none"> <li>light/dark shading</li> <li>Choose to use different materials/grades of pencil to create different effects/mood.</li> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns</li> <li>Appropriate use of materials to create multi-media.</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>Control and experiment with colour to create mood and express feelings</li> <li>different brushes for specific purposes</li> <li>select appropriate paints for project</li> </ul>	
Sculpture	<ul style="list-style-type: none"> <li>mod roc</li> <li>wire frame to create structure cover with tissue paper</li> </ul>	

Textiles	<ul style="list-style-type: none"> <li>• batik wax and dyeing</li> <li>• design a piece of work that include weaving</li> <li>• embroidery hoop</li> </ul>	
Collage	<ul style="list-style-type: none"> <li>• design and produce a piece of work</li> </ul>	
Printing	<ul style="list-style-type: none"> <li>• overprint with different colour making their own print</li> <li>• explore screen printing</li> </ul>	
Art and Artists	<ul style="list-style-type: none"> <li>•</li> </ul>	

Rivers (Y6)	<ul style="list-style-type: none"> <li>• Can I independently research and collect together my ideas?</li> <li>• Can I explore shape and line using charcoal?</li> <li>• Can I explore patterns and design inspired by the flow of water?</li> <li>• Can I explore techniques of blending using a specific colour palette?</li> <li>• Can I create using the techniques I've explored?</li> <li>• Can I use 3D techniques to plan and create a set design?</li> </ul>	
	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• how to research and evaluate art around a specific theme</li> <li>• collect and gather ideas together using digital media</li> <li>• use an aerial view and observational sketching</li> <li>• create movement in a painting</li> <li>• create patterns</li> <li>• use and apply a specific colour palette</li> <li>• how to use collage and a range of items</li> <li>• apply 3D techniques to a set design</li> </ul>	<p>Y6 - Children will:</p> <ul style="list-style-type: none"> <li>• how to research and evaluate art around a specific theme</li> <li>• collect and gather ideas together using digital media</li> <li>• use an aerial view and observational sketching</li> <li>• create movement in a painting</li> <li>• create patterns</li> <li>• use and apply a specific colour palette</li> <li>• how to use collage and a range of items</li> <li>• apply 3D techniques to a set design</li> </ul>

Can I research and collect together my ideas?	Research River art and create a digital collage of images associated with 'Rivers' Walk to Doxey Marshes and do some sketches of the river.
Can I explore the shape?	Using charcoal draw river shapes from an aerial view. Observe the way the river bends and carves out the land. Use stepping stones and the stones around the edges.
Can I explore techniques?	Sketch out a river shape and create a design inspire by the flow of water. Fill with pattern.
Can I explore techniques?	Begin to use water colour to explore colour of river, blending colours and shaping.



Can I explore techniques?	Bring these techniques together and create a collage of a river using a range of materials.
Can I use 3D techniques to create a set design?	Build a river scene for a design of a set by layering up cardboard and polystyrene.

Victorians (Y6)	<ul style="list-style-type: none"> <li>• Can I sketch a picture from the industrial revolution?</li> <li>• Can I research the artist LS Lowry?</li> <li>• Can I use collage to create still life composition?</li> <li>• Can I sketch a still-life?</li> <li>• Can I draw using a Dickensian style?</li> <li>• Can I create a William Morris pattern ?</li> </ul>	
	Children will know: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	Y6 - Children will:

Can I sketch a picture from the industrial revolution?	Sketch a steam train. Display images associated with the industrial revolution. Children to sketch and draw on page filling it with 'modern' thoughts for the period.
Can I research the artist LS Lowry?	Display work by Lowry. What do you think inspired him? Discuss his work. Create sketch page to show.
Can I use collage to create still life composition?	Display some images of Victorian still life. Explain what is meant by Victorian still life. Use collage of different pictures cut out and glued together to make a still-life composition. (Compare with Lowry's artwork)
Can I sketch a still-life?	Use the compositions created before. Sketch still life adding shading where necessary. Could add colour using pastels/paints/pencils.
Can I draw using a Dickensian style?	Share the images of the Dickensian illustration. Explore the line, shapes and shadows. Use drawing tools, pencils and charcoal first experiment with technique then move on to draw a building in Dickensian style.
Can I create a William Morris pattern ?	Design and create a William Morris with a repeated pattern. Discuss the purpose. Create a sketchbook page.

Evolution and Inheritance (Y6)	<ul style="list-style-type: none"> <li>• Can I explore mark-making?</li> <li>• Can I explore my own ideas around a creative theme?</li> <li>• Can I apply my knowledge and understanding of art to produce a final piece?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Can I create a unique final piece?</li> <li>• Can I evaluate my work and the work of others?</li> <li>• Can I explore mark-making?</li> </ul>				
	<table border="1"> <tr> <td>Children will know:</td> <td>Y6 - Children will:</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> </td> <td></td> </tr> </table>	Children will know:	Y6 - Children will:	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
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Learning Question	Ideas/Input
Can I explore mark-making?	Gather together paints/pastels/pencils and mark make in your sketchbook. What materials do you like using? Which materials do you find difficult to use? What techniques do you prefer? What is your artistic style?
Can I explore my own ideas around a creative theme?	Consider the title 'Inheritance and Evolution'. If you were to draw a monkey. How would you draw it? What materials would you use? What techniques would you use? Find photos and pictures that inspire you. Create multiple sketchbook pages to explore your ideas.
Can I apply my knowledge and understanding of art to produce a final piece?	Which of your ideas do you want to take forward? What bits do you like? How big is your final piece going to be? What style are you doing to use? What materials/tools do you need?
Can I create a unique final piece?	Use your ideas to create your final piece of art work. These will be displayed in an art gallery/show at the end of the year to show the journey of pupils in art.
Can I evaluate my work and the work of others?	Have a mini-art show in the classroom. What do you like about other people's work and what improvements might you suggest? How does the art work make you feel?
Can I explore mark-making?	Gather together paints/pastels/pencils and mark make in your sketchbook. What materials do you like using? Which materials do you find difficult to use? What techniques do you prefer? What is your artistic style?